

Remote learning: Inclusion College



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1. Aims

This remote learning policy for staff aims to:

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

2. Roles and responsibilities

2.1 Teachers

When providing remote learning, 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 learners
 - 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 pupils 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 learners, including scores (if applicable), strengths and learning development areas
- Keeping in touch with pupils who aren't in college, including:
 - Make contact with learners via Google Classroom (primarily), email and telephone (secondarily) in line with that learner'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 learners, 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 learners they should refer these to the Head of Inclusion College
- Attending virtual meetings with staff, parents, pupils and other professionals
 - All internal Inclusion Hampshire virtual meetings will be held using Google Meet
 - Other schools and professionals may use Microsoft Teams. Inclusion Hampshire 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

If it is required by the SLT that on-site provision is required then senior leaders will designate particularly academic and therapeutic staff to support those working virtually and those on-site. This arrangement will be frequently reviewed and designated staff roles altered, if necessary.

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

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 learners who aren't in college, including:
 - Make contact with learners via telephone, email and text in line with that learner's individual timetable (although this is adaptable to need)
 - Offer counselling, music or other mental health support for learners, 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 learners, 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 learners they should refer these to the Head of Inclusion College
- Recording welfare contact with learners, 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 learners and parents.
- Work with the Pastoral and SEND lead to ensure the needs of all learners 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 Pastoral and SEND leads, 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 learners 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 Hampshire's 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 lead

- Keeping in touch with learners and their parents, including providing pastoral care where necessary
- Attending virtual or on-site professionals meetings relating to learner welfare
- Signpost and refer families to specialised support services

2.7 SEND lead

- Keeping in touch with SEND learners and their parents, including
- Maintaining relevant meetings and documentation associated with that learners, including:
 - Holding annual reviews with relevant parties, including the learner
 - Ensuring all documentation associated with annual reviews is completed and submitted in a timely manner
- Providing specialist SEND support for teaching staff, including:
 - Providing information and resources to support teaching and learning
 - Offering specialist insight into the needs and challenges faced by SEND learners when remote learning
 - Participating in virtual meetings and providing support, knowledge and strategies to support teaching and learning remotely

2.8 Learners and parents/carers

Staff can expect learners 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 learner/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 Hampshire's academic and therapeutic teams
- 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: Jane Gardner
- Teaching and learning concerns
 - Marie Greenhalgh, Head of Inclusion College
 - Respective Heads of Department
- SEND teaching and learning concerns
 - Marie Greenhalgh, Head of Inclusion College
- Pastoral concerns
 - Jane Gardner, Pastoral Manager
 - Marie Greenhalgh, Head of Inclusion College

- Issues with IT
 - Marie Greenhalgh, Head of Inclusion College
- 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

4.1 What we will provide

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

- learners will have access to work that allows them to continue progress while at home
- learners 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 Hampshire will attempt to replicate the timetable that learners follow through the course of a normal day. Tutors and other staff will need to make themselves available for teaching and welfare contact with learners during their normal working hours.

4.2 How we have prepared for remote learning

Inclusion Hampshire's SLT has undertaken the following preparations in order to ensure Inclusion Hampshire's provisions are able to provide a continuity of provision in the event of learners isolating or a local/national lockdown:

- Developed a Digital Strategy, subsequently circulated to all staff
- Developed a Remote Learning Policy
- 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 learners
- Google Classroom groups and timetables set up for all learners
- All staff have undertaken safeguarding training which included safeguarding for remote and virtual learning

- Tried Google Classroom virtual sessions onsite (face to face) to enable and ensure access for learners, troubleshoot issues and support learners with using Google Classroom teaching
- Embedded Google Classroom into on-site teaching to develop familiarity for learners and staff
- Both Heads of Provision have done training provided by The Key in 'Tackling low remote engagement'
- Planned provision to ensure all learners and parents still receive pastoral support and emotional and wellbeing support including counselling

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/learner telephone numbers 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.

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

If a learner does not use this regularly, or would prefer to have email contact sent to an alternative address (such as a school or personal email), their @inclusionhampshire.org.uk email address should be copied into the email for reference.

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 Hampshire’s Child protection and safeguarding: COVID-19 addendum for detailed information on safeguarding during remote learning.

7. Information for parents

Parents will be provided with the following useful information in the event of their child be required to remote learn:

- A copy of their child’s timetable
- Email contact details for their child’s teachers
- Google Classroom access information (videos and guide)

Further information can also be found on our website.

7. 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.

8. Arrangements for students studying courses that require specialist equipment or facilities

Inclusion College curriculum and Scheme of work have been adapted to make sure they are adapted to remote learning so no specialist equipment will be needed. Learners accessing additional distance learning courses such as Health and Social Care or Early Years courses will need access to their hard copy folders. Staff will ensure learners take these with them each day but in the event they are left at the centre, staff will arrange a socially distanced drop off of the materials to the learners home.

9. Support for students without devices, connectivity or a suitable environment for learning

- We would ask that parents and learners contact as soon as possible to inform us if they have any difficulty with devices, connectivity or environment
- Paper based learning can be delivered to learners without devices, or those with SEND learning needs requiring this.
- Inclusion College may loan laptops for learners without access to a device.
- Head of Inclusion College and Pastoral Manager will work with those that are struggling with a suitable environment, including working with parents to assess and remove barriers to learners working remotely at home, on an individual basis.

10. Support for students with SEND

As well as role of the SEND lead (see page 5), the following has been put in place for learners with SEND:

- Differentiated resources and learning tasks
- Scaffolding for tasks
- Examples and modelling
- Individual support needs and strategies plan for all learners
- Individual support from teachers and support staff
- Support by telephone, email and face to face via video calling
- Support and work with parents on strategies to increase engagement and learning online
- Support, signposting and referring parents/ carers for further support in lockdown or isolating

11. Links with other policies

This policy is linked to our:

- Remote Learning Policy
- 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