# Hodgson Academy
# Remote Learning Policy
# September 2020

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# Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for students who aren't in school

- Outline different scenarios of how and why remote learning may take place for students

- Set out expectations for all members of the school community with regards to remote learning

- Provide appropriate guidelines for data protection

# Preparation

Hodgson Academy have been proactive in ensuring that:

- Staff have access to Microsoft Teams for Classes, and that these are set up via the network manager

- Students within classes have access to the relevant Microsoft Team

- Students will receive Teams refresher sessions (and specific Teams Meetings instruction) in Computing lessons and during tutor periods where necessary

- Staff are familiar with the main functions of Microsoft Teams

- Staff have the ability to host a Teams Meeting (video and/or audio) with their classes either from their classrooms or from home

- Parents and students are made aware in advance of the arrangements in place for the continuity of education

Hodgson Academy should ensure that staff are supported in the development of the above framework by:

- Using staff meetings or setting aside professional development time

- Ensuring that staff have access to a suitable device in their classroom or, in the event of closure, that staff have a suitable device at home.

Staff should ensure that they:

- Have received appropriate training

- That their computer- based teaching resources are available outside of school (on Microsoft Teams or via the Remote Desktop)

- That they have access to key resources not available online at home e.g. key textbooks

- That they have access to a suitable device for home use and if this is not the case then staff should alert the Network Manager in the first instance.

# Roles and responsibilities

Hodgson Academy has its own **Remote Learning Plan** that outlines how we will respond educationally to the tiered responses of COVID 19. Both in the case of local or national action, we have prepared plans which outline direction for staff, students and parents, which is in accordance with the Department for Education and Public Health England's CONTAIN guidance.

More information about the DFE's guidance on how schools should educationally respond to the pandemic can be found on the government website using the following links:

https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools

https://www.gov.uk/government/publications/containing-and-managing-local-coronavirus-covid-19-outbreaks

https://www.gov.uk/government/publications/how-schools-can-plan-for-tier-2-local-restrictions

## a) Teachers

When providing remote learning, teachers should aim to be available during their normal working hours. If they are unable to work for any reason during this time due to sickness, this should be reported in the normal way to the HR Manager. If staff are unavailable due to caring for a dependent, they should report this initially to their Heads of Department.

When providing remote learning, teachers should refer to the schools Remote Learning Plan, which provides an overview of:

- Where and how to set and provide work.
- Expectations during each tiered response to COVID restrictions.
- Providing feedback on work in line with our feedback policy.
- Keeping in touch with students who aren't in school and their parents in each tiered response to the COVID restrictions.
- Attending virtual meetings/lessons with parents and students where necessary.

## b) Heads of Department

Alongside their teaching responsibilities, Heads of Department are responsible for:

- The direction and focus of the curriculum once students are using remote learning.
- Quality assurance of the content and consistency of work being set.
- Quality assurance of the teaching of their subjects in a remote setting, explaining with justification how and why they are using their approach.
- Producing, locating and procuring resources staff may use to deliver their subject remotely.

## c) Senior Leadership Team

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school, led by the Senior Assistant Headteacher, Curriculum and supported with the technological strategy of the Director of Mathematics.

- Monitoring the effectiveness of remote learning through line management of subject areas as well as independent quality control.

- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

## d) Designated Safeguarding Lead

The DSL is responsible for:

- Safeguarding and protecting the welfare of children and young people:
    - protecting children from maltreatment;
    - preventing impairment of children's mental and physical health or development;
    - ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
    - taking action to enable all children to have the best outcomes.
- Where a child of young person is suffering significant harm, or is likely to do so, action will be taken to protect that individual. Action will be taken to promote the welfare of a child or young person in need of additional support, even if they are not suffering harm or are at immediate risk.
- Ensuring that collaboration takes place with the three safeguarding partners: Health, Social care and the police.

## e) Learning Support

When assisting with remote learning, teaching assistants must be available between 09:05 -14:50.

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 by contacting the HR Manager (advices to the SEND Manager and the SENCO would be of benefit)

When assisting with remote learning, teaching assistants can be asked to:

- Support students who aren't in school with learning remotely by:

    - Using TEAMs to communicate with students either via call or video facility to check understanding and progress.

