University Academy Holbeach

Principal: Miss S Paige B.A. (Hons.)

Remote Learning Policy

Date: 1st September 2025

To be reviewed every term

Review date: July 2028

Contents

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1. Aims

This remote learning policy for staff aims to:

> Ensure consistency in the school's approach to remote learning

> Set out expectations for all members of the school community with regards to remote learning

> Provide appropriate guidelines for data protection, safeguarding and Microsoft Teams Protocols

2. Roles and responsibilities

2.1 Teachers

Teachers must be available between 9am and 3.35pm. 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 to their Head of Department and Vice Principal – Donna Allen.

Teachers are responsible for:

> Setting work:

- o Live MST lessons must be taught following the UAH MST timetable

- o Set tasks should be planned to enable pupils to work independently

- o Work lasting 1 hour per timetabled lesson should be set – consider reading time and time spent checking answers

- o Work needs to be set for the week ahead by Monday morning to allow admin staff time to print work for pupils with no ICT access.

- o Work must be uploaded onto the school VLE (Lesson Board), documents must be no more than 10 pages long and there should be no requirement for worksheets to be printed.

- o Teachers should be communicating with HODs to ensure work being set is in line with department expectations.

- o Teachers of Y12 and Y13 are expected to teach all of their timetabled lessons through MST live.

> Providing feedback on work:

- o Pupils should receive verbal feedback during live lessons

- o Pupils should be provided with answers so that they can mark their own work. In many cases this could be set with work for the next lesson.

- o Pupils should be encouraged to send work back to teachers for marking / checking. This must be done electronically where possible.

- o Teachers should endeavour to return work to pupils with feedback.

- o Teachers can use MS Forms, MST assignments and programs such as Seneca to provide pupils with feedback.
- o Where work has been shared teachers should award house points on SIMS to further encourage the pupils.

> Keeping in touch with pupils and parents:

- o There is no expectation for classroom teachers to make regular contact with pupils in Y7-10 however if contact is made considerations to safeguarding and GDPR must be taken including the use of school email addresses only and ensuring telephone numbers are not shared.
- o Form tutors will be asked to complete welfare checks on vulnerable pupils as per the DSLs spreadsheet and on other members of their tutor group as per LCs requests.
- o Form tutors will complete 1 weekly tutor period with their form group
- o LCs/SMT will complete 1 weekly assembly with their year group
- o If teachers receive emails from pupils and/or parents replies should be made during normal working hours.
- o Any complaints that cannot be dealt with by the classroom teacher should be passed on to the SMT linked to your department.
- o Record any safeguarding concerns that may arise on CPOMS after first communicating these directly to the DSL, DDSL or a member of the safeguarding team.

> Attending virtual meetings with staff, parents and pupils – Use of Microsoft Teams:

- o **Please refer to Appendix A for MST protocol**
- o If teachers are representing the Academy in a MST meeting they should be dressed appropriately, make consideration of any background noise and consider using a MST background during a video call. Any calls to pupils made from home must be audio only.

2.2 Teaching assistants

Teaching assistants must be available between 9am and 3.35pm or where requested on the published weekly staff contact rota. 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 to the Vice Principal – Donna Allen.

Teaching assistants are responsible for:

> Supporting pupils to whom they are allocated on a one-to-one basis by working with teachers to prepare differentiated lesson materials

> Supporting teachers with allocated groups by helping to prepare resources for SEND pupils for lessons which are differentiated according to learner needs

> Supporting the SENCOs in advising teachers on SEND needs of learners that they are familiar with where the learner is new to that member of staff

> Supporting SEND or other vulnerable pupils on site on a one-to-one basis for intervention in literacy, numeracy and/or study skills as directed by the HOD

> Where appropriate and where directed by the HOD or one of the Assistant SENCOs, contacting families of pupils who receive SEND support to discuss remote learning progress and needs

> Supporting administration staff as requested by the HOD or one of the Assistant SENCOs

> Supporting SEND and vulnerable pupils through remote intervention in literacy, numeracy and/or study skills via MS Teams with pupils either one-to-one or in small groups as required by the HOD

> Contacting parents of any pupils who will receive remote learning intervention via MS Teams

> Undertaking any additional online training requested by the HOD

> Undertaking any additional safeguarding training requested by the DSL

> Supporting the HOD with any welfare contacts to families of SEND or other vulnerable pupils as requested and as appropriate

> Attending virtual meetings with teachers, parents and pupils as requested and appropriate ensuring that

  o Dress code is appropriate for a school meeting

  o Any online meetings or remote intervention sessions they attend are conducted according to the Academy's published protocols for remote meetings

2.3 Heads of Department

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

> Checking the VLE to ensure work is set for their department

> Monitoring the quality and suitability of work set by teachers in their subject

> Working with teachers teaching in their department to make sure work set is appropriate and consistent

> Alerting teachers to resources they can use to teach their subject

> QA of MST lessons and completion of HODs remote learning QA template.

