



The Forest View Academy

Remote learning policy

Written by	ESLT
Date for Review	November 2022
Approving Body	The Strategic Development Committee
Signed Chair of Trustees	

Vision:

*Challenging educational orthodoxies so that every child makes good progress in core subjects;
all teachers are committed to personal improvement and fulfil their responsibilities;
all children receive a broad and balanced curriculum; all academies strive to be outstanding.*

1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils 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. Roles and responsibilities

2.1 Teachers

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

Where staff 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 for individual pupils, sets and classes within the usual teaching groups for example where the teacher's usual set/ class are not in school). Or in cases where the teacher is well but self-isolating or required to work from home, the teacher will be required to plan, teach and give feedback to pupils remotely in line with requirements identified by ESLT.
- Teachers will be required to set daily activities in Maths, English (reading, *phonics* and writing and one other curriculum area in line with the timetable. Forge Planning formats to continue to be used.
- This work will need to be set by 3pm the day before.
- Work will be updated by teachers to TEAMS, Class Dojo and or Purple Mash
- Teachers will need to liaise with year group leaders and other members of the year group team to ensure consistency across the year/ subject.
- Teachers will need to provide hard copies of learning materials where pupils have been identified who have limited access to devices.
- Work completed on -ine by pupils will be returned through Purple Mash/ Class Dojo
- Teachers will need to provide regular feedback on work completed by pupils which recognises achievement and details next steps as appropriate.
- Teachers will provide feedback through Purple Mash/ Class Dojo
- Feedback will be completed in a timely manner (ie ahead of the next lesson in the learning sequence).
- Teachers will need to make regular contact with pupils including written (feedback), through the online system and by telephone. This includes an expectation that teachers will talk to each pupil in their virtual class, set or group on a weekly basis.
- Teachers will be expected to respond to emails from children and parents during working hours
- Teachers should log any complaints and attempt to resolve these at the informal stage in line with the trust's Complaints Policy escalating these as appropriate.

- Where there is a failure to complete work, teachers should seek to sensitively explore reasons for this, offer support and if despite of this there is still a failure to engage, liaise with parents. If there are concerns from a safeguarding point of view, teachers to refer these to the Designated Safeguarding Lead in line with the Safeguarding Policy.
- Teachers will also be required to attend virtual meetings such as weekly staff meetings, year group meetings or scheduled meetings with parents etc (N.B there will be an expectation that teachers dress professionally for online meetings e.g. Teams).
- Teachers should also ensure that the background and location are suitable e.g. low background noise and nothing inappropriate in the background.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 8.30 and 3.30pm.

If Teaching Assistants 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:

- Setting work for individual pupils, groups or sets under the guidance of the supervising teacher. Forge Planning formats to continue to be used.
- This work will need to be set by 3pm the day before.
- Teaching Assistants will need to liaise with teachers, year group leaders and other members of the year group team to ensure consistency across the year/ subject.
- Teaching Assistants will need to support with the provision of hard copies of learning materials where pupils have been identified who have limited access to devices.
- Teacher Assistants will need to provide regular feedback on work completed by pupils in their set or group which recognises achievement and details next steps as appropriate.
- Teacher Assistants will provide feedback through Class Dojo/ Purple Mash
- Feedback will be completed in a timely manner (ie ahead of the next lesson in the learning sequence).
- Teaching Assistants will need to make regular contact with pupils including written (feedback), through the online system and by telephone. This includes an expectation that teaching assistants will talk to each pupil in their virtual class, set or group on a weekly basis if directed by teachers or Year Group Leaders.
- Teacher Assistants should log any complaints and where appropriate attempt to resolve these at the informal stage in line with the trust's Complaints Policy escalating these as appropriate.
- Where there is a failure to complete work, teacher assistants should seek to sensitively explore reasons for this, offer support and if despite of this there is still a failure to engage, liaise with teaching staff, approaching parents as appropriate. If there are concerns from a safeguarding point of view, teachers to refer these to the Designated Safeguarding Lead in line with the Safeguarding Policy.
- Teacher Assistants will also be required to attend virtual meetings such as weekly staff meetings, year group meetings or scheduled meetings with parents etc (N.B there will be an expectation that teachers dress professionally for online meetings e.g. Teams).

