



The Nicholas Hamond Academy

Remote Learning Policy

January 2021



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1. Aims

This remote learning policy for staff 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

2. Roles and responsibilities

The following staff will ensure the smooth running of remote learning in the academy:

- The Senior Leadership Team will oversee the timetabling of remote lessons, distribution of resources and any training requirements.
- Key Stage Leaders will liaise with students, parents and carers to ensure students have access to technology and can use the systems set up for remote learning.
- The SENCO will ensure students with SEND needs are supported in their studies and will organise calls to SEND students during the period of remote learning.
- The safeguarding team will ensure vulnerable students have access to resources needed for remote learning and will make regular contact with vulnerable students during the period of remote learning.
- Heads of Faculties will ensure teaching staff follow planned curriculums and deliver lessons to the standard expected at TNHA.
- Form tutors and Student support staff will act as point of contact for all students and their parents/ carers. They will make contact with students on a regular basis.
- Teaching staff will deliver lessons as required on their timetable. Teachers will complete registers each lesson. If a member of teaching staff has a planned absence they will ensure activities are available for students to work from independently.

2.1 Teachers

When providing remote learning, teachers must be available between 8:35am and 3:10pm.

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. Contact should be made with line managers and the Cover Manager before 7:30am on the morning of absence.



When providing remote learning, teachers are responsible for:

- Setting work :
 - Work should be provided for each timetabled lesson. This should include a 'live' element where possible, and an independent task using the new knowledge/ skills gained.
 - Each lesson lasts 50 minutes. Live teaching and activities should be able to be completed within this time.
 - Resources should be posted on MS Teams for the start of each lesson and should clearly explain tasks so that those students absent can catch up with their learning.
 - Teachers should continue to plan lessons, where possible, from agreed curriculum plans. These are shared with all staff in the faculty and are available for students and parents to view online.
- Providing feedback on work:
 - In line with the TNHA Feedback policy, feedback will be provided on any formal assessments set by teachers.
 - Feedback may be provided verbally during 'live' teaching.
 - Teachers may also share mark schemes with students to enable self and peer assessment.
- Keeping in touch with pupils who are not in school and their parents:
 - Teachers with form groups will make weekly contact with tutees via email. Tutors will chase those students who fail to reply and will pass their concerns to Key Stage Leaders if they have not heard from students within 3 days.
 - Teachers are available for students and parents/ carers to contact, via email, during their working hours, 8:45am to 3:10pm. Staff are asked to replay to student/ parental communications within 48 working hours.
 - Any teachers with safeguarding concerns should report these to the safeguarding lead as soon as possible. Concerns should be recorded on CPOMS.
 - Any behavioural issues occurring during live lessons should be dealt with according to the TNHA behaviour policy. Incidents in lessons should be reported to Head of Faculty and, if needed, referred to the pastoral team.
- Expectations for virtual lessons/ meetings:
 - If teachers are delivering lessons away from the academy, please can you ensure that you are dressed appropriately. It is important that we maintain the high professional expectations we have of ourselves.
 - Please make sure that you can deliver your lesson without interruptions. Staff in the academy will have their own designated classroom. Staff off site will need a suitable place to deliver their lessons.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 8:45am and 3:10pm

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. Contact should be made with line manager and the Cover Manager before 7:30am on the morning of absence.

When assisting with remote learning, teaching assistants are responsible for:

- Supporting pupils who aren't in school with learning remotely –



- Assisting the SENCO to contact SEND students
- Offering additional support to SEND students studying remotely.

Teaching assistants may also be asked to support the study of vulnerable and key worker students in school.

2.3 Heads of Faculty

Alongside their teaching responsibilities, subject leads are responsible for:

- Ensuring subject teachers continue to follow curriculum plans when delivering live lessons.
- Working with staff in their faculty, remotely, to make sure all work set is appropriate and consistent
- Working with other Heads of Faculty 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 learning set by teachers in their faculty – Heads of Faculty should carry out 'drop ins' into live lessons.
- Alerting teachers to resources they can use to teach their subject remotely

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school and ensuring standards of teaching and learning remain high.
- Monitoring the effectiveness of remote learning – through line management meetings, lesson drop ins and middle leader meetings.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated safeguarding lead

The DSL (DDSL) remains responsible for managing safeguarding within the academy and (with the Principal) responsible for ensuring that safeguarding is effective. The DSL will support the Principal in making decisions that will allow the academy to monitor relevant students and ensure that safeguarding is considered as part of any new processes or structures that are introduced to meet the demands during the COVID-19 context.

The DSL (DDSL) will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

The DSL (DDSL) is responsible for overseeing that pupil attendance is monitored and safe and well checks are in place to allow timely safeguarding referrals to be made or actions taken, should they be required.

The DSL (DDSL) will ensure that information sharing is effective and timely to ensure that any adults in other educational provisions looking after our pupils continue to be effectively safeguarded when in that provision.

