



NICHOLAS CHAMBERLAINE SCHOOL

A member of the Griffin Schools Trust

Teaching and Learning at Nicholas Chamberlaine

At Nicholas Chamberlaine, we endeavour to provide the finest educational experience for all our students. Our holistic and well-rounded approach to education provides an exceptional foundation for life-long learning. We ensure that each student has the opportunity to grow in self-confidence, academic success and artistic endeavours. We do this by providing a rigorous curriculum, focusing on high achievement and wide-ranging extracurricular provision opportunities.

We have extensive plans in place to provide remote education that ensures that the small number of students who need to be educated at home, for example, due to shielding or self-isolation, are given the support they need to continue learning. Remote education is of high quality and aligns as closely as possible to in-school provision.

1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach for 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 for their usual contracted hours. 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 standard absence procedure.

When providing remote learning, teachers are responsible for:

- Planning and delivering “Live Lessons” and supporting materials using Google Classroom. The post should include a reference to the date and the time of each lesson.
- Being available online and following their regular timetable alongside their students. This enables staff to respond quickly to student needs and maintains a structure to the working day. This also includes tutor time to help keep support for student care.
- Ensuring they only use Google Meet to deliver “Live Lessons”.
- Setting appropriate tasks to reflect the lesson's length, which may include video conferencing, viewing media, reading and completing directed tasks.
- Remaining focused on curriculum objectives; some learning activities may differ from those in a classroom setting.
- Providing ‘Extended Learning’ during periods of remote learning which complement the lesson content.
- Taking reasonable steps to contact parents for periods of student non-attendance or missing work.
- Providing paper packs for children without access to online learning.
- Adhering to the NCS marking and feedback policy.

Keeping in touch with students and their families:

- Weekly Overviews to be sent to all families
- Emails received from the parents and students are to be checked between 08:30 and 15:30- Mon- Fri. Emails must be replied to within 48hrs.
- Any concerns received are to be dealt with in line with school policies. If necessary, teachers should contact a member of SLT for advice.
- Tutors are to make contact via telephone conversation weekly if students have not attended tutor time. Information will be accessed via SIMS and recorded. Safeguarding concerns should be raised in line with regular school processes.
- Vulnerable students may have additional contact as deemed necessary. This may include daily contact. All contact details must be logged on the appropriate tracking sheet.
- Contact should be polite and encouraging. Teachers will adhere to email procedures and not give out any personal details. Any concerns should be forwarded to a member of SLT who may contact the parents directly.

Attending virtual meetings with staff, parents and students

- All members of staff will dress professionally and conduct themselves as they would in a school setting.
- All members of staff will ensure that they access virtual meetings in a quiet space with an appropriate background.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available for work during their contracted working hours.

If support staff 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 standard absence procedure.

When assisting with remote learning, teaching assistants are responsible for:

- Supporting individual and groups of students with working remotely.
- Undertaking continuous professional development which will directly impact on outcomes for students.

2.3 Subject Leads

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

- Quality Assuring the learning experiences of students within their subject area.
- Reviewing and making any necessary amendments to the curriculum.
- Provide teachers with appropriate resources to support the delivery of their subject remotely.

2.4 Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school – quality assuring the effectiveness of remote learning
- Maximising the channels of communication between the school and NCS families.
- Focusing on whole school and trust priorities.
- Reviewing remote learning provision regularly.
- Listening to and acting on feedback from NCS students and their families.

- Monitoring and acting on the security of remote learning systems, including data protection and safeguarding considerations.

2.5 Designated Safeguarding Lead (DSL)

The DSL is responsible for:

- Maintaining contact with key families; collating, passing on pertinent information and responding swiftly to any concerns in line with school policy.
- Ensuring that Nicholas Chamberlaine continues to play an active role in the multi-agency response.

2.6 IT staff

IT staff are responsible for:

- Creating email accounts.
- Fixing issues with systems used to set and collect work.
- Assisting with any technical issues that impacts student learning.
- Reviewing the security of systems and flagging any data protection breaches to the data protection officer.
- Assisting students and parents with accessing the internet or devices.

2.7 Students and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day – recognising that they may not always be in front of a device the entire time.
- Complete all work within the deadlines set by the class teacher.
- Seek help if they need it, from teachers or teaching assistants.
- 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.
- Be respectful when making any complaints or concerns known to staff.

2.8 The Board of Trustees and The Governing Body

The Board and Governors are 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:

- Setting work – Relevant subject lead/SENCO/SLT.
- Learning behaviour – Head of Year/Student Care lead.
- IT – ICT Support.
- Workload or wellbeing – Subject Leader, line manager or member of SLT.
- Data protection – Data protection officer (Business Manager).
- Safeguarding – Head of Year or the DSL/DDSL.

4. Data protection

4.1 Accessing personal data

When accessing personal data for remote learning purposes:

- Teachers are able to access parent contact details via SIMS using a secure password. These are not to be shared with third parties and staff should ensure SIMS is logged off after use.
- SLT have the ability to locate personal details of families, when required, through securely accessing SIMS. SLT are not to share their access permissions with other members of staff. School devices are the school's preferred devices to be used when accessing any personal information on students.

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. Where this process is necessary for the school's official functions, individuals are not required to give permission.

However, staff are only 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.
- Only using secure storage devices, such as an encrypted thumb drive, for any confidential or sensitive information.

5. Safeguarding

Please refer to the following policy for updates concerning safeguarding in relation to home learning:

Covid-19 Safeguarding Policy Addendum

6. Review arrangements

This policy will be reviewed in line with updated guidance by Paul Merrell (Head). At every review, it will be approved by the Board.

7. Links with other policies

This policy is linked to our:

- Student Care policy
- Safeguarding Policy and COVID-19 addendum
- GST GDPR Privacy Notice
- Home-school agreement