



**KING EDWARD VI**  
HIGH SCHOOL

ADDRESS: Dryden Crescent, Stafford, ST17 9YJ  
TEL: 01785 258546  
WEB: [www.kevi.org.uk](http://www.kevi.org.uk)  
EMAIL: [headteacher@kevi.org.uk](mailto:headteacher@kevi.org.uk)  
HEADTEACHER: Mr J Christey

# KING EDWARD VI HIGH SCHOOL

## REMOTE LEARNING POLICY

**Encouraging and supporting all our learners to  
"Be the best that they can be"**

**Approved Date**                      **December 2020**

**Headteacher**

**Mr J Christey**

**Governor**

**Mrs M Witts**

**Review Date**

**Every 3 years or as legislation changes**



## Aims

This Remote Learning Policy for staff aims to:

- Ensure consistency in the approach to remote learning for students 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

## Legislation and Guidance

On 22nd October 2020, the Government published a **temporary continuity direction** which makes it clear that schools have a duty to provide remote education for children unable to attend school due to coronavirus (COVID-19). This policy is based on the guidance for good practice in remote education published by the Department for Education

<https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice>

which supports school implementation of the statutory expectations for school opening

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

The Direction requires that where a class, group of students, or individual students need to self-isolate, or there are local or national restrictions requiring students to remain at home, schools are expected to provide immediate access to remote education.



In developing their remote education, the DfE expects schools to:

- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- provide printed resources, such as textbooks and workbooks, for students who do not have suitable online access
- recognise that younger students and some students with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum - for students with SEND, their teachers are best placed to know how to meet their needs

When teaching students remotely, the DfE expects schools to:

- set assignments so that students have meaningful and ambitious work each day in a number of different subjects
- set work that is of equivalent length to the core teaching students would receive in school, and as a minimum:
- secondary: 4 hours a day, with more for students working towards formal qualifications this year
- provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos



- have systems for checking, at least weekly, whether students are engaging with their work, and inform parents immediately where engagement is a concern
- gauge how well students are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure students' understanding

The DfE expects schools to consider these expectations in relation to the students' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. The DfE expects schools to avoid an over-reliance on long-term projects or internet research activities.

### **Principles and Procedures**

On the first day of an individual student isolating, a pack of work is sent home to cover two weeks of a student working from home. This work is skill and revision based but covers the need for students to have work to complete at home.

KS4 and KS5 teachers are encouraged to email their students with their lesson plans and resources so that students can keep up with the work being taught in class.

Students that do not have technology at home can contact their Progress Leader, the school does have notebooks and tablets that can be loaned out to students on a short term basis while they are isolating.





## Roles and responsibilities

### Teachers

When providing remote learning, (because teachers are self-isolating but still fit for work, or working from home in the case of the school building closure) teachers must be available between 8:45 am and 3:15 pm. If students are at home, but the school building is open, normal working hours apply.

If they are 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, teachers are responsible for:

#### Setting work:

- Teachers should set work for their own classes, however, they may be asked by their Subject Leader to set work for other classes provided this does not substantially increase their timetable or teaching load. For example, setting work for parallel classes within a year group.
- Teachers should set the amount of work equivalent to their usual timetabled lesson
- The work needs to be set by 8:30am each day
- Work should be uploaded to Google Classrooms, Go4Schools can be used to notify students (and parents) of the work that has been set.
- The work set should follow the schemes of work and should mirror work being done in school where possible.
- Teachers should start all of their timetabled lessons off on Google classrooms where they can explain the work for that lesson, model the activity, or provide guidance. There is no expectation that teachers will be online directly teaching for the full 100 minutes of each session but an ideal minimum time would be around 15 minutes of virtual teaching to ensure students understand the work set, the remainder of the time could (for example) be spent responding to individual students via email or Google classroom messaging and providing feedback on completed work.



- Use of published / commercial education resources, videos, PowerPoints with voice overs can all be used to aid virtual teaching

#### Providing feedback on work:

- Completed work from students should be uploaded onto Google classrooms
- Feedback should be shared to students through Google classrooms
- Students should receive feedback on their work a minimum of once a week (as per DfE expectations) or equivalent for subjects with substantially fewer lessons in KS3 (e.g. Art, RE, Music have one double lesson a fortnight)
- Keeping in touch with students who aren't in school and their parents:
- If there is a concern around the level of engagement of a student, parents should be contacted via phone/email to assess whether school intervention can assist engagement. In order to avoid parents receiving ten different phone calls, these concerns should be passed to the Progress Leader who will collate the concerns and take the appropriate actions. Teachers should raise a concern if they have not heard from a student for a week (DfE expectations are that engagement is checked upon at least weekly)
- Teachers should be available from 8:45am to 3:15pm and should respond to emails from parents and students within that time. There are no expectations to respond to emails from students and parents outside of working hours.