- Teacher Assistants should also ensure that the background and location are suitable e.g. low background noise and nothing inappropriate in the background.

2.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Attend online network meetings
- 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 through reviewing online learning, liaising with staff and monitoring planning
- Alerting teachers to resources they can use to teach their subject remotely

2.4 Year Group Leaders

Alongside any teaching responsibilities, Year Group Leaders are responsible for:

- Co-ordinating the remote learning approach across their team school
- Monitoring the quality of work set by members of the team and ensuring this is sufficient and in-line with the Teaching and Learning Toolkit

2.5 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 Year Group Leaders, reviewing work set or reaching out for feedback from pupils and parents)
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations by liaising with ICT provider.

2.6 Designated safeguarding lead

The DSL is responsible for the following:

Managing Referrals

- Refer cases of suspected abuse or allegations to the relevant investigating agencies
- Support staff who make referrals to children's social care and other referral pathways
- Refer cases where a person is dismissed or left due to risk/harm to a child and the DBS as required

Working with others

- Liaise with the Principal (where the Snr Designated Safeguarding Lead role is not carried out by the Principal) to inform him/her of any issues and ongoing investigations.

- As required, liaise with the 'case manager' and the LADO where there are child protection concerns/allegations that relate to a member of staff.
- Liaise with the case manager and the LADO/ LADO Allegation Officer where there are concerns about a staff member
- Liaise with staff on matters of safety and safeguarding and deciding when to make a referral by liaising with other agencies. Act as a source of support, advice and expertise for other staff.
- Take part in strategy discussions or attend inter-agency meetings and/or support other staff to do so and to contribute to the assessment of children.
- Liaise with the local authority and other agencies in line with Working Together to Safeguard Children 2018 and the Local Nottinghamshire Safeguarding Children Board procedures and practice guidance

Training

- Formal Designated Safeguarding Lead training will be undertaken every two years. Informal training and updating of knowledge and skills will be at regular intervals, undertaken at least annually. The Snr Designated Safeguarding Lead is responsible for their own training and should obtain access to resources or any relevant refresher training.
- The Snr Designated Safeguarding Lead is also responsible for ensuring all other staff with designated safeguarding responsibilities access up to date and timely safeguarding training and maintains a register to evidence the training.

2.7 IT Leads and Providers

IT leads and providers are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff and parents with any technical issues they are 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

2.8 Pupils and parents

Staff can expect pupils 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'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 can't complete work
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff

2.9 Trustee Board

The Trustee 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 – talk to the relevant subject lead or SENCO
- Issues with behaviour – talk to the Year Group Leader or Pastoral/ Behaviour Lead
- Issues with IT – talk to IT Lead
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to a member of SLT or the data protection officer if required
- Concerns about safeguarding – talk to the DSL

4. Data protection

4.1 Accessing personal data

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

- Use an appropriate Academy Device
- Use secure systems such as OneDrive to save data

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as [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 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 data is saved to OneDrive not the hard drive in the individual 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

5. Safeguarding

During periods of time when children are absent from the academy due to Self-Isolation or other local or national Covid related measure our academy has a particular responsibility for Vulnerable children, defined below as children:

- With a child protection plan
- With a child in need plan
- Looked after by the local authority
- Have an education, health and care (EHC) plan
- Have been assessed as otherwise vulnerable by educational providers or LAs, for example those who are:
 - On the edge of receiving support from children’s social care services
 - Adopted
 - Young carers
 - Considered vulnerable by the school and/or LA

5.1 Core safeguarding principles

We will follow the statutory safeguarding guidance, [Keeping Children Safe in Education](#).

We will always have regard for these important safeguarding principles:

- The best interests of children must come first
- If anyone has a safeguarding concern about any child, they should act on it immediately
- A designated safeguarding lead (DSL) or deputy should be available at all times (see section 4 for details of our arrangements)
- It’s essential that unsuitable people don’t enter the school workforce or gain access to children
- Children should continue to be protected when they are online

5.12 Reporting concerns

All staff and volunteers must continue to act on any concerns they have about a child immediately. It is still vitally important to do this, both for children at school and those at home.

