Name of Policy	Remote Learning Policy
School Lead	J Stevenson
Governor Lead	Chair of Curriculum and Standards.
Date of last Review	September 2020
Date of Approval	January 2022
Date of next Review	January 2024
Links to other policies	Teaching and Learning policy Assessment policy Safeguarding policy Data protection policy Home Tuition policy Behaviour Policy ICT Acceptable use policy Lone working policy
Head teacher sign off signature and date	5.1.22
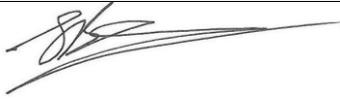
Contents

1. Policy Statement

Pilgrim School and its governing body is committed to providing the best education that pupils can manage according to their health needs. This means, therefore, that we offer a variety of provisions to suit need. Approaches to provision will always be flexible so that provision can be adapted to meet the changing needs of the pupil. Provision may include remote learning due to unusual circumstances such as a national lockdown; high risk of infection; or because it is deemed the best way to ensure quality education that also encourages movement towards less remote learning.

2. Aims

This remote learning policy for staff aims to:

- Ensure pupils have access to the most appropriate education for their needs at a given time
- Ensure consistency in approach to remote learning for pupils who aren't in school
- Ensure pupils have a fair access to learning as much as possible including opportunities to move their provision forward
- Ensure education delivered via remote learning is of a high quality and supports learning and educational progress
- Ensure the School is compliant with current Government/DfE guidelines regarding Covid isolation related absence.

3. Roles, Responsibilities and Implementation

3.1 Teachers

Teachers must:

- be competent in managing the remote learning programmes the school has chosen to utilise at a given time. These currently include:
    - Microsoft Teams (A copy is at Annex C)
    - Firefly
- be able to deliver interactive lessons according to the protocols as described in appendix A.
- provide work of a suitable level that engages pupils and stretches learning.
- provide work as soon as possible after a Case Manager has notified them of an absence, especially Covid isolation related absence, and in case of Covid isolation related absence update the spreadsheet on Teams.
- give regular feedback as if a pupil was taught in a base.
- provide formal assessment information as in line with the school's assessment policy.
- follow the normal school safeguarding protocols if they have any safeguarding concerns by raising concerns with the DSO.
- record lessons on Teams.
- follow the usual procedures for staff absence if not available for remote learning

3.2 Case managers

Case Managers must:

- ensure the pupil and their family are aware of the remote learning strategies that will be used for learning and for feedback, and seek support for the family if they require assistance to access the appropriate programme.
- notify all relevant staff of absence requiring online study as soon as possible so work is made available, especially Covid isolation related absence, and in the case of Covid isolation related absence update the spreadsheet on Teams.
- review the work completed in remote learning in order to make decisions about future educational support or provision.
- liaise with examinations officer and the mainstream school regarding exam entries for Year 11s.

3.3 HSRSOs and RSOs

All pupils accessing learning remotely will be assigned an RSO (Reintegration Support Officer) if they have a connection to one of the school learning bases, or an HSRSO (Home Support Reintegration Support Officer).

Pupils who are only receiving remote learning as their provision must have pastoral input on a weekly basis. This would preferably be face to face if circumstances allow. The pastoral input is vital to be able to move the provision from remote learning to face to face, preferably in a base.

Pastoral support should be transitioned focus – out of the home to a base or to a post 16 placement.

RSOs/HSRSOs must report any safeguarding concerns as detailed in the school's safeguarding policy.

3.4 Learning Mentors/Teaching assistants

If remote learning is being offered in a base either due to such circumstances as a national lockdown, or in order to facilitate access to a subject across bases, Learning Mentors/Teaching Assistants will be available to support a pupil to access the learning both from an academic standpoint but also to manage the relevant platform.

Learning mentors/teaching assistants will need to have enough knowledge of the remote learning platform in order to be able to effectively support pupil learning.

3.5 Subject Leads

Subject leads have responsibility for ensuring schemes of work and relevant resources are available in relevant learning platforms such as Teams or Firefly.

Subject leads should ensure the schemes of work are achievable through remote learning and that resources in the appropriate form are available to make the remote teaching effective.

Subject leads should take responsibility for tracking progress of pupils engaged in remote learning for their subject in the same way as those pupils attending a base.

3.6 Sendco

If remote learning is deemed to be the most effective provision for a pupil with an EHCP, the Sendco must communicate that with the reasons to the relevant SEN case worker and identify which part pf the EHCP can be achieved whilst this particular provision remains in place.

