



The Royal School

Wolverhampton

Remote learning policy

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Signed	
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Changes to version 5 of this policy

Removed references to Covid.

Updated DSL to Jon Crook.

Added section 2 – Use of Remote Learning.

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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. Use of remote learning

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

Pupils receiving remote education will be marked absent in line with the Pupil Registration Regulations.

We will consider providing remote education to pupils 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 pupils, for a limited duration, are unable to physically attend school but are able to 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 pupils with remote education on a case-by-case basis.

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

- Gain mutual agreement of remote education by the school, parents/carers, pupils, and if appropriate, a relevant medical professional. If the pupil 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 pupil back into school
- Identify what other support and flexibilities can be put in place to help reintegrate the pupil back into school at the earliest opportunity
- Set a time limit with an aim that the pupil returns to in-person education with appropriate support

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

2.1 Primary School

On the first day of a school closure due to adverse weather conditions, the school will provide a variety of activities that are related to snow or other relevant topics and provide lots of fun opportunities for learning.

Snow closure: Day 1 of closure - [Snow Day Activities](#)

Unexpected School closure: Day 1 of closure - [School Closure Activities](#)

For subsequent days, class teachers will provide year group-specific learning tasks for **English, Maths and Topic** and this will be emailed to you directly.

In the event that IT systems are down, work can be found on the '[Primary Work](#)' page.

2.2 Senior School and Sixth Form

On the first day of a school closure due to adverse weather conditions, class teachers will upload activities to be completed using Microsoft Teams. Pupils should follow their normal school timetable. A message from the teacher will be posted in the general channel of the class team with clear instructions for pupils to follow. Where possible, teachers may provide live lessons if able.

For subsequent days, class teachers will provide live lessons via Microsoft Teams, where possible. A message from the teacher will be posted in the general channel of the class team with clear instructions for pupils to follow. Pupils should follow their normal school timetable.

Where IT systems are down, pupils should complete non-IT work found in the '[Senior Work](#)' tab on the school website.

3. Roles and responsibilities

➤ Teachers (primary school)

- Will provide tasks and activities for English, Maths and Topic work for each year group.
- Will work alongside TAs/1:1 support staff and HLTAs to adapt work for SEN pupils where needed.
- Will communicate with parents and answer queries via email.

➤ Phase Leaders (primary school)

- Will ensure consistency of the quality and quantity of work provided by teachers.

➤ Teachers (senior school)

- Will upload lesson resources each lesson for each class on Microsoft Teams.
- Will answer queries from pupils via school email or Teams between the times of 08.30 and 16.30.

➤ Subject Leaders (senior school)

- Will monitor that teachers are uploading lesson resources each lesson on Microsoft Teams.
- Will provide support for teachers within the department with use of Microsoft Teams.

➤ Form tutors

- Are the first point of contact for parents and guardians.
- Will inform subject teachers of pupils who are self-isolating.
- Will check in with pupils who are self-isolating via email or phone call.
- During a long period of lockdown, form tutors may have a live session with their form group.

➤ Heads of House (Senior)

- Will monitor form tutors are carrying out their responsibilities outlined above.

➤ SENCO and learning support team

- Will provide additional support for pupils who are on the SEND register. This may be in the form of pre-reading or additional literacy and numeracy support.

➤ SLT

- Will monitor the remote learning programme through the line management system.
- Vice Principal – Curriculum, learning and teaching will monitor the academic programme.
- Vice Principal – Safeguarding, personal development and wellbeing will monitor any pastoral support needs.

➤ Parents and Guardians

- Alert teachers if they're not able to complete work.
- Act in accordance with normal behaviour rules / conduct rules of the school (and any specific online behaviour rules where applicable)
- Make the school aware if their child is sick or otherwise can't complete work

3.1 Teachers

When providing remote learning, teachers must be available between 8.30am and 4.30pm to respond to any enquiries via email.

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 providing remote learning, **primary school teachers** are responsible for:

➤ Setting work for individual pupils:

- Teachers will provide activities and tasks for English, Maths and Topic work for individual pupils

➤ Setting work for year groups:

- Teachers will provide daily lessons and tasks for English, Maths and Topic work.
- Homework will be set as normal.

