



Joseph Leckie Academy

“Plan B” Remote Teaching Policy

This policy is reviewed half termly subject to
circumstance

History of Document

Approved by Governors: October 2020
Review date for Document: December 2020

Contents

1. Aims
2. Lockdown Scenarios
3. Roles and responsibilities
4. Data Protection
5. Who to contact?
6. Links with other policies
7. Appendices

1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who are isolating at home.
- Set out expectations for all members of the Academy community with regards to remote learning/lockdowns
- Provide appropriate guidelines for data protection

2. Lockdown Scenarios

2.1 Individual students self-isolating:

- Lesson resources and lessons are on SharePoint Links to SharePoint are shared with students through email/ruler.
- Class teachers are to monitor registers for any students who may be self-isolating due to COVID (marked with an 'x' and note on SIMS). In this case the class teacher needs to email students directly the work to complete on a lesson/weekly basis.
- If more than 60% of students of a class are self-isolating teachers must make use of Teams and supporting equipment so that students can engage in learning from home. However, if there are only a few students missing from the class staff are encouraged to make use of Teams or recorded lessons where possible.

2.2 Year groups self-isolating:

- Lesson resources and lessons are on SharePoint. Links to SharePoint are shared with students through email/ruler.
- Where possible 'Teams meetings' are carried out in lesson time so that students can watch live lessons from home, these will be recorded and uploaded to stream and links shared with students through email/ruler to review at a later date.
- Where the same lesson would be delivered to classes across the Year group, one lesson will be recorded and uploaded to stream for use by all classes. However, teachers will be available through email/Teams chat for live conversations and support with work during the normal scheduled lesson time.
- Forms quizzes will be used to monitor student work from home. These can be used at the end of lesson, end of the week, mid or end of unit assessments. Staff can give individual or group feedback to ensure assessments are meaningful.
- Staff are encouraged to use current online resources to supplement learning where necessary e.g. the Oak National Academy, Kerboodle and PiXL.

2.3 Whole Academy Closure:

- Lesson resources and lessons are on SharePoint. Links to SharePoint are shared with students through email/ruler.
- Where possible 'Teams meetings' are carried out in lesson time so that students can watch live lessons from home, these will be recorded and uploaded to stream and links shared with students through email/ruler to review at a later date.
- Where the same lesson would be delivered to classes across the Year group, one lesson will be recorded and uploaded to stream for use by all classes. However,

teachers will be available through email/Teams chat for live conversations and support with work during the normal scheduled lesson time.

- Forms quizzes will be used to monitor student work from home. These can be end of lesson, end of week, mid or end of unit assessments. Staff can give individual or group feedback to ensure assessments are meaningful.
- Staff are to use the SIMs home learning trackers to record student work response rate. Head of Department (HoD), Head of Faculty (HoF) or Head of Year (HoY) and form tutors to monitor these on a regular basis to ensure that work is being completed and support staff and students with completing work. This will be used to inform phone calls home.
- Staff are encouraged to use current online resources to supplement learning where necessary e.g. the Oak National Academy, Kerboodle and PiXL.

3. Roles and Responsibilities

3.1 Senior Leaders

Senior Leadership Team (SLT) are responsible for co-ordinating the remote learning approach across the Academy. R. Tranter is the lead member of SLT for this role which includes monitoring the effectiveness of remote learning through conversations with teachers, subject leaders and link leaders, reviewing work set on SharePoint, monitoring the 'Home Learning Trackers' or reaching out for feedback from pupils and parents.

SLT is responsible for monitoring the security of remote learning systems, including data protection and safeguarding considerations. M. DeRome and A. Banbery are the lead members of SLT for safeguarding and pastoral responsibilities and will co-ordinate with all link workers during any periods of lockdown/self-isolation.

