

REMOTE LEARNING POLICY

DATE ADOPTED: DECEMBER 2023

In line with best practice and following the DfE guidance The Hive College has a 'Remote Learning Policy' to be applied in case students cannot come into college, this may be as a result of medical needs, self-isolation or local/national lockdowns.

1 RATIONAL / AIMS

- 1.1 In the event of full or partial closure, The Hive College is committed to providing continuity of education to its students through remote learning (also often referred to as 'home learning').
- 1.2 This remote learning policy aims to:
 - Ensure the ongoing education and wellbeing of students at The Hive College during any period where they are required to be at home in term time. This includes during whole college closure, for example full or 'local' lockdowns during the pandemic, but also for individual students who may need to be at home, for example for medical reasons
 - Ensure access to high quality remote learning for students who are not in college
 - Set out clear expectations for all members of The Hive College community with regards to remote learning
 - Include continuous delivery of the core values and work of the college curriculum, as well as support of Motivation, Health, Positive Mental Health and Well-Being and Parent/Carer Support
 - Consider continued education for staff and parent/carers (e.g. CPD, Supervision and Meet the Teacher/Team)
 - Support effective communication between the college and families to encourage engagement/attendance to learning and best practice around remaining safe online
 - Provide appropriate guidelines for data protection
- 1.3 Our aim is that should any individual students need to be at home for any extended period, they can still access a curriculum appropriate to their needs and abilities. This aim remains at the forefront of our work so that, as far as possible, student progress and well-being is not negatively impacted. It is anticipated that our Remote Learning Policy and practice will evolve overtime, but this aim will remain central.

2 ROLE AND RESPONSIBILITIES

- 2.1 **Senior Leadership Team and Extended Leadership Team:**
Alongside any teaching responsibilities, senior leaders are responsible for:
 - Co-ordinating the remote learning approach across the college
 - Monitoring the effectiveness of remote learning – through regular meetings with teachers and subject leaders, reviewing samples of work set or reaching out for feedback from students and parent carers
 - Monitoring the security of remote learning systems, including data protection and safeguarding considerations

The Executive Principal will work with SLT, ELT and Teachers to ensure that all EHCP reviews and planned parent carers evenings continue via Zoom / TEAMS or other communications. Liaising with the ICT technicians to ensure that the technology used for remote learning is accessible.

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IT Operations Manager is also responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff (and when possible parent/carers) with any technical issues they are experiencing

2.2 Middle Leads:

Alongside their teaching responsibilities, middle leads are responsible for:

- Considering whether any aspects of the curriculum need to change to accommodate remote learning
- Working with teachers teaching their subject remotely to ensure all work set is appropriate to students' needs and is consistent
- Working with other middle leads and senior leaders to ensure work set remotely across all subjects is appropriate and consistent, and that with regards to any accreditation work being set, any deadlines are achievable and are being set an appropriate distance away from each other
- Monitoring the remote work set by teachers in their faculty through regular meetings with the teachers
- Alerting teachers to resources they can use to teach their subject remotely

2.3 Teachers:

Teachers must be available between 9.10am and 4.10pm Monday to Thursday and 8.30am to 3.30pm Friday on the days they currently work. The daily register must be completed before 8am on each normal working day.

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 procedures using the absence form.

For extended periods of time away from college, the class teachers will ensure the college values and the personal learning goals and targets within the student's EHCP are being included when planning work and monitoring progress. Teachers will make reasonable adjustments to work towards the targets in the plan and if these present as unachievable via remote learning they will discuss with parent/carers.

