



Corley Centre

REMOTE LEARNING POLICY

JANUARY 2021 – JANUARY 2022

The vast majority of students attending Corley Centre have a diagnosis of Autism. This must be taken into account when reviewing and implementing all policy procedures.

Policy Review

This policy will be reviewed in by the Full Governing Body annually *unless circumstances dictate that it should be reviewed sooner.*

The policy was reviewed and agreed by the Full Governing Body on 9th June 2021

It is due for review Spring 2022

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In September 2020, all our classes returned to full-time education following the Covid-19 national school closure in March. Although we hope that the majority of our students will now have an uninterrupted experience, there is the possibility that an individual student, a class bubble, or indeed the whole school, will need to self-isolate for a period of time. We have, therefore, put in place a plan for remote learning so that all students can continue with their education. When students are absent due to authorised Covid-related reasons, remote learning will be shared with families.

1. Aims

This remote learning policy aims to:

- Ensure consistency in the approach to remote learning for pupils who are not in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

- Assuming an absence has been agreed with the school in relation to Covid symptoms and testing, and the student in question is healthy enough to work from home, the school will provide work for students who are unable to attend in person. If this occurs for an individual student, the work will be immediately available on the school website and communication with the parent/carer will be coordinated by the Family Support Workers or member of the Senior Leadership Team.

Remote learning in the event of student absence and or school closures.

In the event of an extended school closure, the school will provide continuity of education in the following ways:

- a) Regular subject specific work and resources from teachers, with the capacity for learners to ask questions online (via email)
- b) The setting of work that learners complete, written responses (if relevant) and can be electronically sent to teachers for feedback.
- c) The assessment of specific assignments that are submitted to teachers electronically and on which feedback is provided.

Learners and teachers are expected to have access to the internet whilst at home; however, the school recognises that many families may not have home printers and will therefore require the printing of material.

2. Roles and responsibilities

2.1 Teachers

Academic subject areas may arrange for teachers to deliver content in a 'live' manner (either by text or audio and/or visual means) where students are willing to take part. There is no expectation of teachers to carry out live sessions although some face to face contact may take place in the event of a school closure, and may comprise of Mentor Time and some practical based activities. As a school, we have identified that virtual academic lessons can trigger distress in many of our students. During face to face lessons in school, staff more easily recognise student anxiety and can quickly adapt the task or lesson style to accommodate this. They are able to offer this targeted and timely support due to their specialist autism knowledge and experience. When children are at home, this becomes problematic; some students are uncomfortable being viewed which means we are unable to ascertain if the learning activity was causing further anxiety or if there is another cause. For most students, school is very separate to home; their central coherence can cause students to compartmentalise the school environment and the home environment. Therefore, having a teacher's presence (albeit virtual) within their home is something students can struggle with, leaving parents and carers to deal with the situation.

When providing remote learning, teachers must be available between 8.30am and 3.30pm. 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:

- Providing work for each class or group that they teach.
- Providing 3-4 learning activities for each subject they teach for each class on a weekly basis
- Sending work to admin staff by 10am on Thursday the week before it is set on the school website.
- Emailing work and all resources to MM.
- Ensuring students with limited or no access to devices can still complete the work by providing adaptable resources
- Ensuring work is as closely aligned with the Scheme of Learning followed in school as possible.

➤ Providing feedback on work:

Providing timely and helpful feedback is a cornerstone of good teaching and learning and, whilst this may be more challenging with remote learning, teachers will endeavour to provide regular feedback to learners on pieces of work that they are required to submit. Under usual circumstances, not all pieces of work are formally assessed by teachers and this would continue to be the case should the school employ remote learning. Given the nature of the tasks, the type of feedback teachers can provide may not have the same format as marking an exercise book. Teachers are encouraged to ensure, when they set assessed work, that it is designed in such a way that meaningful feedback may be provided.

- Work may be emailed directly to teachers for feedback or sent via admin staff.
- Feedback should be sent directly to parents via email or a phone call where appropriate.
- All communication with parents should be logged on Behaviour Watch.

- If parents ask for additional work beyond that set as part of the requirements above, subject areas should have a bank of general resources available and point students and parents in that direction.
- Keeping in touch with students who are not in school and their parents or carers:
 - In the event of individual student absence, communication and wellbeing checks will predominantly come from the Family Support Workers via emails, phone calls or home visits.
 - In the event of school closures due to National Lockdowns, Mentors are expected to conduct a weekly 'checking in' call to students in their mentor group.
 - Teachers are expected to respond to parent emails, calls and other forms of communication where requested in a timely manner.
 - Any complaints or concerns shared by parents and students should be directed immediately to a member of SLT.
 - When dealing with students failing to complete work, a compassionate approach must be taken to students and parents, taking into account students' special educational needs and family circumstances.
- Attending virtual meetings with staff, parents and students, such as Annual Reviews:
 - If staff are requested to attend virtual meetings they are required to follow a professional smart dress code
 - Locations must also reflect the professional nature of the meeting, e.g. avoiding areas with background noise and inappropriate or personal belongings in the background. If the member of staff is at home, positioning the laptop/PC in front of a blank wall is preferable
 - GDPR Regulations require that there is no confidential information visible to attendees of the meeting
- If teachers require support with any aspects of remote learning, they are encouraged to consult the Senior Leadership Team.
- All communication should take place during usual office hours, with no expectation for colleagues to read or respond to emails from parents after 4.30pm. Responses should be made to electronic messages within one working day. For those who are on part-time contracts, communication is expected only on the days on which they would usually work.
 - Part time staff should forward messages to a member of the Senior Leadership Team or the student's co-mentor to avoid parents and carers having to wait longer than one working day for a response
- The primary responsibility for the pastoral care at home of a learner rests with their parents / carers, however, school has a safeguarding responsibility during the school day regardless of whether a child is in school. Mentors, under the guidance of the Senior Leadership Team, should check in regularly to monitor both academic progress and their general wellbeing. Mentors will be expected to pass on feedback to Senior Leadership Team and write up communications on Behaviour Watch, particularly if there are concerns or a lack of communication.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 8.45am and 4.30pm. 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, teaching assistants are responsible for:

- Supporting students who are not in school with learning remotely
 - This could include individual students and or class groups.

