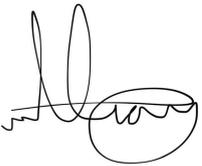




The Beacon Centre
Leading The Way To A Brighter Future

Remote Learning Policy

2020 / 2021

Reviewed by	Signed	Date	Review Date*
Head Teacher	 K Walton	28/09/20	Sept 2021
Leadership Team	 D Gray	28/09/20	
Management Committee	K Stephenson Vice Chair		

***Updated half termly during COVID 19 restrictions**

Last updated 14/11/20

1. Background and Aims

This policy is to ensure the ongoing education of all Beacon Centre pupils under unusual circumstances. This policy will future-proof against closures that could happen at any time: due to school closure from illness epidemic, extreme weather, power-loss etc. It also covers the ongoing education of pupils who cannot be in school but are able to continue with their education when the school remains fully open. In terms of ‘vulnerable’ pupils, it has been defined as those pupils without access to a device and / or internet access. In these cases, equipment has been sourced using the DfE ICT Equipment Loan Scheme.

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. Remote Learning at the Beacon Centre

2.1 Beacon Centre Primary

Students and Parents / Carers are provided with Class Dojo login details to enable access to Class Dojo Portfolios. For further information regarding this please refer to <https://www.classdojo.com/en-gb/>

On a weekly basis staff will upload a “Choices Grid” on to Class Dojo / school social media platforms (e.g Twitter) where pupils can access activities to complete during their remote learning sessions. Pupils are expected to complete this work in addition to complimentary work directed by the pupil's teacher on Oak Academy (<https://classroom.thenationalacademy/>), ICT in Schools (<http://www.ictinschools.org/>) and BBC Bitesize (<https://www.bbc.co.uk/bitesize/primary>). Under some circumstances, it may be appropriate for staff to distribute printed hard copies of work packs for students to complete. We are investigating how Google Classroom can be used to move forward our education offer remotely.

2.2 Beacon Centre Secondary

On admission to the Beacon Centre Secondary, pupils are registered for Ed Lounge (<https://app.edclass.com/login>). Pupils are assigned “pathways”, which are bespoke to them in terms of their school year, prior learning and relevant content, and covers a range of curriculum areas (see table below). Attendance and work completed is monitored by D Gray, K Hudson and subject leads. For further information please refer to Ed Lounge documents attached to this policy. Students logins are saved in the Staff Shared area on Google Drive. Activities will also be posted on the school Facebook page at regular intervals. We are currently investigating how Google Classroom can be used to move forward our education offer remotely.

Brief details of curriculum offered	
Subjects	
Subjects Covered	
Maths	Functional Skills Maths
English Literature	Functional Skills English
English Language	Behavioural Lessons
Science	Citizenship
French	Drugs Awareness
ICT	Gun, Knife and Gang Crime
History	PSHE
Geography	Careers
PE	Work Skills
	E-Safety
	PREVENT
	British Values
	Safeguarding

3. Roles and responsibilities

3.1 Teachers

When providing remote learning, teachers will be available between 9am and 3pm.

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 (see staff absence flow chart). SLT do understand each staff member's circumstances will be unique and will therefore strive to be as flexible as possible to support staff members.

When providing remote learning, teachers are responsible for and should consider the following:

- Setting work
 - Ensuring work set is blended where possible, differentiated, personalised in line with pupil's ability, SEND targets, One Page Profiles and subject targets
 - Working as a team to ensure the above work is planned and ready
 - Ensure work is aligned as much as possible with submitted medium and long term plans
 - Contact SLT if staff would like specific work appropriate to their subject area to be included in the work offer

- Providing feedback on work
 - Pupils can send any additional completed work to admin@thebeaconcentre.net
 - Teachers can email back / phone home / comment on Google Classroom to offer feedback
 - Teachers should respond to any emails from caregivers / pupils with 48 hours
 - Teachers are to send any pupil's work to be displayed on the school Twitter / Facebook page to the Assistant Head (Martin Barnes)