When providing remote learning, teachers are responsible for:

- Setting work:
 - To be prepared for the event of either a local lockdown or a whole class/bubble isolating, through planning a contingency pack or scheme of work to cover two weeks' worth of work
 - Planning a pack/scheme of work/activities for their class or individual students who are not attending college because they are shielding but generally well in health and therefore able to access learning at home. This must include subjects from across the curriculum. Where possible co-ordinate with other teachers in their department to ensure planning is consistent and sequential
 - Students who themselves are self-isolating or a member of their family are self-isolating and awaiting test results should be provided with learning materials. Teachers should liaise with parent carers on the day after their first day of absence to ascertain if they are well enough to complete work at home. If the student is well, teachers will send work home within that week. If the student is unwell, work does not need to be sent home within that week, but teachers must continue to phone or email parent carers weekly until the student returns to college
 - In the case of a 'bubble' or whole college closure remote learning will begin within the same week as the closure unless this is a Friday in which case it will begin on the following Monday
 - Teachers will use their professional judgement to select elements of planned work which lend themselves more readily to remote teaching
 - Teachers will also use their professional judgement to provide the most engaging and accessible 'personalised' learning resources and support appropriate to the needs of each student in their class (and their families). This may be a blend of online resources through our website, learning platform or YouTube channel, paper resources either posted or delivered (if appropriate), e-mailed tasks, or, even potentially in some cases, access to parts of some specific lessons via 'Zoom'/'Teams'

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- The work set should attempt to follow the usual percentage balance of the curriculum areas. This may also include links to e-safety to ensure parent carers know how to keep their children safe online
- Weekly/daily work will be shared with families to encourage active involvement where possible
- Providing feedback on work:
 - Not all learning is formally assessed, and this would continue to be the case during periods of remote learning. Teachers will endeavour to provide feedback on work completed
 - SLT will coordinate with class teachers and subject leaders on any formal assessments and feedback
 - Teachers will be expected to attend virtual meetings with staff and/or parent carers, as appropriate
 - Teachers will identify those families who do not have access to ICT/printers and informing SLT, so that other arrangements can be made including packs to be printed and delivered home
 - There is an expectation from college that students will be supported to attempt to completed work. However, parent/carers will be doing their best to manage their own circumstances
- Keeping in touch with students who are not in college and their parent carers:
 - It is the expectation, as laid out in the college's attendance policy that the class teacher (or a class team member) should contact the family at least once a week to support the family and explain any work set
 - If there is a concern around the level of engagement of a student and/or the student's parent carer, they should be contacted via phone to assess whether college intervention can assist with engagement
 - All parent carers' emails should come through the college e-mail accounts. Staff are encouraged to use Team/Zoom for parent carers' meetings and EHCP reviews to allow for views of children and wider family members where appropriate
 - Any complaints or concerns shared by parent carers or students should be reported to a member of SLT – for any safeguarding concerns, refer immediately to the DSL
 - Any issues that are received are to be dealt with professionally by the class teacher and the Executive Principal /SLT should be BCC'd in the communication
 - Record all contacts with parent carers – whether by phone, e-mail or face-to-face – on CPOMS
 - Teachers will respond to reasonable amounts of communication from students, parent carers and staff. (If staff need to use their personal devices, dialling 141 prior to the number will ensure the staff member's own number is kept anonymous)

2.4 Teaching Assistants:

Teaching Assistants must be available between the College hours of 9.10am and 4.10pm Monday to Thursday and 8.30am to 3.30pm Friday on the days they currently work. During this time, they are expected to check work emails. The daily register must be completed before 8am on each normal working day.

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 procedures via the sickness/absence form.

During the college day, teaching assistants must complete tasks as directed by the class teacher, and the Senior Leadership Team. Under the guidance of the class teacher, teaching assistants are responsible for:

- Supporting families and students with learning remotely. The support provided for a student or group of students will be discussed by the class teacher and the teaching assistant
- Supporting the class teacher with the creation of (or adapting of) learning resources
- Supporting teachers with feedback on work
- Attending virtual meetings with teachers, where appropriate
- Making additional contact calls to support families with learning tasks, behaviour or well-being (such as encouraging reluctant learners to engage, promoting positive lifestyle choices around exercise, screen time and diet), if required

2.5 Students and Parent Carers:

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The Hive College is committed to working in close partnership with families and recognises each family is unique and because of this, remote learning will look different for different families in order to suit their individual needs and the needs of the young person.

Because of the needs of individual young people teaching staff will work with families to assess and agree the best structure for the learning and day.

If necessary, The Hive College will provide a refresher/introduction training session for parent carers on how to use any software including Zoom or other apps as appropriate and where possible, provide personalised resources.

