

**TRINITY ACADEMY NEWCASTLE TRUST**

**Remote Learning Policy**

**Approved by the Committee – March 2023  
On behalf of the Board**

**Next Review Date – March 2025**

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### 1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for learners 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 [9am – 3pm].

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.

When providing remote learning, teachers are responsible for:

Setting work:

- For assigned timetabled groups and/or subjects/qualifications
- Work mapped to existing curriculum
- Online platform provides a constantly adapting personal pathway to support independent study
- Work needs to be set and uploaded by 9am
- Enough work for learners for an hour slot
- All work to be uploaded to Microsoft TEAMS for virtual lessons, including pre-recorded videos where possible
- Staff assigned into teams - teams to share resource bank at the start of each week between themselves to ensure smooth transition should cover be required

Providing feedback on work:

- Work will be completed on TEAMS or returned paper resources
- Feedback will be delivered to students in daily live meets or via TEAMS chat (e-marking) and (adhering to Trust marking policy)
- Instant and meaningful feedback provided through online programme
- Work-pack sheets scanned for teacher to mark, feedback within 1-week of receiving (adhering to Trust marking policy)
- Live lesson formative verbal feedback, engagement and progress recorded & tracked by subject teachers

Planning:

- Expectation for lesson planning would remain the same.
- Plan for more opportunities for Learners to access the platforms when in school.
- Plan for at least one live lesson/tutor meeting per day for individual or groups of students

Keeping in touch with learners who aren't in school and their parents:

- All communication with learners will take place through TEAMS – Live Meets, chats or alternatively phone calls home twice per week.
- Emails from Parents will only be answered during the school day with a member of SLT copied in. Email contact directly between staff and learners in or out of the school day is not permitted
- Any complaints or concerns from Parents or Learners should be dealt with through usual protocols.
- Any behavioural issues or failure to complete work should be reported through usual protocols

Attending virtual meetings with staff, parents and learners:

- Dress code remains in place for all meetings and live lessons
- Locations must be appropriate and in line with the Trust Acceptable Use policy and code of conduct which can be found in the policy folder on the network information drive and also the EVERY system.

A schedule will be created on a weekly basis by the SLT with regards to responsibilities across the Teaching team for in school and/or remote learners. Normal protocols for notification of cover will continue.

## 2.2 Teaching & Learning Support Practitioners (TLSP's)

When assisting with remote learning, TLSP's must be available between [8.30am – 4.30pm].

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.

When assisting with remote learning, TLSP'S are responsible for:

Supporting learners who are **in school and/or remote**:

- As assigned by teacher or SLT
- Collating paper resources to be sent out, uploading resources as directed by teacher or SLT

Attending virtual meetings with teachers, parents and learners:

- Dress code remains in place for all meetings and live lessons
- Locations must be appropriate and in line with the Trust Acceptable Use policy and code of conduct which can be found in the policy folder on the network information drive and also the EVERY system.

A schedule will be created on a weekly basis by the SLT with regards to responsibilities across the TLSP team for in school and/or remote learners.

## 2.3 Pastoral Team

When assisting with remote learning, Pastoral team must be available between [8am – 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.

When assisting with remote learning, the pastoral team are responsible for:

Supporting learners who are **in school and/or remote**:

- Those learners identified by Pastoral Manager/Lead/SLT/DSL
- Facilitating opportunities for learners to connect and socialise whilst at home through TEAMS

Attending virtual meetings with teachers, parents and learners – cover details like:

- Attendance first day response calls
- Family support through weekly telephone calls and/or TEAMS meetings
- Dress code remains in place for all meetings and live lessons
- Locations must be appropriate and in line with the Trust Acceptable Use policy and code of conduct which can be found in the policy folder on the network information drive and also the EVERY system.

A schedule will be created on a weekly basis by the Pastoral Manager and Lead with regards to responsibilities across the Pastoral Team for in school and/or remote learners.

#### **2.4 Designated Parenting Lead's (DPL's)**

When assisting with remote learning, DPL's must be available between [8.30am – 4.30pm].

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.

When assisting with remote learning, DPL'S are responsible for:

- Promote positive mental health and wellbeing throughout the school community in school and/or remotely.
- To provide support to staff working with young people with mental health issues.
- To provide support to students suffering mental ill health and their peers and parents or carers.
- To provide clear advice and guidance both via the web site to ensure that staff, students and parents are aware of sources of support within school and in the local community.
- Dress code remains in place for all meetings and live lessons
- Locations must be appropriate and in line with the Trust Acceptable Use policy and code of conduct which can be found in the policy folder on the network information drive and also the EVERY system.