As a reminder, all staff should continue to work with and support children’s social workers, where they have one, to help protect vulnerable children.

5.13 DSL (and deputy) arrangements

We aim to have a trained DSL or deputy DSL on site wherever possible.

If our DSL Mrs Jo Knapp, (or deputy, Mrs Sophie Longney, Mrs Louise Hopper, Mrs Debbie Hawley) can’t be on site, they can be contacted remotely by email/ mobile phone.

On occasions where there is no DSL or deputy on site, a senior leader will take responsibility for co-ordinating safeguarding. This will be Matt Sangha, Pastoral Lead. You can contact him by email.

The senior leader will be responsible for liaising with our off-site DSL (or deputy) to make sure they (the senior leader) can:

- Identify the most vulnerable children in school
- Update and manage access to child protection files, where necessary
- Liaise with children's social workers where they need access to children in need and/or to carry out statutory assessments

5.14 Working with other agencies

We will continue to work with children's social care, with virtual school heads for looked-after and previously looked-after children, and with any other relevant safeguarding and welfare partners, to help keep children safe.

We will continue to update this section where necessary, to reflect any updated guidance from:

- › Our 3 local safeguarding partners
- › The local authority, about children with education, health and care (EHC) plans, the local authority designated officer and children's social care, reporting mechanisms, referral thresholds and children in need

5.15 Monitoring attendance

All pupils of compulsory school age will be expected to attend school unless a statutory reason applies (for example, the pupil has been granted a leave of absence, is unable to attend because of sickness, is unable to attend because of clinical and/or public health advice, is absent for a necessary religious observance).

Where any child we expect to attend school doesn't attend, or stops attending, we will:

- › Follow up on their absence with their parents or carers, by phone call, text or home visits
- › Notify their social worker, where they have one

We will make arrangements with parents and carers to make sure we have up-to-date emergency contact details, and additional contact details where possible.

5.16 Peer-on-peer abuse

We will continue to follow the principles set out in part 5 of Keeping Children Safe in Education when managing reports and supporting victims of peer-on-peer abuse.

Staff should continue to act on any concerns they have immediately – about both children attending school and those at home.

5.17 Concerns about a staff member, supply teacher or volunteer

We will continue to follow the principles set out in part 4 of Keeping Children Safe in Education.

Staff should continue to act on any concerns they have immediately – whether those concerns are about staff/supply teachers/volunteers working on site or remotely.

If you have concerns about a staff member then please contact Mrs Jo Knapp (Principal), if the concern is regarding the Principal, the please contact Mr Lee Hessey (CEO).

We will continue to refer adults who have harmed or pose a risk of harm to a child or vulnerable adult to the Disclosure and Barring Service (DBS).

We will continue to refer potential cases of teacher misconduct to the Teaching Regulation Agency and LADO. We will do this using the email address Misconduct.Teacher@education.gov.uk for the duration of the COVID-19 period, in line with government guidance.

5.2 Contact plans

We have contact plans for children with a social worker, and other children who we have safeguarding concerns about, for circumstances where the child is at home.

Each child has an individual plan. (see Appendix 1)

If we cannot make contact, we will contact children's social care or the police.

5.3 Safeguarding all children

Staff and volunteers are aware that this difficult time potentially puts all children at greater risk.

Staff and volunteers will continue to be alert to any signs of abuse, or effects on pupils' mental health that are also safeguarding concerns, and act on concerns immediately in line with the procedures set out in section 5.12 above.

5.4 Children returning to school

The DSL (or deputy) will do all they reasonably can to find out from parents and carers whether there have been any changes regarding welfare, health and wellbeing that they should be aware of before children return.

They will also liaise with the school nurse(s) to gather relevant information about any support provided by school nursing services while children have not been in school.

The DSL (and deputy) support staff and children regarding new concerns (and referrals as appropriate) as children return to school.

