

# NMAT REMOTE LEARNING POLICY (Non-Statutory)

## 1. Aims

Despite the difficult circumstances the global pandemic has created, all members of the Trust community are committed to ensuring that quality education remains paramount whether we are able to attend school or not. Moving learning to an online provision ensures that there are no gaps in the learning experience and students and teachers maintain a positive relationship. We believe it is also important to maintain a degree of normality during periods of self-isolation to support mental health. This policy sets out the provision of online learning in the event of an individual, a small group, a whole class, a whole year group bubble or whole academy self-isolation.

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for students 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

### 2.1 Teachers

When providing remote learning, teachers must be available within 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 Academy's normal absence procedure.

The academy will revert to the use of online lessons in the event of an individual, a small group, a whole class, whole year group bubble or whole academy is advised to self-isolate. Parents/carers will receive communication via email, text and social media in the event of self-isolation and inform them of the following:

- The next normal academy day following the point of self-isolation, students can access work which is set via Class Charts or Google Classroom. This will be set in line with normal timetable. Work set should be accessible by all and differentiated accordingly to ensure the correct level of challenge is in place without further support. Work set should take the duration of a normal lesson.
- Online lessons will commence on the second normal academy day following the point of self-isolation.
- If a Teaching Assistant usually supports students in a lesson then were possible the teacher would be expected to invite the teaching assistant to the online lesson so that support can continue.

#### 2.1.1 Keeping in touch with pupils who are not in school and their parents/carers

The Trust expects that form tutors and key staff will make contact with their tutees or their parents/carers during the period of self-isolation or home-learning.

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Students who are identified as being 'more vulnerable' will be contacted by an identified member of staff such as the SENDCo, a pastoral leaders, Deputy Designated Safeguarding Lead, Designated Safeguarding Lead, as identified by the Head of School.

In the event of a whole class, whole year group bubble or whole academy requiring self isolation, students will be expected to participate in online lessons. Attendance to these lessons will be recorded by the class teacher. Lessons will run according to the normal timetable. In the event of students not participating in online lessons, this will be addressed during the welfare call home.

### 2.1.2 Safeguarding: Students

If there are any safeguarding or welfare concerns regarding students, they should be directed to a member of the safeguarding team in person or if working from home via email. During periods of self-isolation students are potentially at higher risk of harm and a significantly higher risk of needing mental health support. If noticeable differences in behaviour and attitude are seen in students during periods of self-isolation, this should be noted and passed directly to the safeguarding team for further follow up. During online lessons, students will be reminded that the normal expectations of a normal lesson apply in the virtual setting. Students themselves should be mindful of their own surroundings during online lessons and teachers should be mindful and ready to support students in giving them guidance on how to work online safely and effectively.

### 2.1.3 Behaviour and conduct during online lessons

Expectations regarding conduct remain high during online lessons. Appropriate behavior and participation remain vitally important and as such teachers are encouraged to continue to use the Academy's behaviour recording system to reward positive behaviour and to sanction poor behaviour. In the event of challenging behaviour, teachers are encouraged in the first instance to contact parents/carers and have a discussion. If further support is required, teachers should refer to their Head of Department and the Pastoral Team for that year group.

Teachers will be recording all of their online lessons and so this can be referenced in the event of unwanted behaviour.

### 2.1.4 Safeguarding: Teaching Staff

As noted above, in all instances, teachers will record each online lesson. This provides video evidence of what took place during that lesson and is a measure designed to protect staff. Teachers should remind students at the start of each lesson that the lesson is being recorded for safeguarding purposes. Teachers will be required to do the following in order to ensure they safeguard themselves during online lessons:

- When online lessons take place in the academy, teachers should follow the normal timetable and teach in their normal classroom.

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- Teachers should be mindful of what is open on their computer when screen sharing. The Academy's behaviour recording system contains personal information which should not be shared on screen. Emails with personal details should also not be shared.
- If working from home in the event of further shielding or more stringent lockdown measures, staff should be mindful of their background. If books or pictures are visible, they should be appropriate. Personal photos of family or friends should not be visible. Staff should avoid sitting by windows in the view could lead to students ascertaining the member of staff's address. A virtual background can be applied via the video settings providing it is not a distraction from Teaching and Learning.
- If working from home, staff should dress appropriately.