Where possible, if it is recognised as beneficial for the young person to maintain a regular and familiar routine, The Hive College staff will work toward this.

We would encourage parent carers to support their children's work, including finding an appropriate place to work and, to the best of their ability, support students with work encouraging them to work to the best of their ability.

Every effort will be made by staff to ensure that work is set promptly and realistic to be supported by the family.

Where we have identified those families who do not yet have access to ICT/printers, every effort will be made to either loan a device, so that the child may access online learning, or packs of paper based resources can be printed and delivered home as an alternative.

If a child is absent from college because they are unwell, we would not expect them to complete work.

Assuming that a student is healthy and well enough to work – such as during a local lockdown we would expect families to support their child to participate as fully as possible in the remote learning process, attempting work set, completing independent work (if appropriate) and submitting completed work promptly and to the best of their ability.

Staff can expect parent carers/students to:

- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they are not able to complete work
- Make the college aware if their child is sick or otherwise can't complete work so alternatives can be offered
- Seek help from the college if they need it
- Be respectful when making any complaints or concerns known to staff

2.6 Designated Safeguarding Lead:

Please see Safeguarding policy. The policy is available on the college website and saved on the college drive.

2.7 Trust Board:

The Trust Board is 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

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

- Issues in setting work – Kim Everton, Martin Shieber, Denise Bryan Williams

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- Issues with behaviour – Kim Everton, Martin Shieber, Sam Cooksey
- Issues with IT – Ali Haider
- Issues with their own workload – Kim Everton
- Issues with Well-being – Kim Everton, Sam Cooksey
- Concerns about data protection – Danielle Faragher
- Concerns about safeguarding – Kim Everton, Sam Cooksey, Denise Bryan Williams, Martin Shieber

4 DATA PROTECTION

4.1 Accessing Personal Data:

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

- Use Progresso or the list of contact details for your class provided by the college office
- Use devices provided by the college
- All staff have access to CPOMS to record any parent carer contact or concerns about their children; this is accessed via a secure password (and two-way authentication code system). Staff must ensure they log out after use. Staff must not allow access to the site to any third party

4.2 Processing Personal Data:

Staff members may need to collect and/or share data. Staff must not use their personal email address to contact parent carers. If staff are required to call a parent carer when not on the college site, they must block their personal telephone number. (If staff need to use their personal devices, dialling 141 prior to the number will ensure the caller's own number is kept anonymous)

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)
- If using an external hard drive, 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
- 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

5 SAFEGUARDING

- 5.1. During any period of remote learning, the college's Safeguarding Policy still applies as do any addendums.
- 5.2. The policy is available on the college website and saved on the college drive.
- 5.3. Staff will continue to report any safeguarding concerns using CPOMS and these will be addressed by the safeguarding team.

6 MONITORING ARRANGEMENTS

- 6.1. This policy will be reviewed as and when updates to remote/home learning are provided by the government. At every review, it will be approved by the Trust Board and SLT.

7 LINKS TO OTHER POLICIES AND DOCUMENTS

7.1 This policy is linked to our:

- Behaviour policy
- Safeguarding policy
- Data protection policy and privacy notices
- Home-college agreement

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- ICT and internet acceptable use policy
- Online policy
- Marking Policy
- Curriculum Statement

8 LIVE AND VIDEO TEACHING

- 8.1 Our teachers are expected to use their professional judgement, and should it be appropriate for some students to access parts of some live lessons via Teams/Zoom, we will support those teachers with this choice of medium providing they take due care to protecting the privacy of the other students in the class and follow Zoom's/Teams security guidelines.
- 8.2 Likewise, should teachers wish to record parts of lessons, so that students who are unable to attend are able to access the lesson at a later stage, this would also be acceptable. These videos would be made available via our website, Learning Platform or YouTube channel. For example, many of our teachers have recorded themselves reading stories and families have reported that students have found these to be very engaging. These videos can be used as evidence on the E4L app for individual students.
- 8.3 Teachers to ensure students understand the need for appropriate dress when attending remote sessions at all times.