3.2 Designated Safeguarding Lead (DSL)

M. DeRome is the DSL and is responsible for ensuring that vulnerable children are identified, and the appropriate agency is involved if there are actual or suspected case of child abuse by adults, parents, or any other adult. Early contact and close liaison with agencies are therefore regarded as essential by our Academy. The DSL will ensure staff should still follow the guidance of their local multi-agency safeguarding arrangements (MASH) and all staff are aware of those issues and systems for reporting and provide local safeguarding updates.

During Plan B measures, students will not be seen by our Academy staff, therefore it is essential that everyone is observant and listening to the voice of the child during any contact. Weekly safe and well calls and or email communication will be carried out during the period pupils are working from home. If appropriate and safe to do so home visits will be undertaken if required if a concern is identified.

In instances where students have been sent home by the Academy to self-isolate, despite the Academy remaining open, and are identified as 'vulnerable', M. DeRome, R. Owen, K. Wallworth (SEND/CO), HoY and link workers will carry out twice weekly phone calls to ensure these students are okay working from home and have access to their work. Any concerns may be passed on the HoY if work related, or DSL if safeguarding related. Students

who have an allocated social worker will be informed that, that child is working from home. These staff will update the safeguarding spreadsheet on SIMs each week.

We will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority Virtual School Head (VSH) for looked-after and previously looked-after children in line with the safeguarding partners detailed in the safeguarding and child protection policy. The DSL will attend any reviews called by the Local Authority by Skype or other means of social distancing and may call on appropriate members of staff for reports.

3.3 Pastoral Responsibilities

These must be fully followed for Scenario 2.2 and 2.3, however it would be considered good practice to make at least one contact to any student self-isolating under scenario 1 if they are not in the vulnerable cohort.

Form Tutors/staff associated with isolating students are asked to 'check-in' with students on a weekly basis via email and complete their form marksheet on SIMS to log any contact. They may be asked to support with making phone calls to any pupils who have not made weekly contact if needed but other members of staff may be used for this also. They could do this during the time they would usually be registering students if the whole form is off. Staff are not expected to reply to student emails outside of their normal working hours.

HoY would be responsible for managing pupil contact spreadsheets for their year group and directing form staff to make contact with any pupils who have not responded to emails from staff regarding form or lessons/work.

HoY, pastoral staff and identified staff (link workers) who are well placed to support students remotely, would be responsible for making telephone contact to any students we would identify as falling into a 'vulnerable' category. All students are colour coded (RAG) meaning that green students will receive a weekly email from their form tutors, orange a weekly phone call from their link worker and red two weekly phone calls from their link worker. All this contact is to be logged on the form group spreadsheets on SharePoint, acting as a form register, or the safeguarding tracker on SIMs for link workers. Staff are not expected to make these phone calls outside of their normal working hours.

HoY/HoD/Form Tutors to pass on any information of students who are not able to access our online learning platforms from home, to R.Tranter and A.Fletcher, if they receive this information in their contact with students so that the 'Access Audit' can be updated and work posted home.

HoY will be responsible for overseeing the 'Home Learning Tracker Broadsheet' for their year group to monitor student activity/engagement with work and make contact where a student is not completing work across a number (3 or more) of subjects.

3.4 Heads of Faculty/Department

To be actioned for all isolation scenarios

HoD identify staff to deliver lessons over Teams/video and staff to set work on SharePoint, Steam and Forms e.g. they may have staff allocated to specific year groups or topics. If a year group has been 'locked-down' staff would be expected to work on site in the classrooms they would usually use for the specific year group/lesson and deliver their lesson to the students at home via Teams, Steam or SharePoint etc. depending on what is most appropriate. It is the discretion of the HoD to arrange their staff for the division of work.

HoD will be responsible for overseeing the subject 'Home Learning Tracker' to monitor student work activity/engagement with work and make contact where a student is not completing work within that subject area. They may pass this on to their HoY if it is an ongoing issue and they are aware of the same issue in other subjects.