When providing remote learning, **senior school teachers** are responsible for:

➤ Setting work for individual pupils:

- Teachers should post their resources in the class team for pupils to access at home.
- The lesson resources should be posted in the class team by 8.30am each morning. This is to ensure any pupils can access the resources at a more convenient time, recognising that pupils may be ill and suffering symptoms of coronavirus.

➤ Setting work for year groups:

- Teachers should provide a 15-20 minute 'live lesson' for each class via Microsoft Teams during their scheduled timetabled lesson time.
- The teacher does not need to have their camera enabled during the live lesson, unless they prefer to do so, but the screen should be shared with a live commentary.
- The live lesson should be followed by a 30 minute follow-up task with resources posted in the correct folder in the class team.
- Pupils should be directed to complete the task either in their normal exercise book or submitted online via Microsoft Teams. This is the decision of the subject teacher.
- The lesson resources should be posted in the class team by 8.30am each morning, in advance of the live lesson. This is to ensure any pupils, who may be ill, can access the resources at a more convenient time.
- The live lesson should be recorded and saved in the class team. This is to enable pupils who may not be able to access the resource at the specified time the opportunity to view the lesson later.
- Homework should be set as normal, according to the homework timetable.
- If teachers need further training on using Microsoft Teams they should contact their subject leader for support in the first instance or the Vice Principal – curriculum, learning and teaching.
- Teachers should co-ordinate with other teachers in their subject and take advantage of any opportunities to reduce workload by sharing resources. Teachers should make sure pupils with limited access to devices can still complete the tasks and homework set.

➤ Providing feedback on work:

- Pupils should be set a varied range of tasks that enable work to be submitted electronically for assessment purposes e.g. self-marked quizzes, online assignments or using any subject based software.
- Teachers should share whole class feedback on electronically assessed work addressing any common misconceptions in their next available lesson.
- Pupils work completed in exercise books will be examined upon their return to school and whole class feedback provided.

➤ Keeping in touch with pupils who aren't in school and their parents:

- Form tutors should make weekly contact with any pupils. This can be via email or telephone call.
- All emails from pupils and parents should be responded to within 24 hours. Any safeguarding concerns should be reported in the usual way via the CPOMS system.
- If pupils fail to complete the work set, teachers should be in contact with parents and guardians to find out the reason why.

➤ Attending virtual meetings with staff, parents and pupils:

- The usual staff dress code, outlined in the staff handbook, should be followed when attending virtual meetings.

- Teachers should use their normal classroom to deliver live lessons when in school. If delivering live lessons at home a plain background or 'virtual' background should be used.
- Teachers should follow the 'Safeguarding protocols for staff' when delivering live lessons.

3.2 Learning support staff

The SENCO will coordinate the deployment of learning support staff. Learning support staff include teaching assistants, HLTAs, assistant SENCO and social and emotional mentors. When assisting with remote learning, learning support staff 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, teaching assistants are responsible for:

➤ Supporting pupils who aren't in school with learning remotely:

- Teaching assistants should work in collaboration with those teachers whose classes they usually support.
- Teaching assistants should liaise with teachers at least 24 hours before the lesson to assist with any differentiation, scaffolding or pre-reading that may be required.
- Teaching assistants should assist in producing materials for those pupils whom they support, under the direction of the normal class teacher.
- Teaching assistants who teach withdrawal groups will deliver at least a 15-20 minute live lesson followed by an appropriately differentiated task.
- Social emotional mentors will be available for individual 1-1 teams meetings that are aimed at providing the usual level of support, remotely.

➤ Attending virtual meetings with staff, parents and pupils:

- The usual staff dress code, outlined in the staff handbook, should be followed when attending virtual meetings.
- Teaching assistants should use a normal classroom if delivering live lessons when in school. If delivering live lessons at home a plain background or 'virtual' background should be used.
- Teaching assistants should follow the 'Safeguarding protocols for staff' when delivering live lessons.

3.3 Phase leaders (primary school)

Alongside their teaching responsibilities, phase leaders are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Working with teachers within their phase to make sure all work set is appropriate and consistent
- Working with senior leaders to make sure work set remotely across all subjects is appropriate and consistent
- Monitoring the remote work set by teachers in their subject, for example, through regular meetings with teachers or by reviewing work set.
- Alerting teachers to resources they can use to teach their subject remotely.