A schedule to provide communication and support will be created by the Trust Parenting Lead with regards to responsibilities across the Team for in school and/or remote learners.

#### **2.5 Subject leads**

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- 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
- Quality Assurance of the remote work set by teachers in their subject through regular meetings with teachers, reviewing work set and observing TEAMS remote live lessons, meets and chats.
- Weekly virtual meetings sharing best practice
- Dress code remains in place for all meetings and live lessons
- Locations must be appropriate and in line with the Trust Acceptable Use policy and code of conduct which can be found in the policy folder on the network information drive and also the EVERY system.

## **2.6 Senior leaders**

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating and implementing the remote learning plan across their academy
- Monitoring the effectiveness of remote learning –through regular meetings with teachers and subject leaders, reviewing work set, observing lessons and feedback from learners and parents
- ICT Focus Group and Trust Safeguarding Lead for monitoring the security of remote learning systems, including data protection and safeguarding considerations

## **2.7 Designated safeguarding lead**

The DSL is responsible for:

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 policy where necessary, to reflect any updated guidance from:

- Our 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

Peer-on-peer abuse

We will continue to follow the principles set out in 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 and to report to the DSL or Deputy DSL to follow up.

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, which sets out

- We will make weekly contact
- The child's tutor will make contact or the tutor's learning support worker
- Contact will be made by phone.

We have agreed these plans with children's social care where relevant, and will review them termly

If we cannot make contact, we will alert the child's social worker and if we cannot contact the social worker we will attempt a home visit. If this is unsuccessful, we will contact the police to carry out a welfare check.

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.

In line with KCSIE 2022 The DSL (and deputy) will be given time to support staff and children regarding new concerns (and referrals as appropriate) as children return to school.

## **2.8 IT staff**

IT staff are responsible for:

- Fixing issues with systems used to set and collect work

- Helping staff and parents with any technical issues they're experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Assisting learners and parents with accessing the internet or devices

## **2.9 Data/Exams Team**

Data/Exams team are responsible for:

- Assisting staff with the co-ordination of exams where necessary
- Administering examinations as necessary
- Administering data/assessment/attendance information
- Reporting attendance to DfE and other bodies as necessary

## **2.10 Learners and parents**

Staff can expect learners 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 TLSP'S, pastoral, DSL's or DPL's
- 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 from teachers or TLSP'S, pastoral, DSL's or DPL's who will signpost to appropriate internal or external support
- Be respectful when making any complaints or concerns known to staff

## **2.11 Board of Directors**

The Board of Directors 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 Asst/Deputy Head
- Issues with behaviour – talk to the Pastoral Manager
- Issues with IT – talk to site digital champion in the first instance:

TAN Lower Site: Sophie Hunter/Jess Grundy

TAN Upper Site: Andrew Butler/Carl Gaze

TANB: Thomas Brookes/John Marron

TSA/TPSL: Vicky Elliott/Dan Shuttleworth

- Issues with their own workload or wellbeing – talk to line manager
- Concerns about data protection – talk to the data protection officer  
Trust DPO: June Renwick – Central Admin
- Concerns about safeguarding (Including PREVENT) – talk to the Site DSL/Deputy DSL  
TAN: Mark Kennedy/Alex Sweeney  
TANB: Nina McDougal/Alan Stevenson  
TSA/TPS: Vicky Elliott/Sarah Stuart

## **4. Data protection**

### **4.1 Accessing personal data**

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

Explain:

- 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 – if you've provided devices, such as laptops, make staff use these rather than their own personal devices

### **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 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 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
- Keeping operating systems up to date – always install the latest updates

## **5. Safeguarding**

The Child Protection policy and any further addendums can be found on the network information drive or EVERY system.

PREVENT Referral [Prevent online Referral form](#)

## **6. Monitoring arrangements**

This policy will be reviewed Bi-annually by the ICT/Digital Focus Group & Teaching & Learning Focus Group. At every review, it will be approved by Head of School (Business) on behalf of the Board of Directors.

## **7. Links with other policies**

This policy is linked to our:

- Behaviour policy and coronavirus addendum
- Attendance Policy and coronavirus addendum
- Feedback and Marking and coronavirus addendum
- Child protection policy (relevant Academy) and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- Online Safety and internet acceptable use policy
- Codes of Conduct (Learner and Staff)

All above policies can be found on the Trust Information Drive: [Policies](#)

**Signed on behalf of the Board of Directors:**



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**Peter Carter (Chairperson of the Board)**

**Date: March 2023**