The school Sendco should monitor the work of pupils with an EHCP who are accessing remote learning, particularly if this is the main provision.

Sendco should ensure EHCP reviews include an evaluation of the appropriateness and effectiveness of remote learning as a provision as well as the progress made towards the EHCP targets.

3.7 Senior Leaders

Senior leaders will:

- provide training opportunities for staff to ensure effective management of relevant learning platforms.
- quality assure the work of remote learning to ensure the policy is being implemented.
- periodically review the appropriateness of the relevant platforms used for remote learning and investigate alternatives as technologies develop.
- ensure there is appropriate technical support for teachers and families accessing platforms for remote learning.
- consider the resourcing of remote learning (including hardware for staff and families) when budget planning.
- monitor the security of remote learning systems, including data protection and safeguarding considerations.
- work with relevant staff to ensure safeguarding protocols are adhered to according to the Teams protocol (A copy is at Annex B) and the school safeguarding policy.

3.8 Pupils and Parents

Parents must:

- give permission for their child to engage in remote learning as a provision before it begins. (A copy is at Annex A).
- with pupils, read and sign the remote learning protocol. (A copy is at Annex B)
- with pupils, note that lessons will be recorded.

- inform the school in the usual way if their child is unable to participate due to illness.

Work will be set for students but it is their responsibility to complete it in a timely manner, and return it to the school as agreed with staff, either in hard copy or via Teams/email. This can be as simple as taking a photo and attaching it.

3.9 The Governing Body

The Governing Body 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

4. Data Protection

4.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will be able to explain how they can access the data, such as on the remote server, and which devices they should use to access the data. These should always be school-supplied rather than personal devices.

4.2 Processing personal data

Staff members may need to collect and/or share personal data 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 will not need permission for this to happen. Staff should 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; not saving any personal information on hard drives or pen drives; not sharing the device among family or friends.

5. Safeguarding

All staff should be aware of the full Pilgrim School safeguarding policy. In particular, for online safety they should note paragraph 5.22:

"Staff are aware of and follow the DfE guidance [Teaching online safety in school 2019](#) to ensure our pupils understand how to stay safe and behave online as part of existing curriculum requirements. We also make use of UKCIS [Education for a connected world framework](#)

Staff are aware that safeguarding also relates to broader aspects of care and education including Children's health and safety and well-being, including their mental health."

Annex A:

Dear Parents/Carers

Due to the Coronavirus pandemic, education is continuing to evolve and change to meet the challenges that this presents. Inevitably, we need to be prepared to be able to deliver education in the event of an area, regional or national lockdown and indeed in the case of pupils having to self-isolate.

We have a variety of ways to do this to ensure every pupil has access to learning. In the first instance we would like pupils to engage in live on line lessons using Microsoft Teams. **Microsoft Teams** is fully integrated with the school network. It means that staff will only communicate via their work email addresses and students will only be able to access through their protected school accounts. **As well as offering streamed audio and video content Microsoft Teams also enables students to make use of live chat, as a group, to ask questions.** This is by far the best way to ensure your child makes progress because it means they are supported by their teacher. We also have an online curriculum platform, called Firefly, which enables staff to set and assess pupils' work on line although this is not a live lesson. This platform can give pupils the opportunity to extend their learning beyond the live sessions. Both of these systems require access to a digital device which we expect parents to provide. If this is not possible, please contact your child's RSO and we will look at what alternative arrangements for learning can be put in place.

We will require your parental consent in order for your child to take part in any live audio or video streaming activities. We also want you to be aware of the guidelines students and staff are expected to follow in order to protect themselves and each other online. The document called 'Protocols and log in details' provides further information on this.

If you are happy to give consent or require any further information on this initiative please email our assistant head teacher sharon.smith@pilgrim.lincs.sch.uk.

Without your consent we will be unable to proceed with learning in this format.