- This could include preparing individual resources and/or communicating with parents.
- Attending virtual meetings with staff, parents and students, such as Annual Reviews:
 - If staff are requested to attend virtual meetings they are required to follow a professional smart dress code
 - Locations must also reflect the professional nature of the meeting, e.g. avoiding areas with background noise and inappropriate or personal belongings in the background. If the member of staff is at home, positioning the laptop/PC in front of a blank wall is preferable
 - GDPR Regulations require that there is no confidential information visible to attendees of the meeting

2.3 Subject Leaders

The term 'subject leader' refers to anyone co-ordinating subject provision across the school.

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning and support teaching staff with planning for this where needed.
- Working with teachers within their subject remotely in the event of school closure, or in school for individual student absence, to make sure all work set is appropriate and consistent
- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriately so that students can realistically meet them
- Monitoring the remote work set by teachers in their subject; this may be through regular meetings with teachers or by reviewing work set regularly on the school website.
- Alerting teachers to resources they can use to teach their subject remotely
- Checking copyright of non-school resources with the School Business Manager before sharing resources with students or posting them online

Monitoring of possible malpractice by students.

Subject Leaders should scrutinise coursework assignments completed at home with regard to any malpractice and refer to the Assistant Headteacher with responsibility for Examinations and the Exams Officer if they have concerns. They will then follow steps outlined in Malpractice Policy.

2.4 Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning, through regular meetings with teachers and subject leaders, reviewing work set and reaching out for feedback from students and parents
- 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
- Ensuring students have access to technology required to take part in remote learning

2.5 Designated Safeguarding Lead

The DSL is responsible for:

Refer to:

- Safeguarding Policy
- Child Protection Policy

2.6 Admin staff

Admin staff are responsible for:

- Fixing issues with systems used to set and collect work, emails and website.
- Helping staff and parents with any technical issues they may be 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

2.7 Students and Parents

Students should ensure that, in addition to completing the tasks promptly, they should complete any administrative tasks that allow the school to monitor their progress. If students or parents have any questions about the nature of specific tasks set, these should be directed towards the relevant subject area. If there are questions about a learner's overall workload (e.g. a learner feels they are overwhelmed or falling behind), these should be directed to the student's Mentor.

Staff can expect students who are 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 teaching assistants
- Alert teachers if they are not able to complete work
- Follow IT / E-safety rules when accessing lessons

Staff can expect parents with children who are learning remotely to:

- Make the school aware if their child is sick or otherwise unable to complete work
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff

2.8 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

3. Who to contact

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

- Issues in setting work – Ms Sarah Rose
- Issues with behaviour – Mr Mark White
- Issues with IT – Ms Marian McGowan
- Issues with their own workload or wellbeing – Ms Sarah Rose
- Concerns about data protection – Ms Mandy Wilkinson
- Concerns about safeguarding – Mr Mark White (DSL)

4. Data protection

4.1 Accessing personal data

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

- Use school servers and devices to access the data, such as laptops or schools' PCs, rather than own personal devices.

4.2 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 will not need to give permission for this to happen.

Staff are reminded, however, to collect and/or share as little personal data as possible online.

4.3 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
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates
- Communication must always occur via official school channels, and not through personal accounts or other websites

5. Safeguarding

Keeping students and teachers safe during remote education is essential. Teachers delivering remote education online should be aware that the same principles set out in the Corley Centre's staff behaviour policy/code of conduct) will apply.

School contact with parents and carers during this time can also be used to reinforce the importance of students staying safe online.

It is especially important for parents and carers to be aware of what their children are being asked to do, including:

- sites they will be asked to use
- school staff their child will interact with

Teachers should emphasise the importance of a safe online environment and encourage parents and carers to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites.

Teachers should not use or engage with the messaging facility on GCSE Pod but, rather, should use email for communication as stated above.

Corley Centre has clear reporting routes already in place so that students, teachers, parents and carers can raise any safeguarding concerns and now in relation to remote online education.

Corley Centre's policy for reporting concerns will remain, i.e. staff to complete a Green Safeguarding Concern Form and pass immediately to the DSL. Parents and Carers can report concerns to their child's mentor, teaching staff or member of SLT.

6. Monitoring arrangements

This policy will be reviewed yearly by the senior member of staff with responsibility for Remote Learning. At every review, it will be approved by the full governing board of Corley Centre.

7. Links with other policies

This policy is linked to our:

- Behaviour Policy
- Covid-19 Risk Assessment
- Child Protection Policy
- Data Protection Policy and Privacy Notices
- ICT Home-school Agreement
- ICT and Internet Acceptable Use Policy
- Online Safety Policy
- Malpractice Policy