Any complaints or concerns shared by parents or students should be reported to a member of Leadership group– for any safeguarding concerns, refer immediately to the DSL.

#### Attending virtual meetings with staff, parents and students:

- Dress code: should be similar to usual school work wear
- Locations: avoid areas with background noise, avoid having anything inappropriate or identifiable in the background, ideally blur the background or use a virtual background.

If teachers are working in school, but the students are not in school, for example a year group/bubble has been sent home or a substantial amount of the class are self-isolating then the above expectations will still apply to



teachers working in the school building. Lessons will be completed virtually to students at home through Google classrooms.

In extreme cases, the teachers left in school may need to cover absent, isolating colleagues in which case they may not always be available for Virtual Teaching. In these situations, work should be uploaded for the lesson by 9:00am for the students to complete independently.

### Learning Mentors

When assisting with remote learning, (because Learning Mentors are self-isolating but still fit for work, or working from home in the case of the school building closure) Learning mentors must be available between 8:30 am and 4 pm (or their usual working hours if different). If students are at home, but the school building is open, normal working hours apply.

If they are 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, Learning mentors are responsible for:

- Supporting students who aren't in school with learning remotely
- Contacting key students and supporting them pastorally and academically
- Completing admin activities or creating resources as directed by the Leader of Inclusion
- Attending virtual meetings with staff, parents and students:

Dress code: should be similar to usual school work wear

Locations: avoid areas with background noise, avoid having anything inappropriate or identifiable in the background, ideally blur the background or use a virtual background.





### Subject leaders

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
- Monitoring the remote work set by teachers in their subject
- Alerting teachers to resources they can use to teach their subject remotely

### Progress Leaders

Alongside their teaching responsibilities, Progress Leaders are responsible for:

- Tracking the engagement of students in their year group, with Remote Learning. Collating feedback from teachers about non-engagement and co-ordinating contact with parents to avoid one parent getting ten separate phone calls or emails
- Co-ordinating the regular contact of key and vulnerable students in their year group, working alongside the Senior Leader for Inclusion
- Making Teachers and Subject Leaders aware of any specific issues with students in their year groups
- Working with the DSL to ensure safeguarding procedures remain in place

### Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Monitoring the pastoral contact between the school, parents and students





## Designated safeguarding lead (DSL)

The DSL is responsible for:

- Ensuring the safeguarding policy and procedures are followed. (See Child Protection Policy)

## IT staff

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
- 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

## Support Staff

When the school building is open, Support Staff should be on the school site working their usual hours and continuing with their usual job roles unless directed otherwise by the Headteacher or Line Manager.

If the school building is closed during term time for all staff and students, support staff should be available to work from home during their normal working hours if their job role allows them to do so. School ICT equipment can be loaned to facilitate working from home. In these circumstances the Headteacher may ask staff at home to complete alternative tasks that are commensurate with their job role in school.

If a Support Member of staff is self-isolating but still fit for work, they must be available during their usual working hours and will be directed by the Line Manager to complete tasks that can be completed at home.

If they are 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.



## Students and Parents

Staff can expect students learning remotely to:

- Be contactable during the school day – although consider they 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 Learning Mentors
- 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 – if you know of any resources staff should point parents towards if they're struggling, include those here
- Be respectful when making any complaints or concerns known to staff

## 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:

- Issues in setting work – talk to the relevant Subject leader or SENCO
- Issues with behaviour – talk to the relevant Progress Leader
- Issues with IT – talk to IT staff
- Issues with their own workload or wellbeing – talk to the line manager or any Senior Leader
- Concerns about data protection – talk to the Data Protection Officer
- Concerns about safeguarding – talk to the DSL



## **Data protection**

### Accessing personal data

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

- Use Google Classrooms to teach virtual lessons, use Go4Schools to access and input student information. All staff members can access the school network through the Terminal Server, but there are a limited number of users allowed on at any one time so should use web based Google Classrooms, RM Unify and Go whenever possible.

All Teachers have been issued with a school laptop. Any member of staff who is self-isolating or working from home and who needs a school laptop should contact the ICT department to arrange to borrow one. School laptops should be used rather than staff using their own personal devices.

### Processing personal data

On rare occasions, staff members may need to collect and/or share personal data such as 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.

### 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

### **Safeguarding**

Please refer to the school Safeguarding Policy

### **Monitoring arrangements**

This policy will be reviewed termly or more often in line with changes in Government guidance.

### **Links with other policies**

This policy is linked to our:

- Behaviour and Inclusion policy and coronavirus addendum to the policy
- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy