



**KING EDWARD VI
ACADEMY TRUST
BIRMINGHAM**



**KING EDWARD VI
LORDSWOOD
SCHOOL FOR GIRLS**

Educational excellence for our City

Remote Education Policy

Committee	Curriculum and Pastoral
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Aims

This Remote Education Policy aims to:

- Ensure consistency in the approach to remote learning for students who are not in school
- Outline the provision that will be made and how learning will be monitored
- Set out expectations for all members of the school community with regards to remote learning
- Identify the support that will be provided to specific groups of students
- Outline guidelines for data protection and safeguarding

1. Use of remote learning

All students should attend school, in line with our attendance policy. Remote education is not viewed as an equal alternative to attendance in school.

Students receiving remote education will be marked absent in line with the Student Registration Regulations.

We will consider providing remote education to students in circumstances when in-person attendance is either not possible or contrary to government guidance.

This might include:

- Occasions when we decide that opening our school is either:
 - Not possible to do safely
 - Contradictory to guidance from local or central government

Occasions when individual students, for a limited duration, are unable to physically attend school but can continue learning, for example because:

- They have an infectious illness
- They are preparing for or recovering from some types of operation
- They are recovering from injury and attendance in school may inhibit such recovery
- Their attendance has been affected by a special educational need or disability (SEND) or a mental health issue

The school will consider providing students with remote education on a case-by-case basis.

In the limited circumstances when remote learning is used for individual students, we will:

- Gain mutual agreement of remote education by the school, parents/carers, students, and if appropriate, a relevant medical professional. If the student has an education, health, and care (EHC) plan or social worker, the local authority (LA) will also be involved in the decision
- Put formal arrangements in place to regularly review it and identify how to reintegrate the student back into school
- Identify what other support and flexibilities can be put in place to help reintegrate the student back into school at the earliest opportunity

- Set a time limit with an aim that the student returns to in-person education with appropriate support

Remote education will not be used as a justification for sending students home due to misbehaviour. This would count as a suspension, even if the student is asked to access online education while suspended.

2. Provision

Remote learning allows students to learn at home via electronic, online media, through paper 'packs' of resources as well as traditional face-to-face teaching and aims to ensure students are given equal opportunities to access the curriculum, whether in school or learning at home. Home learning therefore builds on and complements what is done at school. Remote learning takes two forms:

- Real time lessons through a specific online medium, at a specific time
- Materials and assignments which students can access within a set time frame. These might include online resources and exercise, self-guided interactive learning resources or pre-recorded lessons and presentations.

Subject areas have created an online programme of study on Google Classroom. This programme of study mirrors and complements schemes of work for the different year groups. Departments will ensure that the online provision is sufficiently differentiated to take account of the full range of ability within year groups.

Work packs with adapted resources will be provided as necessary to students on the SEND or EAL list. Teaching Assistants will also provide support to students to help them with remote learning.

Google meet will be the main medium for virtual lessons.

In the case of a full or partial school closure, a new timetable may be drawn up to facilitate the delivery of virtual lessons.

In the case of individual students who are accessing remote education, students will follow their normal timetable to complete work set on Google Classroom.

3. Roles and responsibilities

3.1 Teachers

Teachers are responsible for maintaining an online programme of study that mirrors and complements the schemes of work that are delivered in school.

Teachers are responsible for setting, monitoring, and providing feedback on work during a full or partial lockdown and for individual students in their classes who are accessing remote education.

When providing remote learning, teachers must be available during their contracted working hours. Writing and replying to student emails should be restricted to school hours and staff should follow the guidance detailed in the Home School Communication Policy.

If a member of staff is unwell, they should follow the usual procedures for reporting absence. Students will then be notified that their teacher is 'absent' and advised to follow the online curriculum in place of virtual lessons.

When providing remote learning, teachers should:

- Provide students with access to remote education as soon as reasonably practicable, though in proportion to the length of absence and disruption to the learning of all learners.
- Make reasonable adjustments for students with SEND to access remote education, where required, informed by relevant considerations including the support families will require and the types of services that students can access remotely.

