

NMAT REMOTE LEARNING POLICY (Non-Statutory)

Approved by:	NMAT Board of Trustees
Last reviewed on:	November 2024
Next review due by:	October 2025
Responsible	Vice Principal

This policy will be kept under regular review in light of legal developments and best practice.

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SLT Responsibility – Vice Principal
Approved by the Board of Trustees

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1. 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.

2. Use of remote learning

All students should attend Nunthorpe Academy, in line with the Academy's Attendance policy. Remote education is not viewed as an equal alternative to attendance in school.

The Trust will consider providing remote education to students 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

3. Roles and responsibilities

3.1 Teachers

When providing remote learning, teachers must be available within 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 Academy's normal absence procedure.

The Academy can revert to the use of online lessons in the event of a whole class, whole year group or whole academy advised to self-isolate. Parents/carers will receive communication via email, ClassCharts and/or social media in the event of self-isolation and inform them of the following:

- The next normal academy day following the point of self-isolation, students can access work which is communicated via ClassCharts; resources will be found on Google Classroom. This will be set in line with their normal timetable. Work set should be accessible by all and differentiated accordingly to ensure the correct level of challenge is in place without further support. Work set should take the duration of a minimum of 30 minutes, this should include time for registration, knowledge recall/starter and should also finish with a review in line with lesson expectations and the Academy T&L policy.
- Online lessons will commence on the first full day following the point of self-isolation.

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- If a Learning support Assistant (LSA) usually supports students in a lesson, then where possible the teacher would be expected to invite the LSA to the online lesson so that support can continue.

3.1.1 Keeping in touch with students who are not in school and their parents/carers

The Trust expects that form tutors and key staff will contact their tutees or their parents/carers during the period of home-learning. Students who are identified as being 'more vulnerable' will be contacted by an identified member of staff such as the AVP-Inclusion, a pastoral leader, Deputy Designated Safeguarding Lead or Designated Safeguarding Lead, as identified by the Head of School.

In the event of a whole class, whole year group or whole academy requiring self-isolation, students will be expected to participate in online lessons. Attendance to these lessons will be recorded by the class teacher. Lessons will run according to the normal timetable. In the event of students not participating in online lessons, this will be addressed during the welfare call home.

3.1.2 Safeguarding: Students

If there are any safeguarding or welfare concerns regarding students, they should be directed to a member of the safeguarding team in person or if working from home, via email. During periods of home learning students are potentially at higher risk of harm and a significantly higher risk of needing mental health support. If noticeable differences in behaviour and attitude are seen in students during periods of home learning, this should be noted and passed directly to the safeguarding team for further follow up.

During online lessons, students will be reminded that the expectations of a normal lesson apply in the virtual setting. Students themselves should be mindful of their own surroundings during online lessons and teachers should be mindful and ready to support students in giving them guidance on how to work online safely and effectively.

3.1.3 Behaviour and conduct during online lessons

Expectations of conduct remains high during online lessons. Appropriate behaviour and participation remain vitally important and as such teachers are encouraged to continue to use the Academy's behaviour recording system to reward positive behaviour and to sanction any poor behaviour. In the event of challenging behaviour, teachers are encouraged in the first instance to contact parents/carers. If further support is required, teachers should refer to their Head of Department and the relevant Pastoral Team.

3.1.4 Safeguarding: Teaching Staff

As noted above, in all instances, teachers will record each online lesson. This provides video evidence of what took place during that lesson and is a measure designed to protect staff. Teachers should remind students at the start of each lesson that the lesson is being recorded **This policy will be kept under regular review in light of legal developments and best practice.**

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for safeguarding purposes. Teachers will be required to do the following to ensure they safeguard themselves during online lessons:

- When online lessons take place, teachers should follow their normal timetable.
- Teachers should be mindful of what is open on their computer when screen sharing. The Academy's behaviour recording system contains personal information which should not be shared on screen. Emails with personal details should also not be shared.
- If working from home, staff should be mindful of their background. If books or pictures are visible, they should be appropriate. Personal photos of family or friends should not be visible. Staff should avoid sitting by windows if the view could lead to students ascertaining the member of staff's address. A virtual background can be applied via the video settings providing it is not a distraction from Teaching and Learning.
- If working from home, staff should dress as if they were working within the Academy.