2.4 Learning Coordinators

> Coordinating the continued contact with families

> Monitoring pupil engagement with MST and remote learning

> Deal with any concerns or complaints raised to the pastoral team

> Fulfil their responsibilities in completing welfare calls to vulnerable children families

> Record any safeguarding concerns on CPOMS

> Communicate regularly with their SMT link

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

> Coordinating the remote learning approach across the school

> Monitoring the effectiveness of remote learning through feedback from parents, carers and pupils.

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

> Providing training and resources to facilitate the effectiveness of remote learning systems.

2.5 Designated safeguarding lead (S Milne)

The DSL is responsible for

> Providing day-to-day contact and support for staff and pupils in relation to any safeguarding issues that arise in the course of remote learning. This may be delegated to the DDSLs in the event the DSL is not available.

> Liaising with the Safeguarding Team about pupil safeguarding concerns arising in the course of remote learning to ensure that they are dealt with in a timely and appropriate manner

> Following up, as appropriate, any reported safeguarding concerns according to the Academy's Child Protection and Safeguarding policy and procedures

> Communicating with staff, parents and external agencies as appropriate in relation to any safeguarding concerns

> Keeping up-to-date with safeguarding policy via Perspective Lite and other authorized sources of information and advice

> Keeping staff up-to-date with the latest safeguarding advice concerning remote learning from the local authority, the government or other trusted sources (e.g. NSPCC).

2.6 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 are experiencing

> Reviewing the security of systems and flagging any data protection breaches to the data protection officer (Donna Allen)

> Assisting pupils and parents with accessing the internet or devices

2.7 Pupils and parents

Staff can expect pupils to:

> Try their best to complete work set by their teachers

> Return completed work to their teachers where possible (this may be a screen shot or photograph of their work)

> Seek help if they need it by emailing their class teacher

> Alert teachers if they are not able to complete work

> Engage in MST lessons following the Microsoft Teams (MST) remote learning pupil code of conduct (see appendix 2)

Staff can expect parents to:

> Make the school aware if their child is unable to access or complete the work

> Seek help from the school if they need it

> Be respectful when making any complaints or concerns known to staff in line with the Home School Communications Policy

2.8 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 systems are appropriately secure, for both data protection and safeguarding reasons

3. Who to contact

If staff have any questions or concerns, they should contact the following individuals:

> Issues in setting work – talk to the relevant Head of Department, SMT member (Natalie Lamb)

> Issues with behaviour – talk to the relevant Head of Department or Learning Coordinator

> Issues with IT – talk to ICT support (Alan Palmer or Rob Scarth)

> Issues with Lesson Board – talk to ICT support (Rob Scarth)

> Issues and support required with MST (Garry Raven)

> Issues with SIMS – talk to the Data Manager (Stephen Lockwood)

> Issues with their own workload or wellbeing – talk to their line manager or Department SMT link

> Concerns about data protection – talk to the data protection officer (Donna Allen)

> Concerns about safeguarding – log these on CPOMS and talk to the DSL (Stephen Milne)/DDSLs

> (Edwina Hall/Lynda Oddie) or a member of the safeguarding team.

4. Data protection

4.1 Accessing personal data

When accessing personal data, all staff members will:

> Access data using school devices (laptops and/or iPads) Personal devices must not be used for this purpose.

> Endeavour to access data when on the school site whenever possible.

4.2 Sharing personal data

Staff members may need to collect and/or share personal data such as email addresses or telephone numbers as part of the remote learning system. Such collection of personal data applies to our functions as a school and does not require explicit permissions.

While this may be necessary, staff are reminded to collect and/or share as little personal data as possible online.

Staff must not share personal emails of other people and avoid emailing several people with a message.

4.3 Keeping devices secure

Use of devices should be in line with the ICT Acceptable Use Policy and Data Protection Policy.

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 (see Alan Palmer if unsure)

> 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

5. Monitoring arrangements

This policy will be reviewed monthly by the Senior Management Team At every review, it will be approved by the Principal and Deputy CEO.