They are also responsible for:

- Setting work in line with the normal school timetable or a newly drawn up timetable if needed in light of a full or partial school closure.
- Making sure that work provided during periods of remote education is of high quality, meaningful, ambitious and is in line with the subject curriculum plan.
- Posting work on the subject Google Classroom so that it can be accessed by students on the day of the lesson.
- Liaising with other teachers of shared groups to ensure a consistent approach to setting and monitoring work.
- Providing feedback on work. Teachers are encouraged to use apps such as Google Forms or Google Docs and techniques such as visualisers, to provide effective feedback without generating excessive workload.
- Recording Praise and Alerts for completion of work on Edulink
- Monitoring the completion of work by students during full or partial school closures. Non-completion of work or work of poor quality will be followed up by the subject teacher in the first instance. In the event of persistent non-completion of work or poor quality work, the issue will be referred to the Lead Professional and escalated to the relevant Achievement Co-ordinator if necessary. Parents will be contacted where students are failing to engage in lessons or complete work set.
- Taking a register at the start of all virtual lessons, during a school closure. There is no requirement for students' cameras to be left on during the lesson. Attendance will be monitored, and absences followed up in line with normal school procedures.
- Ensuring that the setting is appropriate when delivering a live lesson and, where possible, blur the background.
- Alerting a DSL or the Headteacher if they have a safeguarding concern about a student.

Teachers may be required to work in school to supervise specific groups of students. During these times, live online lessons of the teacher's groups may need to be suspended and students directed to complete work from the online curriculum.

3.2 Teaching Assistants

When assisting with remote learning, teaching assistants must be available during their contracted working hours.

If a Teaching Assistant is unwell, they should follow the usual procedures for reporting absence.

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

- maintaining contact with students on the SEND / EAL list
- ensuring that students on the SEND / EAL list can access the learning
- liaising with subject areas to provide additional or alternative learning resources where required.
- Supervising groups of students on the SEND / EAL list who may be accessing the remote curriculum from school.
- Alerting a DSL or the Headteacher if they have a safeguarding concern about a student.

3.3 Lead Professionals

Alongside their teaching responsibilities, Lead Professionals 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
- Monitoring the remote work set by teachers in their subject by meeting fortnightly with teachers via Google Meet and by reviewing the work set via the Google Classroom
- Alerting teachers to resources they can use to teach their subject remotely
- Making decisions about the use of online video lessons such as Oak National Academy or other learning platforms such as MathsWatch.
- Contacting students and their parents in the event of persistent non-completion of work, work of poor quality or poor behaviour. Escalating concerns to the Achievement Co-ordinator if necessary.

3.4 Senior Leaders

The Deputy Headteacher (Quality of Education) has overarching responsibility for the quality and delivery of remote education.

Alongside any teaching responsibilities, senior leaders should continue to use the school's digital platform for remote education provision and make sure staff continue to be trained and are confident in its use.

They are responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning through regular line management meetings with Lead Professionals, reviewing work set on the Google Classroom or inviting feedback from students and parents/carers
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Ensuring staff remain trained and confident in their use of online digital education platforms (e.g., Google Classroom, GCSE Pod)
- Ensuring that students are familiar with using Google Classroom and Google Meet through the computing curriculum and bespoke support in the light of a full/partial school closure.
- Providing information to parents/carers and students about remote education

- Having systems for checking whether students learning remotely are engaging in its use, and work with families to rapidly identify effective solutions where engagement is a concern
- Providing printed resources, such as textbooks and workbooks, if students are not able to access remote online learning.
- Working with the catering team to ensure students eligible for benefits-related free school meals (FSM) are provided with good quality lunch parcels or food vouchers

3.5 IT staff

IT staff are responsible for supporting parents/carers, students, and staff to overcome barriers to digital access by:

- Auditing students' access to IT and the internet at home
- Distributing school-owned laptops/Chromebooks accompanied by a user agreement
- Securing appropriate internet connectivity solutions where possible
- Fixing issues that arise with the use of remote learning platforms
- Helping staff, students, and parents/carers with any technical issues
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer (DPO)
- Assisting students and parents/carers with accessing the internet or devices

3.6 Students

Staff can expect students who are learning remotely to:

- Be contactable during the school day
- Attend online lessons as required, following their timetable
- Complete work set by teachers.
- Seek help if they need it, from teachers or teaching assistants, including help to access IT
- Alert teachers if they are not able to complete work
- Act in accordance with the school behaviour policy and expectations for online live lessons (Appendix A and ScreenPal link <https://screenpal.com/watch/c0VvYzVxYXY>)
- Only access school accounts and websites authorised by Lordswood School for Girls on devices provided by the school.

Any e-safety incidents will be dealt with in accordance with the procedures outlined in the E-Safety Policy and Acceptable Use Policy. Parents will be informed of incidents of inappropriate e-safety behaviour that take place out of school.

