The Lakes School
Digital Learning Policy: Guidance for Remote Learning and Blended Learning
November 2020

Contents

1. Aims

This remote learning policy aims to:
1.1 Ensure consistency in the quality of remote learning for students who are not in school
1.2 Set out expectations for all members of the school community with regards to remote learning
1.3 Provide appropriate guidelines for data protection

2. Rationale and Definitions

Digital Learning is also referred to as Blended Learning in recognition of the link between classroom learning and online learning via the school's Office 365 subscription and suite of applications. The school will make provision for digital learning where a class, group or a small number of students need to self-isolate or where local restrictions require students to remain at home. In these circumstances, the school has a duty placed upon it by the Government to provide high quality remote learning. As far as possible, this provision will replicate the normal curriculum set out by the school in each subject area although some modifications may be required. Under such circumstances, the school will operate within its remit and full range of policies when providing remote learning. This policy is rooted in the school's ethos of securing excellence in a caring, learning community.

3. Exemptions

The school reserves the right to not provide remote learning for students where the reason for absence falls outside those deemed to be acceptable.

4. Expectations of The Lakes School

At The Lakes School, our inclusive curriculum is designed to inspire challenge and empower young people so that they become ambitious creative, proud, knowledgeable, skilled, independent, socially aware and make a positive contribution to their community. This remote learning policy is an extension to our Curriculum Statement.

Where possible, teachers will be expected to provide remote learning for students whilst based in school making use of all available classroom and school resources. The school recognises that national and local circumstances may require a teacher to work from home. Under such circumstances, teachers will liaise with their subject leader or SLT link or Headteacher so that plans can be put in place to support the teacher.

Teachers

Lakes School staff are at all times required to meet our expectations as set out in our Whole School Behaviour Policy and Staff Code of Conduct and perform their duties with due regard to all policies and procedures set out in the school's policies and procedure. The school expects staff to conduct themselves in a respectful and considerate manner at all times and to present as an ambassador for the school. These expectations shape how teachers and other staff should engage with remote learning.

In line with Government expectations, teachers will:

4.1 Provide a curriculum sequence that allows access to high-quality online and offline resources and that is linked to the school's curriculum expectations as set out in the curriculum statement and in subject specific expectations

4.2 Be mindful of the need to balance the time spent online with the mental health needs of themselves and students. This extends to scheduling online meetings with students in a timely manner so that students are aware well in advance of when they need to be online.

4.3 Select the online tools that will be consistently used across the school and the subject area in order to allow interaction, assessment and feedback and engage in professional development to develop skills and confidence in the use of digital learning tools

4.4 Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access

4.5 Recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so work with the Student Development Team and families to deliver a broad and ambitious curriculum that meets the needs of all students

4.6 Set assignments so that students have meaningful and ambitious work in line with normal expectations of school life whilst also recognising that students need help from their teachers to balance life online with their life away from school.

4.6 Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject

4.7 Provide frequent, clear explanations of what is required from students with regards to the assignments they are set

4.8 Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly work will be checked and assessed

4.9 Adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding

4.10 Adjust the pace or difficulty of what is being taught in response to the specific pastoral needs of students and be sensitive to the detrimental effects of students and staff spending a long time online

4.11 Plan and deliver a programme that is of equivalent length to the core teaching pupils would receive in school

4.12 Communicate with parents in a timely manner to keep them informed about their child's progress during any period of remote learning

4.13 Where appropriate, respond to emails from parents. However, teachers should not be expected to respond to emails outside of 'normal school hours' and they should seek advice before communicating should they feel the need to do so

4.14 Any complaints or concerns shared by parents, or any safeguarding concerns should be shared with Subject Leaders or Designated Safeguarding Lead respectively; this will be in line with normal safeguarding procedures.

4.15 Communicate with the students and, if necessary, the parent where a student may not have completed the work set and seek to resolve the issue in a supportive way

Virtual meetings

4.16 All staff should regard virtual meetings with the same level of professionalism that would be expected in a face-to-face meeting

4.17 If teachers attend virtual meetings from outside of their school setting, they should ensure that the environment is secure and appropriate.

4.18 If teachers choose to stream live lessons from school, they should ensure that they have followed strict protocols around data protection and sought appropriate advice. Teachers should also avoid sharing their own face or their home environment when presenting live lessons.

Learning Support Assistants (LSAs)

4.19 Learning Support Assistants will continue to support students' learning as designated by the SENCO.

4.20 If a member of staff is 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.

4.21 When a large proportion of pupils are learning remotely, LSAs will support those pupils who continue to attend school. These pupils may include:
- Those with Education, Health and Care Plans (EHCP)
- Other vulnerable pupils
- The children of key workers

4.22 If an EHCP student chooses not to attend school the LSA who usually works with that student can be expected to make contact with that pupil during the school day to check that they are able to access the work set and to check their well-being. LSAs and other members of the support team may also contact pupils who do not have an EHCP but may need support.

