



PATRON
HM THE QUEEN



On-line Learning Policy

Responsibility: Head of School

Reviewed: June 2020

Reviewed by: Deputy Head

Next Review due: July 2020

File location: e.g.

This policy is available:

- On the website - <http://www.lvs-oxford.org.uk/policies/10632.html>
- On request from enquiries@lvs-oxford.org.uk

1. Aims

This remote learning policy for staff aims to:

- › Ensure consistency in the school's approach to remote learning
- › Set out expectations for all members of the school community with regards to remote learning
- › Provide appropriate guidelines for data protection

This policy covers educational provision provided by LVS Oxford in the event that student/students are unable to access the school site for whatever reason. The policy covers e-learning, distance learning, blended learning and the use of web-based materials to support classroom-based learning. The policy outlines the requirements that LVS Oxford expects should be met by teachers when delivering this provision.

2. Roles and responsibilities

2.1 Teachers

Teachers must be available between 8.30am and 4pm. If they're 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. (see staff handbook for clarification)

Teachers are responsible for:

- › Setting work;
 - For each of their classes, each week, they may need to cover for other classes
 - Teachers are to set work for each lesson they have a class, during the week. The amount of lessons set remotely must correspond to the number of lessons as if in school
 - Teachers should follow their normal timetable and be available to answer student questions and feedback on work submitted during the usual school hours
 - Work that is accessible to their students and their needs and follows the schools Teaching and Learning policy.
 - Work that is varied and engaging
 - The work needs to be set each day the class has a lesson
 - Work should be assigned to the relevant Microsoft Teams set up for each of the teacher's classes
 - The subject leader has an overview of their Teams' lessons and assignments set
 - Work to be emailed to parents as required if students unable to access Teams
 - Provide very clear instructions and clear scaffolding
 - Use other technology/websites and books to support learning, as per students needs

- › Providing feedback on work:
 - Teachers are to provide feedback on work completed via Teams' grades and also via the chat, as required
 - This feedback is to be in written form and be positive but specific and focused
 - Feedback should be given each week

- › Keeping in touch with pupils and parents –

- Teachers are expected to make regular contact via Teams, emails, Teams' meetings and phone calls
- Teachers are to respond to queries received during the school day by students asap
- Teachers are to respond to parents within 24 hrs
- All concerns shared by parents and pupils are to be reported to SMT – for any safeguarding concerns, refer teachers to the section below

› When attending virtual meetings with staff, parents and pupil's teacher are expected to-

- Dress appropriately
- Be mindful of location (e.g. avoid areas with background noise, nothing inappropriate in the background)

2.2 Subject leads

Alongside their teaching responsibilities, as outlined above, subject leads are responsible for:

Have an overview of their teaching staff teams and the work being set and meets the needs and requirements of all key stages

- › Working with teachers teaching their subject to make sure work set is appropriate and consistent
- › Working with other subject leads and senior leaders to make sure work set across subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
- › Monitoring the work set by teachers in their subject
- › Alerting teachers to resources they can use to teach their subject

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- › Coordinating the remote learning approach across the school
- › Monitoring the effectiveness of remote learning –through regular meetings with teachers and subject leaders, reviewing work set
- › Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- › Staff who provide support to students have appropriate skills, and receive appropriate training and development

The DSLs are responsible for:

- Safeguarding online learning and well-being needs of the students

2.7 Pupils and parents

Staff can expect pupils to:

- › Be contactable during the required times – although students 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
- › Alert teachers if they are not able to complete work and need support via the chat in each Teams

Staff can expect parents to:

- › Make the school aware if their child is sick or otherwise cannot 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 systems are appropriately secure, for both data protection and safeguarding reasons

3. Who to contact

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

- › Issues in setting work – Tracy Lucas, Deputy Head
- › Issues with behaviour – tutors, Louise Barr, Deputy Head
- › Issues with IT – talk to IT staff via TSC logs
- › Issues with their own workload or wellbeing – talk to their line manager
- › Concerns about data protection – speak with SMT
- › Concerns about safeguarding – report to DSL by following procedure

4. Data protection

4.1 Accessing personal data

When accessing student personal data, all staff members will:

Explain:

- › Be made aware how they can access the data, such as on a secure cloud service or a server in your IT network
- › Which devices they should use to access the data – use Surface Pro's that have been provided

4.2 Sharing personal data

Staff members may need to collect and/or share personal data such as email addresses, of parents as part of the remote learning system. Such collection of personal data applies to our functions as a school and does not require explicit permissions.

While this may be necessary, 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)
- › 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

The safeguarding policy is still in effect and staff must refer to the policy for any guidance and read the amendments when required. Safeguarding is the responsibility of all staff.

By having a member of the SLT in each subject Team, the school is demonstrating its commitment to safeguarding the wellbeing of its students and staff. If any student or staff member is concerned regarding any posts that are made within subject Teams, they should follow the usual Safeguarding procedures and contact a member of the school's Safeguarding team.

- All staff communication with students must be undertaken through the schools Microsoft Office facilities in line with our Safeguarding Policy and Acceptable Use Policy
- If using the live webcam facility, staff and students must wear suitable clothing. Any other persons in the household with the student should also be suitably dressed
- Computers should be used in appropriate areas, for example, not in bedrooms, and where possible be against a neutral background (backgrounds can be blurred in Microsoft Teams)
- Language must be professional and appropriate, including that of any family members in the background
- Students are reminded they must not film or share images of members of staff. It is illegal to share images of people without their consent
- Inappropriate use of on-line learning by a student, including posting inappropriate comments, messages, images or files will result in suspension of their IT account.

6. Monitoring arrangements

This policy will be reviewed termly by Tracy Lucas, Deputy Head .

7. Links with other policies

This policy is linked to our:

- › Behaviour policy
- › Safeguarding policy and coronavirus addendum to our safeguarding policy
- › Data protection policy and privacy notices
- › ICT and internet acceptable use policy
- › Online safety policy

This policy is also written in line with the DFE Guidance;

<https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19>

Remote teaching and learning on-line good practice guide – LVS Oxford

- Clear scaffolding of tasks / activities – be very explicit
- Have a clear learning objective(s)
- Set diagnostic tasks so the students know how well they are doing, and this enables you as the teacher to re teach certain aspects and opportunities for over learning
- Provide stretch and challenge
- Use online video lessons to support students if they are stuck – short clips are excellent
- Make sure the learning flows and students know where they are – contextual
- Think clearly about how long tasks take at home
- Sign posting – where next in learning – context
- Modelling – as you can't speak with them share model answers, to show them how they can improve
- Give examples to support learning - modelling of how to answer a question is an excellent way to raise attainment
- Look at your communication – convey your support and be warm – be human – be yourself
- Video to PowerPoint – good way of explaining something difficult an enables them to see / hear your voice
- Put yourself in their shoes when planning – what does it look like from their viewpoint
- Be clear re links – make sure they work!
- Be clear and methodical – make sure they know the purpose of their learning – explain where they are in their course, how they are doing and what is left to be done
- Add as many visuals as possible
- Add audio opportunities as well – music for example when evoking feelings / meanings
- Set expectations
- Convey to them it is possible – be optimistic
- Respect their time and engagement – be present and engaged yourself!
- Link with home if not responding – reach out – Team's meetings are good for GCSE pupils to check they are okay
- Variety! check you are not doing the same thing each week
- Seek help from colleagues!