    - Adapt teacher resources if they feel necessary to provide additional support and engagement.

- Attend virtual meetings with teachers, parents and students where necessary:

    - Ensure their dress code is professional

    - Ensure they are in an appropriate environment with no background noise

    - Record key information from meetings on CPOMs.

## f) Network and ICT Support Staff

The Network Manager, Senior ICT Technician and Community ICT Technician lead with ICT support at Hodgson Academy. In relation to Remote Learning, they are responsible for:

- Providing technological understanding of online remote learning systems and providing advice and guidance to the senior leadership team.

- The testing of new and untried systems before being utilised by staff and students.

- Offering support with issues that staff and students may have accessing Microsoft Teams and other remote learning software.

- Helping staff and parents with any technical issues they are experiencing

- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer

- Assisting students and parents with accessing the internet or devices

## g) Students and Parents

Staff can expect students learning remotely to:

- Be contactable during the school day and available during advertised lessons. If this isn't an option due to any reason, you should let your teachers know.

- Complete work to the deadline set by teachers

- Seek help if they need it, from teachers or teaching assistants.

Staff 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 – if you know of any resources staff should point parents towards if they are struggling, include those here

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

## h) 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

## Who to contact

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

| | | |
|---|---|---|
| Remote Learning at Hodgson | **Mr C Malone** Deputy Headteacher: Curriculum and Achievement c.malone@hodgson.lancs.sch.uk | |
| Microsoft Teams Support | **Mr S Stott** Assistant Headteacher: Curriculum and Mathematics s.stott@hodgson.lancs.sch.uk | **Mr F James** Network Manager f.james@hodgson.lancs.sch.uk |
| Student Behaviour | **Mr A Day** Senior Assistant Headteacher: Student Conduct a.day@hodgson.lancs.sch.uk *Please contact Mr Day with any general behavior query. However, if there is a specific incident that has happened in a lesson, please contact the individual member of staff and/or Head of Department of that subject in the first instance.* | |
| Safeguarding Concern | **Ms F Bate** Deputy Headteacher: Culture, Ethos, Conduct & Safeguarding f.bate@hodgson.lancs.sch.uk | **Mrs S Fox** Safeguarding Manager s.fox@hodgson.lancs.sch.uk |
| Learning Support Concern | **Mr L Jenkinson** Assistant Headteacher: Quality of Teaching & SEND l.jenkinson@hodgson.lancs.sch.uk | **Mrs L Beaumont** Learning Support Manager l.beaumont@hodgson.lancs.sch.uk |
| Data Protection query | **Mr M Pickles** Finance Director m.pickles@hodgson.lancs.sch.uk | |

# Data Protection

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

- Use only hardware and software provided by the school to deliver lessons and activities to students at home.

- To only access secure data via the secure remote desktop provided by our network manager.

In relation to keeping devices secure in relation to GDPR, please see our more specific guidance in our Data Protection and GDPR Policy.

# Safeguarding

The government offer their own guidance on safeguarding in schools and colleges during the Coronavirus Pandemic, which can be found here:

https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers

Our own addendum to the school safeguarding policy can be read below.