HoD will be responsible for sending hard copies of home learning for each year group in their subjects to F.Abowath and A.Fletcher to be printed and posted home. **Any student on the Access Audit listed as having no Computer and/or internet access or is sharing a PC with 2 or more other people will need work to be posted home.**

HoD 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 and alerting teachers to resources they can use to teach their subject remotely.

Note: Specific department remote teaching procedure/policies will be added in the appendix.

3.5 Teaching Responsibilities

To be actioned for all isolation scenarios.

All teaching staff are responsible for keeping track of their classes' progress through use of the 'Home Learning Trackers' on SIMs. Each week staff will be expected to record whether students have completed/submitted work for that week. This is then to be used for further intervention if needed and will work as a register to paint a picture of where students are engaging with their work. These trackers will act as lesson registers as we are recording that students are engaging with work for that week and so are 'present' for their learning. Where a student is not engaging with their learning this information should be passed to the HoF/HoD for intervention. If no engagement occurs following this, then this should be passed to the HoY who will contact to ensure the student is safe and well and engagement is addressed before the end of the isolation period.

Lessons should run in accordance with the timetable the year group would otherwise have been following. All instructions for work should be uploaded to Ruler in line with Academy policy so that parents can see what work has been set however, instructions could also be set via email/SharePoint in case students have not accessed Ruler.

When students submit work teachers should follow the Academy marking policy wherever possible and appropriate however, departments are encouraged to use online methods of assessing such as Microsoft Forms so that students receive immediate and meaningful

feedback to their assessments. This will help us to monitor the progress of students when they are working from home and they are not able to return all of their work for marking.

- **Teaching of Subjects: Implemented for scenario 2 and 3**

For English, Maths, and Science, there is an expectation that lessons should be differentiated wherever possible for higher and foundation levels. This means 2 different lessons should be delivered at the timetabled time for each band. This could be live via teams or pre-recorded.

We would not expect non-core departments to run two concurrent lessons to cater for different abilities. Instead, we ask that the lessons delivered provide enough support/ challenge to cater for children of different abilities.

At Least 50% of lessons will be delivered online where possible, live via teams or recorded and shared as a video with live support (chat/email) in all subject areas. For example, one teacher may teach year 7 Monday period 1, this could be recorded and then used across all year 7 classes in that subject. Other examples of this could include the use of videos from Oak National Academy, Kerboodle resources, podcasts or instructional videos. The aim of this is to provide students with some interactive work where they can engage with staff as they normally would.

You are not expected to teach in a lecture style for 2 hours, in some cases a 30-minute lesson would be sufficient, providing sufficient learning materials are supplied to consolidate the content. This should allow time for collaboration between staff for creating further resources for SharePoint, Stream and Forms. Where possible, some subjects may choose to merge sets together if both lessons run concurrently, allowing staff to support each other. Some subjects may choose to deliver all lessons online or have individual class teachers delivering lessons to their own classes depending on the subject plan (see appendices).

All teaching staff assigned to that year group/subject are responsible for managing the work being set in association with the on-line lesson on SharePoint. This would involve the creation of resources, setting these as tasks, collecting them in and feeding back. This will be coordinated by each HoF/HoD however, HOF/HoDs must recognise that teachers will need time to be able manage their other duties, so a full hour of delivery should not be expected.

- **KS5**

Where possible, KS5 lessons would run as per the usual timetable, but via Teams. Again, it is accepted that these lessons may not last a full hour, with supplementary work and any assessment being set on SharePoint, Steam and Forms.

- **Students unable to access Internet/SharePoint/Teams**

HoD must provide work packs that are topic specific and following the normal curriculum/Scheme of work for each year group, this could be done as far in advance as half-termly if they are prepared. All work to be posted home needs to be emailed to F.Abowath and A.Fletcher.

Master copies will be stored in reception/reprographics and it will be the responsibility of admin staff to produce the number of copies required for each year group. These can either be given out to students in final lessons if notice of lockdown is given, or posted home on the first day of lockdown in any other scenario.