### 2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available within their normal working hours. The SENDCO will direct teaching assistants' work during periods when remote learning is in force. 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, teaching assistants are responsible for:

#### 2.2.1 Supporting pupils who are not in school with learning remotely

Due to the wide variety of student need, the SENDCO will determine how students should be supported depending on the situation. For example, a Teaching Assistant who works with a specific small group usually, may support their learning remotely. However, it may be more appropriate for the Teaching Assistant to support in the creation of paper work packs for those students who have difficulty using online learning. In some cases, a Teaching Assistant may be required to arrange small group work intervention using the online platform. If Teaching assistants are completing small group work intervention online they must follow the same safeguarding expectations noted above for teachers.

#### 2.2.2 Safeguarding: Teaching Assistants

As noted above, in all instances, teachers will record each online lesson. This provides video evidence of what took place during that lesson and is a measure designed to protect staff.

- Teaching Assistants should be mindful of what is open on their computer when screen sharing.
- If working from home in the event of further shielding or more stringent lockdown measures, staff should be mindful of their background. If books or pictures are visible, they should be appropriate. Personal photos of family or friends should not be visible. Staff should avoid sitting by windows in the view could lead to students ascertaining the member of staff's address. A virtual background can be applied via the video settings providing it is not a distraction from Teaching and Learning.

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- If a Teaching Assistant is delivering online small group work or 1:1 work remotely, arrangements must be made to ensure the input is recorded.  
If working from home, staff should dress appropriately.

## 2.3 Heads of Department/Subject Leaders

Alongside their teaching responsibilities, Heads of Department/Subject Leaders are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning and making the required amendments to their curriculum plans.
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent.
- 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.
- Monitoring the remote work set by teachers in their subject in line with the Trust's Quality Assurance processes.
- Alerting teachers in their department to resources they can use to teach their subject remotely.
- Be mindful of the wellbeing of their staff.

## 2.4 Senior Leaders

- Where practicable, Senior Leaders are to complete the roles and responsibilities assigned to their leadership role.
- Monitor the remote learning approach across the Academy for the areas they are responsible for.

## 2.5 IT Staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work.
- Helping staff and where practicable, parents with any technical issues they are experiencing.
- Reviewing the security of remote learning systems and flag any data protection breaches to the data protection officer.
- Assisting pupils and parents with accessing the internet or devices to the best of our capacity.

## 2.6 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.

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- Complete work to the deadline set by teachers.
- Seek help if they need it, from teachers or, where appropriate, teaching assistants.
- Alert teachers if they are 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 Academy if they need it.
- Be respectful when making any concerns known to staff.

## 2.7 Board of Trustees

The Board of Trustees is responsible for:

- Monitoring the academies' 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 Head of Department/Subject Leader;
- Issues with behaviour – talk to the relevant Head of Department/Subject Leader and/or Pastoral Lead;
- Issues with IT – talk to IT staff;
- Issues with their own workload or wellbeing – talk to their line manager or the Trust's HR team;
- Concerns about data protection – talk to the Trust's data protection officer;
- Concerns about safeguarding – talk to the Academy's Safeguarding Team.

## 4. Data protection

### 4.1 Accessing personal data

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

- Use identified Academy software and processes for remote access to academy files.
- Maintain a high level of password security on any devices used to access the personal data.
- Wherever possible the data should be accessed using an academy device.

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## 4.2 Processing personal data

Staff members may need to collect and/or share personal data as part of the remote learning system. As long as this processing is necessary for the Academy's official functions, individuals will not 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 that any external device 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.

## 5. Safeguarding

Please refer to the Trust's updated Child Protection and Safeguarding Policy including the Covid-19 addendum via the NMAT/Academy website.

## 6. Links with other policies

This policy is linked to:

- The Academy's Behaviour policy
- The Trust's Child protection and Safeguarding policy
- The Trust's Data protection policy and privacy notices
- The Academy's Home-school agreement
- The Trust's Acceptable Use policy

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