| KEY AREA | CONTENT |
|---|---|
| Maintaining links with safeguarding partners | The school will check briefings from the DfE, Lancashire County Council (*add others as appropriate*) and local Safeguarding Advisers in LCC and MASH |
| Referrals to CSC and LADO | LADO Services are operating during the pandemic, using Skype as necessary and so any concerns about harm to children are subject to consultation with LADO as in normal operating.<br>CSC can be contacted on 0300 123 6720 (no hot-line services) and cypreferrals@lancashire.gov.uk<br>The Schools Safeguarding Advice Line and MASH Education Officers are still available and will be used for advice about threshold and wider safeguarding concerns. |
| Designated Safeguarding Lead | • If a trained DSL is not available on site then detail here what alternative arrangements have been made in line with the DfE guidance – see link in title.<br>• If no DSL and safeguarding manager is available to school – staff can seek further guidance from the County Safeguarding advice line 01772 531196<br>• Children in our setting – we will ensure that if children from another school are being cared for on our site or vice versa then links will be in place between the respective DSL functions to share information.<br>• We will ensure arrangements to ensure that all staff, including volunteers and any adults who are not familiar with the setting know who to speak to if they have concerns about a child.<br>• We will have arrangements to ensure that all adults on school site understand the schools commitment to acting immediately in response to any safeguarding concerns |
| Supporting Vulnerable Children (allocated to a social worker) | Arrangements are in place to maintain the schools contribution to multi agency safeguarding and support for looked after children (CLA), Children In Need and children subject to Child Protection plans.<br>• School has identified, by name, which children are vulnerable or should be in school - including how to contact them. School should have up-to-date contact details.<br>• The school has identified which children have SWs and how to contact the SW – school will agree interim safeguarding plans with the SW (all recorded in the Academy)<br>• School can identify which children are looked after and becoming looked after and the contact arrangements for the VHT, the social workers and the carers. |
| Supporting potentially Vulnerable Children (not allocated to a social worker) | • The school has identified those children who are vulnerable but do not have a formal Child in Need Plan / allocated social worker (single agency or CAF/TAF support)<br>• The school pastoral team have ensured contact continues to be made with the vulnerable children. Before all students left they were given a card with specific school mobile numbers linked to key trained staff to support students. Lists were created in the pastoral team for the most vulnerable being at home for a prolonged period of time. Those staff with the school mobiles maintain in contact with the families of this children as well. All children have been sent the |

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|---|---|
| | phone numbers of the staff to contact if they have any worries or concerns. On top of this key phone numbers and contact details were given to every student to the local and national agencies that could help in an emergency. All information and contact is recorded on our internal systems. |
| Peer on peer abuse | • There is a trained member of staff on site to support all students. All staff have been sent numbers of the DSL and safeguarding team to contact immediately if there are any concerns raised. All staff throughout the Academy (working from home and at school) have been sent the guidance and protocol on how to deal with any concerns raised by them. If children have to be educated elsewhere because the school closes for any reason then a risk assessment of each child attending those schools will be carried out by the DSL/deputy and the DSL will liaise with the safeguarding teams in the other educational establishments. |
| Online Safeguarding | • Parents have received information and guidance of monitoring the online content that their child is accessing. All online platforms have been covered. For the CLA they have been given laptops for the school that have monitoring software through Esafe. This alerts the DSL and the deputy on a rota basis to action concerns raised. These are then recorded on the internal recording system. |
| Children with specific health needs | • The staff that are teaching the children in school all have access to Sims in order to see the care plans of the students in school. In the event that they will be educated elsewhere these care plans will be shared so that the children can be supported to meet their needs.<br>• All staff have received anaphylaxis awareness training and are trained to administer the Epipen (access to the spare Epipen is in the main office in school).<br>• A member of staff that has been trained in First aid is on site at all times. Guidance in Corvid 19 to support this member of staff must be shared. |
| Safer Recruitment & use of Volunteers | • In the school closure all interviews are conducted through video link with a member of safer recruitment on the panel on interviewers. All volunteers must have a DBS completed through the school systems conducted by human resources.<br>The school code of conduct will be shared with all new staff and volunteers so a clear understanding of the expectations has been made available. |
| Operation Encompass | • An Operation Encompass notification in respect of a child who is not attending school. The DSL and deputy will consider what further actions are required as they would in normal working, including speaking to parents and seeking advice from MASH, social care and any other external agency working with the child and the family. |

## Monitoring arrangements

This policy will be reviewed in twelve months by the Senior Assistant Headteacher, Curriculum. The review will be submitted to the Head teacher and Finance Manager for consideration before further submission to SLT for approval.

# Links with other policies

This policy is linked to our:

- Behaviour policy

- Safeguarding policy and coronavirus addendum to our Safeguarding policy

- Data Protection policy and Privacy Notices

- Home-academy agreement

- ICT - Internet and Network Acceptable Use policy

- Online Safeguarding policy


**1st September 2020**