



The Bourne Academy Remote Learning Policy

VISION

Our central belief is that everyone is a learner and everyone is a teacher.

PURPOSE

At The Bourne Academy we develop literate, numerate global citizens who ASPIRE:

Ambitious, Self-confident, Physically Literate, Independent Learners, Resilient, Emotionally Literate

OBJECTIVES

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for students who are not in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

Roles and responsibilities

2.1 Teachers

When providing remote learning, teachers must be available between 8.40am and 3.20pm. The Academy will continue to provide training for staff and students for Microsoft Teams. Each area of learning's nominated Microsoft Teams Champion will attend training with the Assistant Principal. Help and guidance documents for teaching and setting work through Microsoft Teams will be available in the Teaching & Learning section of the Teachers' Handbook.

If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure:

Unplanned absences – Please ring the absence line at least one hour before your start time (7am for most full time staff) to advise if you are not able to come in to school or are going to be delayed for any reason. Please leave your name, and the reason as to why you are absent. In cases of illness please ensure that your message is more specific than “not well” or “not feeling 100%” We are required to specify reasons for absence both to certify our attendance records and as part of our duty of care responsibilities. You will need to call in on each day of absence unless you have been signed off. Please be aware that the call to the absence line is mandatory regardless of any other arrangements you have with your line manager or team for notification.

When providing remote learning, teachers are responsible for:

Setting work:

Setting work during normal school opening: For students who are unable to attend school due to shielding or quarantining, work should be set that enables them to access the same curriculum content as those students in school. This should be available by 8am on the day that lesson will be taught for those absences' teachers are aware of. If this is a new absence the teacher will set work as soon as possible.

Content and Tools to Deliver Remote Education

Resources to deliver this Remote Education Plan include:

- Use of Microsoft Teams to deliver live lessons and virtual tutor times and year group assemblies.
- Use of Show My Homework for setting assignments, quizzes, etc.
- Use of Microsoft Teams & Google Classroom to store electronic resources including textbooks
- Use of online platforms, such as, BBC Bitesize, Oak National Academy, Greenshaw Learning Trust Lesson Directory, Hegarty Maths, Tassomai, and Seneca.

When setting work during Tier 2 restrictions as whole year groups/cohorts will be remote learning, subject leaders should ensure teachers within the department continue to provide a normal timetable / lessons either face to face or via our remote platform (Microsoft Teams).

Our rota model

Students will spend 2 weeks in the Academy followed by 2 weeks at home.

We will split students into 2 groups, making sure:

- 'Bubbles' of students do not mix with other rota groups (Yr7, Yr10 & Yr11) and (Yr8, Yr9 and 6th Form)
- Where practical, students who are likely to come into contact outside of the Academy (e.g. those living in the same house) are in the same group
- We will include vulnerable students and the children of critical workers in rota groups.
- However, separate groups will still be provided for non-attending students staffed by classroom based associate staff.

Teachers must ensure they:

- Have live recorded the session
- Have a clear explanation of what work needs to be produced, submitted and how it will be assessed.
- Have a clear deadline for any work required
- Make clear what opportunity there is for teacher contact during 'out of school fortnight' (i.e. use of Teams Chat for problem solving or a Teams meeting drop-in session).
- Be set within two working days of a Tier 2 restriction being put in place. All Areas of Learning to have a standby task available for each year group so that in the event of a Tier 2 restriction being implemented, work can be set for the first day or until remote learning will begin.
- Use of the Assignments tool in Teams will enable students to submit work and for teachers to provide feedback at appropriate points in the project.
- When setting work during Tier 3/4 restrictions, the same approach will be used, taking account of individual circumstances

Keeping in touch with students who are not in school:

- During normal school opening, tutors should make contact with their tutees (if remote learning due to shielding or quarantining) using Microsoft Teams (e.g. using the Chat facility) to check in with their tutee and support with any pastoral needs. An email should be sent to the parents to advise them that this support is in place and to facilitate positive home school communication during this time,
- During Tier 2 restrictions, tutors should contact their tutees on a weekly basis, utilising Microsoft Teams to have live tutor sessions.
- A whole school message will be sent to parents/carers to advise them to contact their child's tutor in the first instance if there are pastoral concerns.

- Staff will not be expected to respond to student or parent communication outside normal working hours. This is to support staff wellbeing and will be stated clearly to parents in the whole school information on remote learning sent at the start of a Tier 2 restriction.

