Remote Learning Policy Inclusion College

Approved by:	College Governing Board	Date:	May 2023
Signed by:		Position:	Chair of LGB
Last reviewed: May 2023		Next review due: May 2024	

Monitoring arrangements

This policy will be updated annually, however, it will be reviewed every half term by Inclusion College Senior Leadership Team. At every review, it will be approved by Inclusion Hampshire's trustees.

Contents

1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for students who aren't in college
- Set out expectations for all members of the college community with regards to remote learning
- Provide appropriate guidelines for data protection

The following section refers to whole College closure due to health, weather or other extenuating circumstances

2. Roles and responsibilities

2.1 Teachers

When providing remote learning during college closure, teachers must be available between 9am and 4pm, Monday to Friday, or, for part time staff, during their normal working hours.

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 assignments, including:
  - Who they need to provide assignments for, including whether they will be required to cover another member of staff
  - The amount of teaching and learning they need to provide students
  - Organising when assignments need to be set (e.g. 3pm the day before) and providing an appropriate and timely deadline
  - How and where assignments should be uploaded and returned (i.e. Google Classrooms)

- How they should coordinate with other teachers, including those teaching in school, to ensure consistency across the year/subject and to make sure students with limited access to devices can still complete assignments

- Providing feedback, including:
  - Marking and providing timely feedback on submitted assignments via Google Classroom
  - Recording all submitted assignments by students, including scores (if applicable), strengths and learning development areas

- Keeping in touch with pupils who aren't in college, including:
  - Make contact with students via Google Classroom (primarily), email and telephone (secondarily) in line with that student's individual timetable
  - All staff are expected to respond to emails and phone calls in a timely manner. It is important that it is made clear to students, teachers and parents that no one should be at their laptop screen all day between 9am and 4pm. Nevertheless, responses to emails and phone calls should take place within 2 hours.
  - Outside of working hours, all staff should not answer emails unless to pass on a safeguarding concern to the DSL
  - If there are any complaints or concerns shared by parents or students they should refer these to the Head or Assistant Head

Attending virtual meetings with staff, parents, students and other professionals

  - All internal Inclusion Hampshire virtual meetings will be held using Google Meet
  - Other schools and professionals may use Microsoft Teams. Inclusion College staff members can use this system if required to do so
  - Inclusion Hampshire's usual dress code applies equally to its remote learning provision as it does on-site
  - When participating in virtual meetings these should be in a space that is private and confidential. If this is not possible, staff are expected to utilise headphones to provide a degree of confidentiality
  - Each member of staff will have a location in their home that is best suited for attending virtual meetings. The location and background for these meetings should be appropriate. It is recommended that staff use a predetermined or blurred background

This intended to minimise workload, prevent work-related stress and maintain positive mental health for Inclusion Hampshire's team members.

These guidelines also apply if staff are attending virtual meetings during times the college is open, for example due to flexi time, work from home arrangements or travel constraints.

2.2 Support and therapeutic staff

When assisting with remote learning, teaching assistants must be available between 9am and 4pm, Monday to Friday, or, for part time staff, during their normal working hours.

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, support and therapeutic staff are responsible for:

- Keeping in touch with students who aren't in college including:
    - Make contact with students via telephone, email and text in line with that student's individual timetable (although this is adaptable to need)
    - Offer counselling, music or other mental health support for students, including signposting to other services and sharing of resources/services, where necessary
    - All staff are expected to respond to emails and phone calls in a timely manner. It is important that it is made clear to students, teachers and parents that no one should be at their laptop screen all day between 9am and 4pm. Nevertheless, responses to emails and phone calls should take place within 2 hours
    - Outside of working hours, all staff should not answer emails unless to pass on a safeguarding concern to the DSL
    - If there are any complaints or concerns shared by parents or students they should refer these to the Head or Assistant Head
- Recording welfare contact with students, including:
    - All interactions should be recorded, in line with any confidentiality agreements in place.

2.3 Heads of Department

Alongside their teaching responsibilities, heads of department 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 set assignments are appropriate and consistent
- Develop strategies and interventions with senior leaders, SEND lead and teachers to promote learning engagement
- Working with other heads of department and senior leaders to make sure set assignments remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
- Monitoring the remote assignments set by teachers in their subject. This will include regular on-site or virtual meetings with teachers and support staff and reviewing achieved learning in conjunction with senior leaders.
- Alerting teachers and support staff to resources they can use to teach their subject remotely, including sharing of best teaching, learning and technological practice.

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Leading and co-ordinating the remote learning approach across the college

- Monitoring the effectiveness of remote learning through regular on-site and virtual meetings with department heads, teachers, SEND lead and support staff to review and adapt the teaching and learning taking place based on observation and feedback from students and parents.

- Work with the Pastoral team to ensure the needs of all students are being met effectively, and liaise with other professionals and services as required.

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

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

- Working alongside the Pastoral team, SEND lead, DSLs, heads of department and teachers to develop strategies and interventions for learning engagement and pastoral care.

- Attending virtual or on-site professionals meetings relating to students and the provision

2.5 Designated safeguarding lead

The DSL and deputies continue to be responsible for all safeguarding concerns. All safeguarding concerns should be documented and passed to the DSL, as appropriate.

