

Remote teaching and learning policy

ACE Schools

Contents

1. Aims	1
2. Roles and responsibilities	1
3. Data protection	3
4. Safeguarding	4
5. Links with other policies	Error! Bookmark not defined.

1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

2. Roles and responsibilities

There may be times that all teachers may be required to deliver online learning to pupils, for most this will be infrequent but for staff who deliver education to pupils accessing our outreach provision this will form a significant part of their delivery model.

Middle and senior leaders will be responsible for the support of content delivered online and the safeguarding requirements of the delivery.

Teacher will be responsible for ensuring that sessions are delivered at agreed times and for the reporting of any concerns to pastoral and safeguarding leads if issues arise.

2.1 Teachers and teaching assistants

When providing remote learning, teachers must be available for the period agreed with families and pupils.

If they're 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. Staff who are coordinating the absence will endeavour to contact the families affected by the absence.

When providing remote learning, teaching activities include:

Setting work: Teachers and teaching assistants

- Ensuring work is at appropriate level for the pupils
- Directing the approximate of time the task will take
- Any requirements about when the work should be submitted
- How work can be returned to teachers

➤ Delivering work: Teachers and teaching assistants

- Ensuring you communicate with pupils and families the time of the online lessons
- Ensure that families can access the child's Teams account
- When making contacting to set the lesson ensure that a parent/carer is available at the house
- Cameras are turned off for pupils and the session is recorded (where possible)
- Ensure the location you are delivering lesson from is appropriate (neutral background with minimal personal effects)
- Ensure that you are professionally dressed for online teaching sessions

Providing feedback on work: Teachers

- Feedback will be delivered live during online lessons or through Teams where work has been set online.

Keeping in touch with pupils who aren't in school and their parents: Teachers and teaching assistants

- Contact can be made to set learning and work through parents, and pupil school Office 365 accounts. In exceptional circumstances through pupils' personal communications. Staff must do this from work mobiles, landlines or email accounts
- In order to maintain the well-being and workload of staff delivering remote and online learning there is not an expectations for them to reply outside of work hours
- If parents/carers raise any issues this is to be communicated to your line manager immediately

2.2 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

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 – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set

Alerting teachers to resources they can use to teach their subject remotely

2.3 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning through line management and feedback from parents and pupils
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.4 Designated safeguarding lead

The DSL is responsible for:

Providing support and guidance regarding any safeguarding issues that are raised through this teaching method.

2.5 IT staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- Supporting staff with any school based technical issues
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer

2.6 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although consider they may not always be in front of a device the entire time
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work or attend sessions

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work or attend the teaching session
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff

2.7 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

3. Data protection

3.1 Accessing personal data

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

- Explain how they can access the data, through O365 and Teams
- Use IT equipment provided by the school

3.2 Keeping devices secure

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

Following the Acceptable ICT Use policy at all times

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)

Access personal data only through the school IT systems or through platforms using 2 factor authentication such as CPOMS

Making sure the device locks if left inactive for a period of time

Not sharing the device among family or friends

Keeping operating systems up to date – always install the latest updates

Staff will not use social media to communicate with pupils or provide any form of remote learning.

3. Safeguarding

All safeguarding procedures will follow the Child Protection and Safeguarding Policy and addendums

4. Links to other policies

Child Protection and Safeguarding Policy

ICT Acceptable Use

E-safety Policy

Data Protection Policy

5. Additional guidance for supporting online learning

1. It takes time to logon to the systems, give people chance as part of your online lessons to get logged on and find their way around. This might even be part of the first online session.
2. Remember for some students this is probably the first time they have worked alone and at home.
3. Everything takes longer, make your tasks shorter than you might in the classroom so students have a sense of achievement.
4. Technical problems will happen, people will forget logins, work will not save, internet connection will slow down... There will be distractions of dogs barking, doors slamming and babies crying!
5. It is quite tiring for students and staff alike engaging in multiple sessions online a day will exhaust you so maybe make them slightly shorter, set offline work to be completed. Some work can be verbal discussions or research based.
6. Pre-record! If you are nervous about delivering online use the record function of PowerPoint and record your session in advance and allow students to play it back. You then just need to be online to introduce the topic and then answer any questions via the chat function or messages.

Below are some tips for creating online resources that reduce cognitive learning.

5 ways to reduce cognitive load in eLearning based on the findings of Mayer and Moreno

1. **Present some information via the visual channel and some via the verbal channel**
If all of the content is processed visually i.e. via text, pictures or animations, the visual channel can become overloaded. Using narration transfers some of the content to the verbal channel thereby spreading the load between the channels and improving processing capacity.
 2. **Break content into smaller segments and allow the learner to control the pace**
If the content is complex and the pace is too fast, the learner may not have enough time to effectively process the information. Breaking complex content into smaller chunks and allowing the learner to control the speed of the learning lets them to process the information more effectively.
 3. **Remove non-essential content**
Background music and decorative graphics may appear to make the eLearning more interesting. However, these elements require incidental processing and increase extraneous load. If the content doesn't support the instructional goal, it should be removed.
 4. **Words should be placed close as possible to the corresponding graphics**
When text is located away from the corresponding graphic, learners are forced to scan the screen in order to align the text to the graphic which requires additional cognitive processing. Placing the text close to the corresponding graphic improves the transfer of information.
 5. **Don't narrate on-screen text word-for-word**
When on-screen text is narrated, the same information is presented to learners via both channels. Rather than spreading the load, learners are forced to process the same information twice which means that there is a great deal of redundancy. If using narration, the on-screen text should be a summary.
- *Efficiency in Learning: Evidence-Based Guidelines to Manage Cognitive Load* (2006) by Ruth Colvin Clark, Frank Nguyen and John Sweller. Pfeiffer
 - Mayer, R. E. & Moreno, R. (2003). Nine ways to reduce cognitive load in multimedia learning. *Educational Psychologist*. 38, (1), 43-52.