THE DSL (DDSL) will monitor the educational outcomes and well as welfare for vulnerable children accessing blended learning if required.

2.6 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 pupils and parents with accessing the internet or devices

2.7 Pupils and parents

Staff can expect pupils learning remotely to:

- Attend lessons on time and participate in learning activities. If a student cannot attend lessons they should inform their form tutor/ Key Stage Leader or Teacher.
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- 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 cannot complete work
- Seek help from the school if needed- particularly where there are concerns regarding safeguarding
- Be respectful when making any complaints or concerns known to staff

2.8 LAC

The LAC 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 – seek assistance from Head of Faculty or SENDCO (L.Bernard@tnha.org.uk)
- Issues with behaviour – seek assistance from Head of Faculty or relevant Key Stage Leader
- Issues with IT – seek assistance from IT manager S.Baxter@academytransformationtrust.co.uk
- Issues with their own workload or wellbeing – talk to your line manager
- Concerns about data protection – talk to the data protection officer (K.Winter@tnha.org.uk)
- Concerns about safeguarding – talk to the DSL/ ASDL (K.Ogden@tnha.org.uk or C.Mendoza@tnha.org.uk)

4. Data protection

4.1 Accessing personal data

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

- Staff should be vigilant when recording/ storing personal data. Information should be used only for the intended purpose and should be deleted as soon as used.
- Devices accessing/ using personal data should be password protected. If using personal telephones to make calls staff should ensure their number is blocked.



- Data is stored on academy MIS systems and can be located through remote access. Data should be stored on academy devices, not personal devices.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as name, date of birth, email address or telephone number 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.

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

5. Safeguarding

The COVID-19 Addendum Safeguarding and Child Protection Policy contains details of our safeguarding arrangements during this period. This addendum should be read alongside the academy safeguarding and child protection policy. A copy of the addendum can be found at:

[ADDENDUM-TO-SAFEGUARDING-CHILD-PROTECTION-POLICY-COVID-19.pdf \(atrust.org.uk\)](#)

During the period of remote learning, all vulnerable students are invited into the academy to continue their learning. We will ensure that where we care for children on site, we have appropriate support in place for them.

For those students not attending the academy-

Regular contact will be made with all students considered as vulnerable.

Children potentially suffering from Domestic Violence, Neglect, Abuse, Child Criminal Exploitation or Child Sexual Exploitation will be elevated to the daily contact list to ensure that a referral can be made as soon as there is a concern raised.

We understand that there will likely be an increase in disclosures from children and adults as they return to the academy and have prepared for this by increasing capacity to support those people and make appropriate referrals.

Pupils and their families are contacted regularly to discuss welfare, health and wellbeing during periods of non-attendance and they will be asked to share any changes to the pupil's welfare, health or wellbeing as they start to attend the academy once more to allow the academy to maintain accurate records and respond appropriately to individual needs.

We will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children in line with the safeguarding partners detailed in the safeguarding and child protection policy.



6. Examination Board - Specific Requirements

Below are details of any specific requirements set out by the exam boards used at the academy. In order to ensure all students can achieve success, The Nicholas Hamond Academy will comply fully with the requirements set out below.

BTEC

Blended learning is defined by Pearson as follows: Blended learning is a formal approach to education that creates an integrated learning environment where face-to-face and online teaching and learning become complementary, with the purpose of giving learners a more diverse and engaging learning experience.

Distance Learning as defined in our Distance Learning and Assessment Policy is as follows: Learners recruited and enrolled online and study independently using virtual learning environments - for example via online courses, posted resources, and telephone support. Please note that prior approval is needed from Pearson prior to distance learning delivery.

Aim:

- To ensure that blended learning delivery meets the guidelines set by the awarding organisation.
- To ensure that assessment methodology is valid, reliable and does not disadvantage any group or individual learners.

In order to do this the centre will:

- Ensure that teaching/delivery/assessment staff are timetabled to support blended learning when learners are working remotely
- Ensure there is a process to manage feedback on assignments, questions are constructively answered, and feedback is provided in a timely manner
- Ensure the setting of assignments is undertaken in the face-to-face sessions and that deadlines are clear
- Ensure that when learners submit work measures are taken to ensure the work is authentic and has been completed by the learner
- Maintain and store securely all assessment and internal verification records in accordance with Pearson Centre Agreement.

The full Pearson guidance on blended learning can be found here:

<https://qualifications.pearson.com/content/dam/pdf/Support/Quality%20Assurance/BTEC-Distance-and-Blended-Learning-approaches-during-COVID-19-period.pdf>

7. Monitoring arrangements

This policy will be reviewed every 6 months (or more frequently if needed) by E.Thomason. At every review, it will be approved by the Principal and ATT.

8. Links with other policies

This policy is linked to our:

- Curriculum Policy
- Behaviour policy
- Feedback and Assessment policy
- Safeguarding policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices



- Home-school agreement
- ICT and internet acceptable use policy
- TNHA Blended Learning Action Plan
- Remote Education Expectations for Parents