3.4 Subject leaders (senior school)

Alongside their teaching responsibilities, subject leaders 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 leaders 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 e.g. ensuring the homework timetable is being followed.
- Monitoring the remote work set by teachers in their subject, for example, through regular meetings with teachers or by reviewing work set via class teams.
- Alerting teachers to resources they can use to teach their subject remotely

3.5 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school. The Vice Principal for Curriculum, learning and teaching has overall responsibility for remote learning provision.
- Monitoring the effectiveness of remote learning, for example, through regular line management meetings with subject leaders, reviewing work set on class teams or reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

3.6 Designated safeguarding lead

The DSL is responsible for the coordination of regular communication with the following vulnerable groups:

- Children who have a social worker including children with a child protection plan, child in need plan, looked after child.
- Children who have an Education and Health Care Plan (EHCP)
- Any other identified vulnerable children

The DSL at The Royal School is Mr J Crook jcrook@theroyal.school

3.7 IT service provider for The Royal School

IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff and parents with any technical issues they're experiencing
- Resetting any passwords
- 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

3.8 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day, considering staff may not always be in front of a device the entire time.
- Complete work to the deadline set by teachers
- 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

3.9 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

4. Who to contact

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

- Issues in setting work – talk to the relevant subject leader or SENCO
- Issues with behaviour – talk to the relevant form tutor or head of house
- Issues with IT – log a ticket with the IT service provider
- Issues with their own workload or wellbeing – talk to your line manager
- Concerns about data protection – talk to the data protection officer Mrs Jo Phillips
- Concerns about safeguarding – talk to the DSL Mr J Crook or log a concern on the CPOMS system
- CPD support with IT systems such as Microsoft Teams – talk to Mrs Louise Hale, Vice Principal Curriculum, learning and teaching.
- Parents and guardians should always contact the form tutor in the first instance for any support.
- Parents and guardians should inform the attendance officer of any pupil absence via the school number 01902 341 230 or school gateway app.

5. Data protection

5.1 Accessing personal data

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

- Access the data using their school issued device ensuring security protocols in place on the school server in the IT network are in place.

- If a screen is shared with pupils, staff should check all open tabs and programmes to ensure nothing controversial or data-related is likely to be seen by pupils.

5.2 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 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 using the bitlocker system – 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
- Concero will ensure antivirus and anti-spyware software is installed
- Concero will keep operating systems up to date

6. Health and Safety

- Short, frequent breaks away from your screen are better than occasional larger breaks.
- For example, a 5-10 minute break after 50-60 minutes continuous screen work is likely to be better than a 15-20 minute break every two hours.

7. Safeguarding

Staff and pupils should follow the safeguarding protocols for remote learning. These can be found in the appendix. The safeguarding and child protection policy.

8. Monitoring arrangements

This policy will be reviewed annually by the Vice Principal – curriculum, learning and teaching. At every review, it will be approved by the SLT.

9. Links with other policies

This policy is linked to our:

- Policy for promoting positive attitudes, values and behaviours

- Safeguarding and child protection policy and coronavirus addendum
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Learning, teaching and assessment policy