Any concerns or complaints received by teachers should be referred through the appropriate channel:

- Academic/subject based – Director of Learning or Subject Lead (who can seek guidance from their SLT line if needed). This includes dealing with failure to complete work.
- Pastoral – tutor in the first instance and then Head of House
- SEND – referred to Hayley Betteridge (Yr7-8), Nicola Al Jassar (Yr9-13)
- Safeguarding – referred to Ashley St John, Kelly Franklin or Jackie Beer (Designated Safeguarding Leads)

Attending virtual meetings with staff, parents and students or delivery of live lessons:

- Staff attire should be suitable for meeting with parents and students
- Locations of meetings/live lessons should avoid areas with background noise, and there should be nothing inappropriate in the background.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available for their normal working hours.

If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure (see information on unplanned absences above in Section 2.1).

When assisting with remote learning, teaching assistants are responsible for:

- Supporting students who are not in school with learning remotely:
- Contacting the student(s) and parents that have been assigned to their group for monitoring
- Provide support based upon individual need (this may be for specific subjects or across all subjects dependent on need).

Attending virtual meetings with staff, parents and students or delivery of live lessons:

- Staff attire should be suitable for meeting with parents and students
- Locations of meetings/live lessons should avoid areas with background noise, and there should be nothing inappropriate in the background.

2.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Ensuring they and their staff engage with training so they are skilled and confident in teaching and setting work remotely
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
- Monitoring the remote work set by teachers in their subject areas during line management meetings
- Alerting teachers to resources they can use to teach their subject remotely

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school (overseen by Rachel Bennett, Assistant Principal)
- Continually evaluating and refining the remote learning approach based upon feedback from staff, students and parents.
- Monitoring the effectiveness of remote learning through regular meetings with subject leaders (this may be in school or remotely via Microsoft Teams).
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated safeguarding lead

The DSL, Ashley St John, Kelly Franklin and Jackie Beer, are responsible for:

Managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

2.6 IT staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- Supporting staff with any technical issues they are experiencing
- Reviewing the security of remote learning systems
- Assisting students and parents with accessing the internet or devices where possible

2.7 Students and parents

Staff can expect students learning remotely to:

- Be contactable during the school day – however as students may not always be in front of a device this may be at an alternative time to when they would normally have their lesson/tutor session.
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they are not able to complete work
- Staff can expect parents with children learning remotely to:
- Make the school aware if their child is sick or otherwise cannot complete work
- Seek help from the school if they need it and to engage constructively with support offered
- Be respectful when making any complaints or concerns known to staff

2.8 Governing board

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- Issues in setting work – talk to the relevant subject lead or SENDCO

- Issues with behaviour – talk to the tutor or relevant Head of House
- Issues with IT – refer to IT Services
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the data protection officer
- Concerns about safeguarding – talk to the DSLs

Data protection

4.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:

- Use a device that has security updates applied
- Ensure school data is only stored within academy systems (Home Drive/Staff Resources/Student Resources/Staff Share (SharePoint)/Student Share (SharePoint)/One Drive/Microsoft Teams/Google Drive/Outlook) – **Academy data should NEVER be stored on personal devices/USBs or personal online services**

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as such as email addresses as part of the remote learning system. If this process is necessary for the school's official functions, individuals will not need to give permission for this to happen.

However, staff are reminded to collect and/or share as little personal data as possible online.

4.3 Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers, and special characters (e.g. asterisk or currency symbol)
- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

Safeguarding

- This section of the policy will be enacted in conjunction with the Academy's Child protection policy, which has been updated to include safeguarding procedures in relation to remote working.
- The DSLs and Principal will identify 'vulnerable' students (students who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.
- The DSLs will arrange for regular contact to be made with vulnerable students, prior to the period of remote learning.
- Phone calls made to vulnerable students will be made using school phones where possible.
- The DSLs will arrange for regular contact with vulnerable students once per week at minimum, with additional contact, including home visits, arranged where required.
- All contact with vulnerable students will be recorded and suitably stored in line with the Records Management Policy.

- The DSLs will keep in contact with vulnerable students' social workers or other care professionals during the period of remote working, as required.

All home visits **must**:

- Have at least one suitably trained individual present.
- Be undertaken by no fewer than **two** members of staff.
- Be suitably recorded so that the DSLs have access to them.
- Actively involve the student.

Vulnerable students will be provided with a means of contacting the DSLs, their Heads of House, or any other relevant member of staff – this arrangement will be set up by the DSLs prior to the period of remote learning.

- The DSLs will meet (in person or remotely) with the relevant members of staff once per week to discuss new and current safeguarding arrangements for vulnerable students learning remotely.
- All members of staff will report any safeguarding concerns to the DSLs via My Concern and email immediately.
- Students and their parents will be encouraged to contact the DSLs and/or Heads of House, if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying. The school will also signpost families to the practical support that is available for reporting these concerns.

Monitoring arrangements

This policy will be reviewed termly by the Assistant Headteacher. At every review, it will be approved by the full governing body.

Links with other policies and documents

This policy is linked to our:

- Behaviour policy
- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Implementing Tiers of Restriction