6. Links with other policies

This policy is linked to our:
- Behaviour policy
- Safeguarding policy
- SEND policy
- Data protection policy and privacy notices
- ICT acceptable use policy – pupils and parents
- ICT acceptable use policy – staff
- Home School Communication policy

Appendix A

UAH Microsoft Teams Staff Protocols – Remote Learning

Please ensure that we abide by the usual safeguarding policies that exist for UAH in respect to conducting lessons. These are exactly the same for remote learning with a few exceptions for your own protection. The same rules of communication apply as if this were a regularly taught lesson, meaning that the interaction in these lessons are between the teacher and the pupils alone.

Key protocol guidelines:

1. Please do not conduct live videos calls, unless you are streaming from the Academy.

2. Please ensure there are a minimum of two staff that are part of any team created for your own protection.

3. Prior to conducting any voice conference and screen share, ensure that there are clear expectations of student behaviour (e.g. a 'classroom standard' of behaviour is expected from all participants).

4. When you are conducting voice conferencing ensure that you have your video stream turned off and insist that students follow suit. This can also be done by the member of staff who is monitoring the lesson. If a student chooses to run their live video call stream, end their call and remind them of the protocol.

5. During voice conferencing and screen sharing ensure to mute all students so that they can listen to your instruction; set strict guidelines as to when they can unmute and ask a question. Please note, questions in respect to work can be typed and responded to live in the posts section in your class team and pupils can use the hand icon to 'put their hand up'.

6. Please ensure all messages are processed in the class posts section where all staff can see conversations, usual email protocols apply in respect to communication with a student.

7. When conducting a voice conference, this no different to talking to students in the classroom setting. Please ensure that the students are not exposed to any noise in the background that is inappropriate.

8. Prior to you sharing your screen in order to show slides, flip charts or assignment etc, please ensure that students cannot see your email inbox or any information that is private, personal or inappropriate. Make sure that all other document files are closed so that nothing personal is shared by mistake.

9. Please ensure that you use your school email account for platform set up. Teachers and pupils must never use personal accounts. This also applies to communication via email.

10. Please ensure any safeguarding concerns or welfare issues that you are made aware of are actioned using the normal UAH policy and protocols with CPOMSs.

Appendix B

Microsoft Teams (MST) remote learning pupil code of conduct

- ➢ I will only take part in 'live' streaming if an adult has given consent.

- ➢ I will not reveal my passwords to anyone.

- ➢ I will be responsible for my behaviour and actions when using Microsoft Teams, this includes the resources I access and the language I use.

- ➢ I will make sure that all my communication with my peers, teachers or others using technology is responsible and sensible.

- ➢ I will not deliberately browse, download, upload or forward material that could be considered offensive or illegal. If I accidentally come across any such material I will report it immediately to my teacher and my parent.

- ➢ I will not share resources or videos created by my teachers with anyone who is not a pupil or member of staff at University Academy Holbeach.

- ➢ I will not record or take photos of my classmates or teachers during any live stream video session.

- ➢ I will not share any school content on social media platforms

- ➢ I understand that when using Microsoft Teams and other applications provided by the Academy, my use can be monitored and logged and can be made available to my teachers.

- ➢ If audio/video conferencing is used, I understand that this might be recorded by the teacher only in order for this to be forwarded to any pupil who missed the live conferencing.

➢ I will continue to follow the rules regarding my use of technology as outlined in UAH ICT Acceptable Use Policy which can be found on the Academy website.

➢ I understand that these rules are designed to help keep me safe and that if they are not followed, Academy sanctions will be applied and my parents may be contacted.

➢ When participating in an audio or video conference on Microsoft Teams, remember that this is an extension of the classroom and you should conduct yourself as you would when on your best behaviour in a classroom.

This includes:

➢ Being on time for your interactive session
➢ Being dressed appropriately for learning (e.g. no pyjamas)
➢ Remaining attentive during sessions
➢ Interacting patiently and respectfully with your teachers and peers
➢ Provide feedback to teachers about your experiences and any relevant suggestions
➢ Accessing an online video conference from an environment that is quiet, safe, public and free from distractions. Please avoid using a bedroom for video conferencing.
➢ NOT recording each other's online interactions. If the lesson is to be recorded, this will be done by the teacher.
➢ Making sure you end the session as soon as the teacher indicates to do so and do not stay in the session after the teacher has left.
➢ Remaining on mute and not talking unless asked a direct question.
➢ Use the 'raise hand' button to ask a question.