10. Appendices

- Pupil safeguarding protocols
- Staff safeguarding protocols

PUPIL SAFEGUARDING PROTOCOLS FOR ONLINE LEARNING & TEACHING

Do

- Read the safeguarding guidance from National Online Safety at the end of this document.
- Have a reliable internet connection.
- Prepare before the start of your lesson and have any materials you need (pen, paper) ready to go. Put away any mobile devices to avoid distractions from the main focus and delivery of the lesson.
- Present yourself appropriately – dress as you would to school. Uniform is not required but be sensible and maintain a sense of professionalism. No pyjamas!
- Always use your school email address, do not reveal your password to anyone else.
- Think about the right place to join from – an environment free from interruptions or background distractions. You could blur your background or use a background image to protect privacy.
- Login to the meeting at the scheduled start time. Always join with your camera and microphone off.
- The lesson will be recorded for safeguarding purposes.
- Be respectful and responsive, just as you would be in the classroom. You are responsible for your own behaviour and actions when using technology, this includes the resources you access and the language you use.
- You must not record or take photos of other pupils or teachers during an online meeting. Be aware there will be serious consequences for a breach of this rule.
- Please use your teacher and other pupils' formal names, just as if you were in a classroom at school.
- Expect other teachers to enter the virtual classroom to monitor lessons on an ad hoc basis, for safeguarding purposes.
- If you need to ask your teacher a question, please use the meeting chat facility. Be patient whilst waiting for an answer. Your teacher may ask you to unmute your mic and ask your question to the class.
- You must understand that these rules are designed to help keep you safe and if they are not followed school sanctions will be applied and parents contacted.
- Make sure you leave the session at the end as directed by the teacher.
- If you are absent it is your responsibility to catch-up with the learning. All learning resources will be available to you in the teams site and staff available for support via email.

Don't

- Expect to be anonymous.
- Do not join virtual sessions from bedroom.
- Share any personal contact details, always use your school email address.
- Ask for help with technology support from support@theroyal.school

What staff and students should do if they are worried about someone or something they witness in an online platform?

Follow our usual safeguarding procedure and report to the Designated Safeguarding Lead (DSL) Mr J Cook jcrook@theroyal.school or Deputy DSLs (Mr Heywood mh@theroyal.school, Mrs Hale lh@theroyal.school) ASAP.

Normal school rules and expectations continue' as do sanctions which will be logged.



STAFF SAFEGUARDING PROTOCOLS FOR ONLINE LEARNING & TEACHING

Do

- Read the safeguarding guidance from National Online Safety at the end of this document.
- Have a reliable internet connection.
- Prepare before the start of your delivery/recording and have anything you want to share minimised on the task bar and ready to go.
- Present yourself appropriately – dress as you would to work.
- Close down Outlook to avoid the potential for pupils to read your emails. Double check that any other tabs you have open in your browser would be appropriate for a child to see, if you're sharing your screen.
- Think about the right place to join from – an environment free from interruptions or background distractions. You could blur your background or use a background image to protect privacy.
- Login to the meeting early before the scheduled start time. As pupils join ask them to mute their camera and microphone.
- To record a live event in Teams, check the 'Recording available to producers and presenters' setting when you schedule your live stream. You can make the recording available for pupils too, by checking 'Recording available to attendees'. The recording will be available for 180 days after the event ends.
- You could turn on live captions, these type everything you say. This could help pupils with any SEND or EAL needs.
- Make the expectations clear for the session, be respectful and responsive.
- Narrate your actions to guide the participants e.g. "Welcome, please mute your microphone and turn your camera off", "Please type your questions in the chat space.", "Now I'm going to share my screen with you and open this link/PowerPoint".
- Insist on everyone using their formal names, just as in your own classroom.
- Expect line managers, SLT or designated leads to enter the virtual classroom to monitor lessons on an ad hoc basis, for safeguarding purposes only.
- Think about data protection regulations.
- Always check through the material again before publishing.
- SLOW DOWN – organising and running a meeting, sharing content, reading comments, addressing questions and monitoring participants is a very busy task! Don't try to cover too much on one sitting.
- Take it step by step, check everything is working as you go and check in with your fellow participants to make sure they are keeping up with accessing shared content or following instructions. Please feel free to adjust, pause and replace SoW subtopics and order of delivery to help maximise engagement and relevance to an online learning environment.
- Be flexible and understanding of individual pupils potential barriers in these unprecedented and uncertain times.
- When a lesson has finished pupils should leave the meeting first and you should end once complete.

Don't

- Proceed without a plan.
- Expect to be anonymous (if delivering live online).
- Forget to reward pupils for each session with achievement points for contributions, effort and success.
- Do not join virtual sessions from bedroom and set this as an expectation too for the pupils.
- Share any personal contact details, always use your school email address.
- Use personal equipment – use school resources/equipment.
- Feel the need to do this alone. Ask for help with technology support from support@theroyal.school your Subject Leader or Louise Hale.

What staff and students should do if they are worried about someone or something they witness in an online platform? Follow our usual safeguarding procedure and report on CPOMS and pass to the DSL (Jonathon Crook) or Deputy DSLs (Mark Heywood, Louise Hale).