- Keeping in touch with pupils who aren't in school and their caregivers:
 - Welfare checks to be completed twice a week at least (daily recommended for vulnerable students) by tutors and attendance teams
 - In the interests of a healthy work / life balance, staff are not expected to answer emails outside of working hours
 - Any complaints or concerns shared by parents and pupils should be shared using CPOMS.
 - Contact should be polite and encouraging. If using emails to communicate, teachers must adhere to the Acceptable User policy and not give out any personal details. Any concerns should be forwarded to SLT using CPOMS who may choose to contact caregivers directly. *From October 2020 the government has made remote education / home learning a legal requirement. Students must complete the work set.*

- Attending virtual meetings with staff, caregivers and pupils:
 - At present we have not established virtual lessons / meetings except in the case of members of SLT and whole school training sessions.
 - Locations (e.g. avoid areas with background noise, nothing inappropriate in the background)

3.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 9am – 4pm during the working week. During this time, they are expected to check work emails regularly and be available when called upon to attend school.

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, teaching assistants are responsible for:

- Supporting pupils who aren't in school with learning remotely :
 - When requested by SLT / SENCO
- Attending virtual meetings with teachers, caregivers and pupils:

- o At present we have not established virtual lessons / meetings except in the case of members of SLT and whole school training sessions
- o Locations (e.g. avoid areas with background noise, nothing inappropriate in the background)

If teaching assistants will also be working in school, where relevant explain who will cover the responsibilities above during this time.

3.3 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
- 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 – e.g. through regular meetings with teachers or by reviewing work set
- Alerting teachers to resources they can use to teach their subject remotely

3.4 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 –e.g. regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and care givers
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Ensuring curriculum intent and implementation continues through remote learning

3.5 Designated safeguarding leads

The DSL and DDSL are responsible for:

- Acting as a source of support and expertise to the school community
- Developing effective links with relevant statutory and voluntary agencies
- Keeping written records of all concerns when noted and reported by staff or when disclosed by a child
- Referring cases of suspected neglect and/or abuse to children's social care or police in accordance with this guidance and local procedure
- Please refer to the Safeguarding and Child Protection Policy including COVID 19 amendments for additional responsibilities
- The Head Teacher is overall responsible

3.6 IT staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff and caregivers 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
- Assisting pupils and parents with accessing the internet or devices

3.7 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day from 9am to 3pm

- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're 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 can't complete work
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff

3.8 Governing body

The governing body 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

4. Who to contact

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

- Issues in setting work – Primary (Lisa Crombie, Assistant Head), Secondary (Dominick Gray - Deputy Head / SENCO)
- Issues with IT – Ray Hopper
- Issues with their own workload or wellbeing – Kelly Hudson
- Concerns about data protection – Dominick Gray
- Concerns about safeguarding – Kelly Hudson (DSL), Dominick Gray (DDSL) or the Head Teacher

5. Data protection

5.1 Accessing personal data

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

- Access the data on a secure cloud service (Google Drive)
- Use devices that are secured when not in use and protected with a complex password. Staff should use school devices where possible, rather than their own personal devices. **The use of USB data storage devices is not permitted.** See 4.3 for further guidance.

5.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses, contact numbers as part of the remote learning system. As long as this processing is necessary for the school'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.

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

- 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

6. Safeguarding

- In the event of a school closure, pupils, caregivers and teachers are reminded that the school's Safeguarding and Child Protection policy still applies to all interactions between pupils and teachers. In that policy, there are specifically prohibited behaviours and reporting obligations to which staff must adhere, whether they are at home, in the community or at school
- Welfare checks to be completed daily by K Hudson, A Harding and N Warren, preferably by Video Calling where possible
- Please refer to the Beacon Centre Safeguarding and Child Protection Policy (Google Drive – Staff Shared)
- Please refer to the Ed Lounge Safeguarding Policy

7. Monitoring arrangements

This policy will be reviewed on a half termly basis (during COVID 19 restrictions period, annually thereafter) by the Head Teacher and the Deputy Head Teacher, R Hopper, M Hamilton (ICT in Schools) and B Chapman (GDPR Designated Person). At every review, this policy will be approved by the Chair or Designated Deputy Chair of Governors.

8. Links with other policies

This policy is linked to our:

- Behaviour policy
- Safeguarding and Child Protection Policy and coronavirus addendum
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy
- Ed Lounge Safeguarding Protocols, GDPR, Curriculum and Alternative Provision policies
- <https://www.classdojo.com/en-gb/privacycenter/?redirect=true>