The 'Student Access Audit' is on the SharePoint Staff Noticeboard. If form tutors completed the audit with their form when students were absent, they have been requested to update information as and when students return to school.

3.6 Teaching Assistants

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

When assisting with remote learning, TAs will be expected to support their respective departments with the production of resources for students at home e.g. differentiation of current resources or creation of video resources for individual students who need additional support. If necessary or appropriate TAs may contact home to support students working from home, if they have targeted students they normally work with. This could include the mentoring of vulnerable students who would normally receive support with their work in lessons.

3.7 IT Support Staff

When staff are working at onsite or remotely IT Support are responsible for: supporting staff/students with issues with Microsoft 365 including: emails, ruler, teams and stream, helping students, staff and parents with any technical issues they're experiencing, reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer and assisting pupils and parents with accessing the internet or devices as per the 'Student Access Audit' on SharePoint.

3.8 Administration Staff

Administration staff will support in the contacting of parents via letters home and phone calls to inform parents of students being sent home to self-isolate, including whether they have shown symptoms, or in the event that a year group is sent home.

All work to be posted home will be emailed to F.Abowath and A.Fletcher. Administration staff will be responsible for producing and disseminating the correct number of work packs needed for each student/year group who are self-isolating and do not have access to a computer or the internet at home and so are unable to work online. Admin staff can liaise with HoD, HoY or SLT to ensure that enough work is provided. If there is no notice of a lockdown, admin staff will post the packs home via the Academy reception.

3.9 Pupils and parents

When students are working at home they are expected to be contactable during the Academy day (although consider they may not always be in front of a device the entire time

due to shared resources at home), complete work to the deadline set by teachers, seek help if they need it, from teachers or teaching assistants and let their teachers know via email if they're not able to complete work.

Whether students are working on site or remotely parents are expected to make the Academy aware if their child is sick or otherwise can't complete work and to seek help from the Academy if they need it.

3.10 Governing Board

The governing board is responsible for monitoring the Academy's approach to providing remote learning to ensure education remains as high quality as possible and ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

4. Data Protection

4.1 Accessing Personal Data

When accessing personal data for remote learning purposes, whether this is through the remote desktop service for SIMs or Microsoft 365 for data on SharePoint, all staff members should make use of a secured device (detailed below). When accessing personal data please ensure you follow the following policies:

- Remote Access Policy
- Data Protection Policy
- Data Breach Policy
- Email Policy
- Creating a File Structure and Naming Files and Folders
- Staff Code of Conduct
- Student and Parent Privacy Notice
- Portable Devices and Storage Policy

4.2 Processing Personal Data

Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. As long as this processing is necessary for the Academy's official functions, individuals won't 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 whether this is a personal device or one loaned from the Academy for working from home. 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 hard drives/USBs are encrypted where student data is stored – 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

5. Who to contact?

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

- **Issues, concerns, queries around our online teaching and learning provision**
Please contact R.Tranter.
- **Issues in setting work**
Please contact the relevant Head of Faculty/Department or **SENCO**: K.Wallworth.
- **Issues with behaviour**
Please contact the relevant Head of Year or a member of SLT.
- **Issues with IT/SIMs**
Please contact a member of **IT Support**: T.Freeman, B.Lycett or E.Vickers or the **SIMS Manager**: S.Pace.
- **Issues with your own workload or wellbeing**
Please contact your line manager in the first instance.
- **Concerns about Data Protection or for assistance with SharePoint**
Please contact C.Stroud.
- **Concerns about safeguarding**
Please contact the **Designated Safeguarding Lead**: M.DeRome or **Safeguarding Assistant**: R.Owen.

6. Links with other policies

All policies can be found on the Joseph Leckie Academy website. 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
- SEND Policy
- Staff Code of Conduct
- Teaching and Learning Policy