3.2 Learning support assistants

When assisting with remote learning, LSAs must be available within their normal working hours. The AVP-Inclusion will direct LSA's work during periods when remote learning is in force. 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.

3.2.1 Supporting students who are not in school with learning remotely

Due to the wide variety of student need, the AVP-Inclusion will determine how students should be supported depending on the situation. For example, a LSA who works with a specific small group usually, may support their learning remotely. In some cases, an LSA may be required to arrange small group work intervention using the online platform. If LSAs are completing small group work intervention online they must follow the same safeguarding expectations noted above for teachers.

3.2.2 Safeguarding: Learning Support Assistants (LSAs)

As noted above, in all instances, teachers will record each online lesson. This provides video evidence of what took place during that lesson and is a measure designed to protect staff.

- LSAs should be mindful of what is open on their computer when screen sharing.
- If working from home, staff should be mindful of their background. If books or pictures are visible, they should be appropriate. Personal photos of family or friends should not be visible. Staff should avoid sitting by windows in the view could lead to students ascertaining the member of staff's address. A virtual background can be applied via the video settings providing it is not a distraction from Teaching and Learning.
- If an LSA is delivering online small group work or 1:1 work remotely, arrangements must be made to ensure the input is recorded.

If working from home, staff should dress as if they were working in the academy.

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3.3 Heads of Department

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

- Considering whether any aspects of the curriculum need to change to accommodate remote learning and making the required amendments to their curriculum plans. Otherwise, the expectation is that online learning will follow the usual curriculum pattern i.e. we teach the same curriculum remotely as we do within the Academy, wherever possible.
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent.
- Monitoring the remote work set by teachers in their subject in line with the Academy's Quality Assurance processes.
- Alerting teachers in their department to resources they can use to teach their subject remotely.
- Being mindful of the wellbeing of their staff.

3.4 Teaching Staff

Are expected to ensure that:

- They follow the usual curriculum unless modifications need to be made and therefore are directed to necessary changes by their Head of department.
 - Lessons last for approximately 40 minutes and that additional home learning is provided
 - They take account of differing abilities of students.
 - All communication takes place through ClassCharts.
- Resources for remote learning should be available via Google classroom.

3.5 Senior Leaders

Are expected to ensure that:

- Where practicable, Senior Leaders are to complete the roles and responsibilities assigned to their leadership role.
- Monitor the remote learning approach across the Academy for the areas they are responsible for.

3.6 IT Staff

- IT staff are responsible for: Fixing issues with systems used to set and collect work.
 - Helping staff and where practicable, parents/carers with any technical issues they are experiencing.
- Reviewing the security of remote learning systems and flag any data protection breaches to the data protection officer.

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- Assisting students and parents/carers with accessing the internet or devices to the best of our capacity.

3.7 Students and Parents/carers

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, where appropriate, LSAs.
- Alert teachers if they are not able to complete work.

Staff can expect parents/carers to:

- Make the school aware if their child is ill or otherwise cannot complete work.
- Seek help from the Academy if they need it.
- Be respectful when making any concerns known to staff.

3.8 Board of Trustees

The Board of Trustees is responsible for:

- Monitoring the Academy'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 Head of Department;
- Issues with behaviour – talk to the relevant Head of Department and/or Pastoral Lead;
- Issues with IT – talk to IT staff;
- Issues with their own workload or wellbeing – talk to their line manager or the Trust's HR Manager;
- Concerns about data protection – talk to the Trust's Data Protection Officer
- Concerns about safeguarding – email/talk to the Academy's Safeguarding Team.
- All staff email addresses are available through the Academy Website

5. Data protection

5.1 Accessing personal data

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

- Use identified Academy software and processes for remote access to academy files.

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- Maintain a high level of password security on any devices used to access the personal data.
- Wherever possible the data should be accessed using an academy device.

5.2 Processing personal data

Staff members may need to collect and/or share personal data as part of the remote learning system. If this processing is necessary for the Academy's official functions, individuals will not 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 that any external device 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;
- Not sharing the device among family or friends;
- Keeping operating systems up to date.

6. Safeguarding

Please refer to the Trust's Child Protection and Safeguarding Policy via the Academy's website.

7. Links with other policies

This policy is linked to:

- The Academy's Behaviour policy
- The Trust's Child protection and Safeguarding policy
- The Trust's Data protection policy and privacy notices
- The Academy's Learner Agreement
- The Trust's Acceptable Use policy

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