3.7 Parents

Staff can expect parents/carers with children who are learning remotely to:

- Engage with the school and support their children's learning, and to establish a routine that reflects the normal school day as far as reasonably possible
- Support their child to follow the school behaviour policy, e-safety policy, and expectations for online live lessons.
- Notify the school if their child is unwell and, under normal circumstances, would not attend school.
- Seek help from the school if they need it, including help to access IT.

- Be respectful when making any complaints or concerns known to staff

Parents of students who have been provided with a school Chromebook, laptop or dongle are responsible for ensuring that this is kept safe and is only used for school directed activities. An agreement will be required to be signed by parents, who will be required to contribute to the cost of any repair or replacement.

4. Safeguarding

All children sign an 'Acceptable Use Policy' at school which includes e-safety rules, and this applies when children are working on computers at home.

Any safeguarding concerns which arise during the delivery of a remote lesson or communication must be referred immediately to a DSL.

A register will be taken at the start of all virtual lessons, using the participant list function in Google Meet.

There is no requirement for cameras to be on during the lesson, teachers should bear in mind that many students will be accessing the lesson from a bedroom.

Where a member of staff is delivering a lesson remotely from their home or school, they are required to ensure that the setting is appropriate and, where possible, blur the background.

Screenshots and recording of live lessons are not permitted by teachers, parents or students.

5. Data protection

5.1 Accessing personal data

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

- Adhere to the ICT policy (including e-safety and ICT acceptable use policy)
- Conduct all online learning through the Lordswoodtrust google account; under no circumstances should staff or students deliver or access a lesson using their personal account.
- Use laptops provided by the school rather than their own personal devices

5.2 Processing personal data

Staff members may need to collect and/or share personal data such as school email addresses as part of the remote learning system. If this processing is necessary for the school's official functions, individuals will not need to give permission for this to happen. The school will follow its data protection policy / privacy notice in terms of handling data, which can be found on the school website. (<https://lsg.kevibham.org/privacy-notice/>)

Staff are reminded to collect and/or share as little personal data as possible online, and to remind themselves of their duties in terms of data protection in accordance with the school's policies and procedures.

5.3 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
- Locking the device when leaving it unattended
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Not uninstalling antivirus and anti-spyware software that has been installed by the school
- Keeping operating systems up to date – always install the latest updates when requested to do so

All staff issued with a school laptop have signed 'Agreement for Loan of Laptop Computer' which is held on file.

6. Monitoring

This policy will be reviewed biannually by the Deputy Headteacher (Quality of Education). At every review, it will be approved by the Curriculum & Pastoral committee.

7. Links with other policies

- Safeguarding & Child Protection Policy
- E-safety Policy
- Behaviour policy
- Data protection policy and privacy notices
- ICT acceptable use policy
- Staff use of ICT
- Lone working policy
- Managing attendance policy
- Home School Communication Policy
- Attendance Policy
- DfE Mental health issues affecting a student's attendance
<https://www.gov.uk/government/publications/mental-health-issues-affecting-a-pupils-attendance-guidance-for-schools>

Appendix A

Guidance for live lessons (Teachers)

The platform that we use to teach live lessons is Google Meet. Google Meet should be accessed by both staff and students via their Google Classroom. Please check with students in your teaching groups that they have been invited to Google Classroom and that they know where to find the link to join a Google Meet. Students should log in to Google using their school email account.

Live lessons should not be recorded by staff, students, or parents

During a live lesson

Give careful consideration to your background in a live lesson, especially if you are teaching from an office, so that personal or sensitive information is not shared.

Take your own register of the students that attend the live lesson. Students should put their cameras on for the register at the start of the lesson so that you are able to confirm their attendance.

As students may be in their bedrooms during the live lesson it is not appropriate for their cameras to be on. Except for the register at the start of the lesson, student cameras should be off.

Student microphones should be muted unless you ask them to verbally respond or contribute. The 'show everyone' list is a helpful way to target questions to specific students in your class.

Google Meet has an 'in call message' facility that allows both teacher and student to type text. This is a useful medium to collect student responses from all members of the class. Students should use the message box or 'raise their hand' if they wish to ask a question. Monitor what students type into the text box, comments should be appropriate and relevant to the lesson.

Set expectations with your class as you would for a 'normal' lesson in terms of completion of work, and behaviour (including appropriate use of the camera, comment box and microphone). Log an alert and set a detention if necessary.

There is a facility to present your screen to show PowerPoints, websites, or other documents. When presenting PPTs, take care that the lesson does not turn into an hour-long lecture! Build in time and opportunities for students to engage with the lesson content through questioning and timed tasks / activities.

Students should use their exercise books as they would in a face-to-face lesson.

Please email the Academies Systems & Network Manager if you have any IT issues related to live lessons .