Annex B:

The Pilgrim School

Live-streaming protocols and access to Microsoft Teams September 2021

Students	Staff
- Dress should be appropriate - Join sessions no more than 5 minutes before start-time - Participate from a communal area at home - Usual classroom behaviour expectations apply - If mute is actioned, use the CHAT tool to indicate when you want to ask a question. The staff member can then unmute you - If it is a 1:1 lesson, an adult must be present in the same room as you at home - Sessions will be recorded for everyone's safety.	- Parent/Carer must have provided written consent - Joining instructions should be issued in advance. - A register of participants should be taken and a record of length, date and time - Sessions should be recorded via the platform - If the session is not taking part in the School then the background must be blurred - Sessions must be kept to a reasonable timeframe - Sessions will be recorded for everyone's safety.
The school's Acceptable Use Policy applies to staff and pupils	

To access Microsoft teams simply follow the instructions below:

1) **Open a web-browser, such as Edge / Chrome / Safari / Firefox, and go to www.office.com**

2) **Login using your normal school email address and normal school logon password**
3) **Choose Teams from the list of options displayed on the left**
4) **If you are logged in and a staff member calls you will hear a ringing noise. You can then pick up the call and join in.**

If you have any enquiries regarding how to log in to Microsoft teams please contact your base admin, lynda.martin@pilgrim.lincs.sch.uk or eva.stanton@pilgrim.lincs.sch.uk

For further information on safeguarding and the use of ICT please refer to 'Online safety information' on The Pilgrim School website.

Firefly Login

1. Open Web Browser and enter pilgrim.fireflycloud.net into the search bar, or click on Firefly . Press enter.

2. Press 'reset password'

3. The pupils enter their email details and hit enter

4. The pupils check their email and follow the link

5. The pupils enter their new password

6. The pupils login with their new password

Annex C:

Pilgrim School Instructions for Microsoft Teams

1. Introduction

This document details how users can access Microsoft Teams. This is a suite of applications which can be used for instant messaging, video / telephone conference calls, collaborative learning and much more.

Microsoft Teams is a complex product with lots of functionality and many different add-ons. As such, it is not practical to give instructions on how to use all of the functions. Therefore, this document does not detail how to use the Microsoft Teams suite of products, but it does detail how to gain access to them and provide a very brief overview of its main features. Additional guides on how to use the applications can be found using the links below:

https://products.office.com/en-gb/microsoft-teams https://docs.microsoft.com/en-us/microsoftteams/enduser-training

2. Process Overview

At a high-level, the process to follow is:

- Ensure that your user account has a Microsoft Teams license allocated to it
- Login to Microsoft's online portal
- Use Microsoft Teams

3. Microsoft Teams License *(only required before initial use)*

In order to use Microsoft Teams you have to have a valid software license allocated to your school account. If you go through the process detailed in step 4 below, and you don't see

Microsoft Teams listed, then you need to contact LCS and request a license is allocated to you.

4. Login To Microsoft's Online Portal

The instructions below can be carried out on any computer / device which can access the Internet:

4-1. Open a web-browser (such as Chrome, Edge, Internet Explorer, Safari etc)

4-2. Go to https://portal.office.com

4-3. Login using your normal school email address - firstname.surname@pilgrim.lincs.sch.uk

4-4. Enter your Office 365 login password (this will be provided by LCS)