Subject Leaders

Alongside their teaching responsibilities, subject leads are responsible for:

4.23 Considering whether any aspects of the subject curriculum need to change to accommodate remote learning

4.24 Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent with the agreed curriculum

4.25 Working with other subject leads 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

4.26 Monitoring the remote work set by teachers in their subject by securing access to the assignments being set and the feedback being provided

4.27 Alerting teachers to resources they can use to teach their subject remotely

4.28 Giving consideration to ongoing assessment and how this might be delivered remotely

Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

4.29 Co-ordinating the remote learning approach across the school including maintaining a website presence for digital learning at the school

4.30 Monitoring the effectiveness of remote learning through pupil, staff and parent voice and SLT link meetings including meetings as part of the School Improvement Schedule

4.31 Monitoring the security of remote learning systems, including data protection and safeguarding considerations

4.32 Ensuring that professional development opportunities are available to staff so that they are able to deliver remote learning

Designated Safeguarding Lead

4.33 The DSL is responsible for safeguarding is Sharon Rainey, Deputy Headteacher. For information regarding our safeguarding arrangements please see our Child Protection and Safeguarding Policy.

IT staff

IT staff are responsible for:

4.34 Fixing issues with systems used to set and collect work

4.44 Helping staff with any technical issues

4.45 Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer Andy Cunningham, Headteacher

The Governing Body

The governing body is responsible for:

4.46 Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible

4.47 Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

5. Expectations of Students

Lakes School students are at all times required to meet our expectations as set out in our Whole School Behaviour Policy and as set out by class teachers and other staff. The school expects students to conduct themselves in a respectful and considerate manner at all times and to present as an ambassador for the school. These expectations shape how students should engage with remote learning.

Staff can expect pupils learning remotely to:

5.1 Be contactable during the school day – although consider they may not always be in front of a device the entire time. Students are expected to follow their school timetable from home and will need to be available for both live meetings and to complete assignments set online during the school day. It is the students' responsibility to ensure that they are available and to check for work being set.

5.2 Complete work to the deadline set by teachers, and catch up any work that you may have missed in a timely manner.

5.3 Seek help if they need it from their class teacher, or Form Tutor if appropriate.

5.4 Make the teacher aware if they are unsure how to use any aspect of Office 365.

5.5 Alert teachers if they are not able to complete work in a timely manner

5.6 Communicate in a respectful and thoughtful manner at all times.

6. Expectations of Parents

Lakes School parents are at all times required to meet our expectations as set out in our Whole School Behaviour Policy. The school expects parents to conduct themselves in a respectful and considerate manner at all times and to present as an ambassador for the school. These expectations shape how parents should engage with remote learning.

Staff can expect parents with children learning remotely to:

6.1 Make the school aware if their child is sick or otherwise cannot complete work

6.2 Seek help from the school if they need it

6.3 Support their children with remote learning

6.4 Maintain a healthy open access to their child's school accounts to monitor their response to the work set and their interactions with school staff

6.5 Inform the school via admin@lakes.cumbria.sch.uk should their child be experiencing technical issues with access to remote learning

7. Data Protection

All staff, students and parents should pay due regard to data protection protocols and regulations set out by GDPR.

7.1 Accessing personal data
When accessing personal data for remote learning purposes, all staff members will:
- Use the available data in the same way that they would if pupils were in school.
- Avoid taking paper-based personal data off-site.

7.2 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
- Using school devices solely for the purposes of school related activities

8. Health and Safety

When engaging in remote learning, staff, students and parents should be mindful of the potentially detrimental impacts to health as a result of spending extended periods of time seated at a computer, being inactive and looking at the screen of a computer or mobile device.

8.1 Learning Activities
When setting assignments and scheduling online lessons, teachers should give due regard to the nature of the assignment being set and take steps to avoid setting tasks which require students to repeatedly spend time in front of a computer or a device. Teachers will make every effort to draw on their specialist knowledge and professional development in teaching and learning to set tasks that require students to complete tasks in a variety of ways which may involve physical activity, handwriting, oracy, the use of different physical media such as art materials and a wide range of other approaches which may vary across subjects or curriculum content.

Whilst assignments will typically be set via Microsoft Teams, teachers will strive to achieve a balance in the type of response required and ensure that expectations are shared with students including deadlines for submitting completed work.

8.2 Screen Time
Teachers should be mindful of the amount of time students are required to spend completing assignments on a computer or a mobile device and to take steps to set tasks which require students to spend time away from their screens. During timetabled remote lessons, teachers should also achieve a balance between presenting online to a class group and then providing time for students to work independently away from their computer screens.

8.3 Workstation and Posture
Teachers and students should be mindful of posture and workstation set up to ensure that they maintain a good posture whilst seated at a computer or mobile device. Teachers and students should take regular breaks and regular exercise to maintain a healthy balance during the normal school timetabled week.