Please see Inclusion College Safeguarding and Child Protection Policy for further details.

DSLs will be expected to attend professionals meetings (e.g. CP, CIN) virtually or on-site, as necessary.

2.6 Pastoral team

Keeping in touch with students and their parents, including providing pastoral care where necessary

- Attending virtual or on-site professionals meetings relating to student welfare
- Signpost and refer families to specialised support services

2.7 Students and parents/carers

Staff can expect students learning remotely to:

- Be contactable during the college day, whether by telephone, email or comment via Google Classroom. It is important that staff and parents be mindful that their student/teacher will not always be in front of their device throughout the day

- Complete the set learning to the deadline set by their tutor

- Seek help, or accept it, if they need it, from Inclusion College academic and therapeutic teams and their key member of staff

- Alert teachers if they are not able to complete assignments so that appropriate support and guidance can be provided.

Staff can expect parents/carers with children learning remotely to:

- Make the College aware if their child is sick or are otherwise unable to complete the assigned learning

- Seek academic, therapeutic and pastoral help from the College if this is needed.

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

2.9 Trustees

The trustees are responsible for:

- Monitoring the College'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

3. Who to contact

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

- Concerns about safeguarding
    - Inclusion College DSL: Marie Greenhalgh
    - Inclusion College deputy: Anna Moores

- Teaching and learning concerns
    - Marie Greenhalgh, Head of Inclusion College
    - Respective Heads of Department: Anna Moores Head of English, Michael Collins Head of Maths

- Issues with IT
    - Alex Edwards, Head of IT and Assistive Technology

- Issues and concerns about the staff member's own workload or wellbeing
    - Their respective line manager
    - Cheryl Edwards, CEO

- Concerns about data protection
    - Emma Barnard, Data Protection Officer

4. Continuity of provision during College closure

4.1 What we will provide

Inclusion College will make provision for remote contact with students on a daily basis in two forms:

- students will have access to work that allows them to continue progress while at home

- students will have the opportunity for communication and interaction with their tutors (academic team) and other staff members (therapeutic team)

In as far as is possible, Inclusion College will attempt to replicate the timetable that students follow through the course of a normal day. Tutors and other staff will need to make themselves available for teaching and welfare contact with students during their normal working hours.

4.2 Our remote learning provision

- Digital Strategy in place

- Remote Learning Policy (this document)

- Appropriate hardware and cloud-based training for all staff to ensure everyone is 'remote learning ready'

- Created adaptable curriculum maps, schemes of work and resources for remote learning

- Inclusion Hampshire email addresses set up for all students

- Google Classroom setup for all students

- All staff have undertaken safeguarding training which included safeguarding for remote and virtual learning

- Head has done training provided by The Key in 'Tackling low remote engagement'

- Planned provision to ensure all students and parents still receive pastoral support and emotional and wellbeing support

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5. Data protection

5.1 Accessing personal data

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

- Access Inclusion Hampshire's domain data by Google Workspace, and use this package their primary communication and teaching tool

- Use devices provided to them by Inclusion Hampshire, such as laptops or Chromebooks, in order to access its Google Workspace

- Personal devices should not be used by default unless agreed by the Senior Leadership Team.

5.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses and parent/student telephone numbers as part of the remote learning system. As long as this

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processing is necessary for the College'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.

For example, staff should always send emails from their @inclusionhampshire.org.uk email address and any communication to students should be sent to their @inclusionhampshire.org.uk email address, unless agreed otherwise.

Any questions or concerns about the processing of personal data should be directed to Emma Barnard Data Protection Officer.

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
- Keeping operating systems up to date – always install the latest updates
- Using the device responsibly and safely whilst in their possession
- Contact their line manager immediately if their device is physically damaged or broken, or if there is a software issue

6. Safeguarding

Please refer to Inclusion College's Safeguarding and Child protection Policies

7. Further use of remote and online learning

- Each student at Inclusion College has different SEND, Mental health and learning needs
- Our approach to provide bespoke care, support and education
- As such, remote learning can be used in a number of other ways
- This could be to support face to face education for example consolidating or extending learning, or a flipped learning approach
- There may be instances where a student feels unable to come into College to their health but we can implement remote learning, much like work from home or flexi time as in employment
- We can use remote or distance learning courses to build up face to face timetables.

In these cases, section 2 will be planned and implemented on a case by case basis but section 3 - 9 will be adhered to in the same manner.

8. Monitoring arrangements

This policy will be reviewed every half term by Inclusion Hampshire's Senior Leadership Team. At every review, it will be approved by Inclusion Hampshire's trustees.

9. Links with other policies

This policy is linked to our:

- Behaviour policy and its respective Covid-19 addendum
- Child protection policy and its respective Covid-19 addendum
- Data protection policy and privacy notices
- ICT and internet acceptable use policy
- Online safety policy

POLICY IMPLEMENTATION

The Chief Executive is responsible for ensuring the implementation of this policy and that regular reviews take place.

All staff and volunteers have a responsibility to adhere to this policy and will be made aware of this policy as part of their induction, supervision and training.

Failure to act in line with this policy will result in disciplinary action