4-5. Once logged in you will see as screen similar to the one shown below:
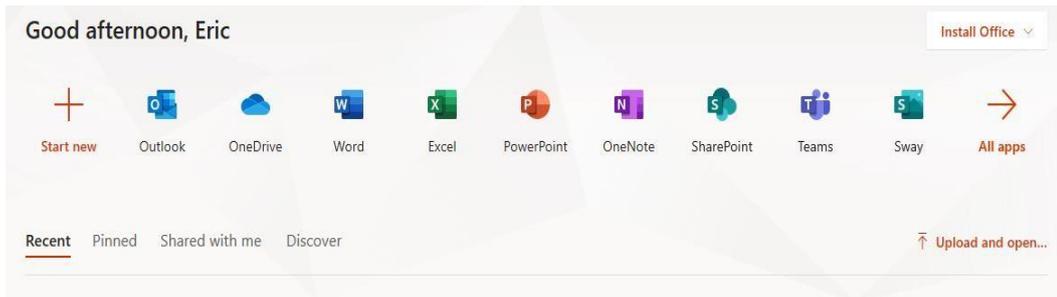
5. Use Microsoft Teams
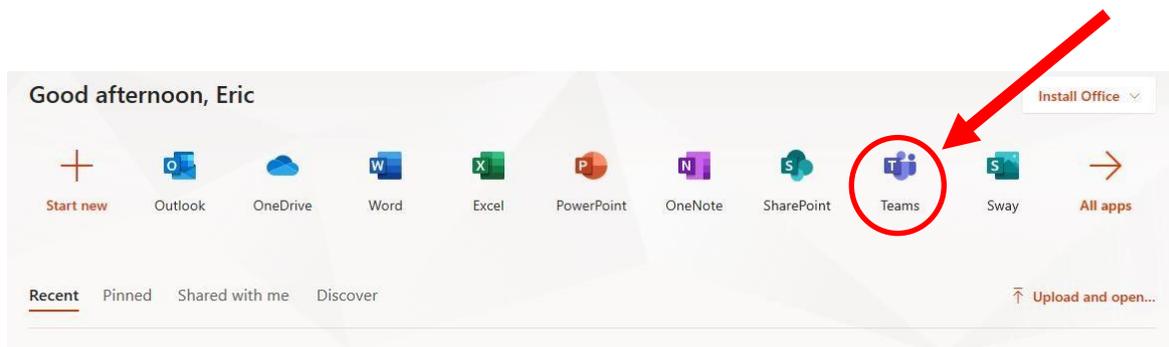
In order to gain access to the Microsoft Teams system, you should click on the Teams icon
You will now see the main Microsoft Teams screen as follows:
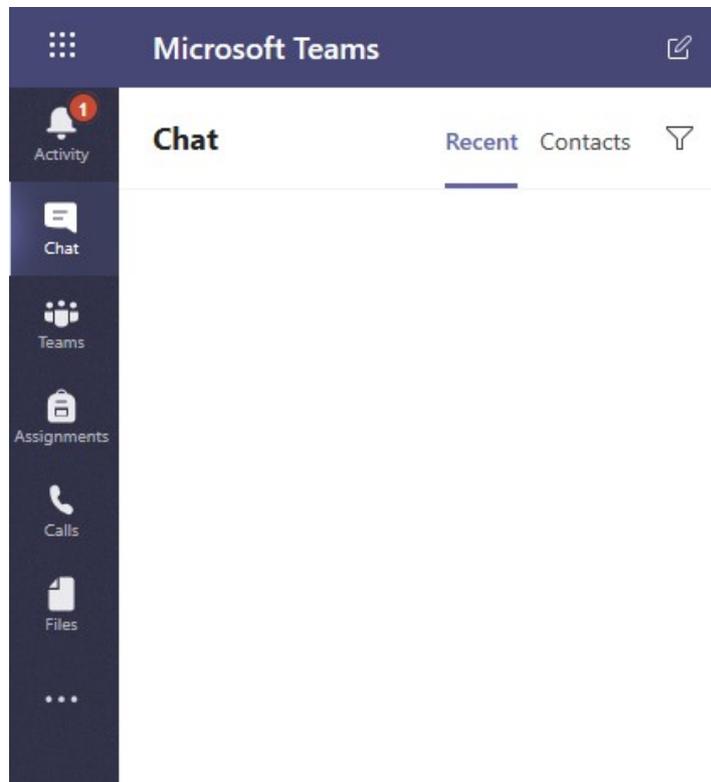
The key features of the Teams application are displayed down the left-hand menu. A brief overview
of these is given below:

- **Activity** – This is a general area to see previous activity carried out by yourself (viewed by selecting "My Activity" from the menu option at the top), or a general message feed (viewed by selecting "Feed" from the menu option at the top)

- **Chat** – This is an area for instant messaging. The most recent "chats" that you have had are displayed under "Recent" and you can pin people, or groups, to the top section for people / groups you are likely to message frequently. When you receive a chat message from a person or group, the contact / group will be highlighted to indicate a new message is waiting to be viewed. Clicking on the person / group will show you the message chain in the right-hand pane.

- **Teams** – This section has Teams (logical groups of people or tasks), and Channels (subcategories for the groups). Some examples are:
  - A French Subject Team could have channels of GCSE, A Level, Year 7 etc ○ A Maths Department Team could have channels of upcoming events, shared work, daily updates etc

  Each channel within a team has multiple sections:
  - Posts – messages / updates added by a member of the team ○ Files – Files uploaded by a member of the team. These can be worked on interactively by multiple members of the team at the same time
  - Wiki – An area for a member of the team to add "how-to" documents or general information / instructions

- **Assignments** – An area where you can view any assignments that you have created or that have been assigned to you

- **Calls** – This is the section to make VOIP calls (phone calls through the Internet), or video calls to another person or a group of people.

- **Files** – This provides a list of files that you have accessed recently, whether locally, on a shared network drive or a Cloud-based service

Change Control Details