Staff and volunteers will be alert to any new safeguarding concerns as they see pupils in person.

5.5 Children at home

The school will maintain contact with children who are at home. Staff will try to speak directly to children at home to help identify any concerns.

They will use school phones and devices to make calls home. Or, if necessary they will use personal phones but they will withhold their personal number.

Staff and volunteers will look out for signs like:

- Not completing assigned work or logging on to school systems
- No contact from children or families
- Seeming more withdrawn during any class check-ins or calls

5.51 Online safety

We will continue to have appropriate filtering and monitoring systems in place in school.

If IT staff are unavailable, our contingency plan is to access skilled staff from partner academies within the trust.

5.52 Outside school

Where staff are interacting with children online, they will continue to follow our existing Staff Code of Conduct Acceptable Use Policy and BYOD Policy.

Our academy ensures appropriate safeguarding approaches to remote learning by pre-recording videos to share and phoning pupils in pre-arranged time windows communicated with parents.

Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures as set out in section 5.12.

We will make sure children know how to report any concerns they have back to our school, and signpost them to other sources of support too.

5.53 Working with parents and carers

We will make sure parents and carers:

- Are aware of the potential risks to children online and the importance of staying safe online;
- Know what our school is asking children to do online including what sites they will be using and who they will be interacting with from our school;
- Are aware that they should only use reputable online companies or tutors if they wish to supplement the teaching and resources our school provides;
- Know where else they can go for support to keep their children safe online.

5.6 Children returning to school

Staff and volunteers will be aware of the possible effects that this period may have had on pupils' mental health. They will look out for behavioural signs, including pupils being fearful, withdrawn, aggressive, oppositional or excessively clingy, to help identify where support may be needed. CASY counselling will be available for children.

5.7 Support for children at home

Where possible, we will continue to offer our current support for pupil mental health for all pupils.

We will also signpost all pupils, parents/carers and staff to other resources to support good mental health at this time.

When setting expectations for pupils learning remotely and not attending school, teachers will bear in mind the potential impact of the current situation on both children's and adults' mental health.

Staff and volunteers will be alert to mental health concerns in children who are at home, and act on these immediately, following our reporting procedures as set out in section 5.12.

5.8 Staff and volunteer recruitment

We continue to recognise the importance of robust safer recruitment procedures, so that staff and volunteers who work in our school are safe to work with children.

We will continue to follow our safer recruitment procedures, and part 3 of Keeping Children Safe in Education.

When carrying out DBS checks and right to work checks, we will follow the latest guidance from the DBS, Home Office and Immigration Enforcement as appropriate (for example, with regards to the process for verifying documents). We will inform candidates about the intended process as soon as reasonably practicable.

We will continue to do our usual checks on new volunteers, and do risk assessments to decide whether volunteers who aren't in regulated activity should have an enhanced DBS check, in accordance with paragraphs 183-188 of Keeping Children Safe in Education.

5.81 Safeguarding induction and training

We will make sure staff and volunteers are aware of changes to our procedures and local arrangements.

New staff and volunteers will continue to receive a safeguarding induction in line with the expectations of Keeping Children Safe in Education.

5.9 Monitoring arrangements

This policy will be reviewed as guidance from the 3 local safeguarding partners, the LA or Department for Education is updated or at a minimum six monthly. At every review, it will be approved by the Strategic Development Committee of the Trust Board.

6. Links with other policies

This policy links to the following policies and procedures:

Child Protection Policy

Staff Code of Conduct

IT Acceptable Use Policy

BYOD Policy

Health and safety policy

Whistle Blowing Policy

Anti-bullying Policy

Data Protection and Privacy Notices

APPENDIX 1



THE FORGE TRUST CHILD (CIN/CP) CONTACT PLAN

Name of Child:				
Name of Social Worker:				
Contact Telephone Number for Social Worker:				
How often will school make contact?		per week	
Who will make contact?			Member of staff name	
How staff will make contact?			Telephone Home Visit Combination of the above	
This plan has been agreed with Parent/ Carer and Social Care	Parent/ Carer Signature	Social Worker Signature	School Staff Signature	Date
Review Date				