CANNOCK CHASE HIGH SCHOOL
ACHIEVEMENT FOR ALL

REMOTE LEARNING STRATEGY 2023

Contents

1   Aims

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   Use of Remote Learning

All students should attend school, in line with our Attendance Policy.

We will consider providing remote education to students in circumstances when in-person attendance is either not possible or contrary to government guidance. In all cases where remote education is provided, absence should be authorised. This might include the following.

Occasions when we decide that opening our school is either:

- not possible to do safely e.g. in the case of adverse weather conditions;
- contradictory to guidance from local or central government.

Occasions when individual students, for a limited duration, are unable to physically attend school but are able to continue learning, for example because they have an infectious illness.

3   Roles and Responsibilities

Teachers
When providing remote learning, teachers must be available between 8:45am and 3:20pm as per their contracted 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 normal absence procedure.

When providing remote learning, teachers should:
- provide students with access to remote education as soon as reasonably practicable, though in proportion to the length of absence and disruption to the learning of all learners;
- make reasonable adjustments for students with SEND to access remote education, where required, informed by relevant considerations including the support families will require and the types of services that students can access remotely.

They are also responsible for the following.

Setting Work
- Work should be set on the school's Virtual Learning Environment (VLE) ie Frog, with a clear deadline.
- Work should be set either individually for students or for a whole class depending on the circumstance.
- Where possible, learning should relate to the specific topics/concepts covered thus far in the curriculum sequence, as outlined on the Curriculum Assessment Plans.
- Students are set a single 'issue' per subject per week. This means, irrespective of split teaching in a single subject, students know they can rely on the simple consistency of viewing all of their work for each subject in one online post.
- Work is set on Frog on the first day of the period of absence and covers the days remaining in that working week.
- The due date for all work for all subject areas will usually be 12.30pm each Friday if a student is absent for the remainder of the week.
- The total duration of tasks should equate to the length of curriculum time dedicated to that subject in the calendar week.
- In the event of a whole-school closure, the provision of work will include live and pre-recorded lessons.
- Clear, structured guidance is provided for students, explaining the specific learning objectives and requirements of the set tasks. Staff explain how exactly the task is to be completed, step-by-step and how much they require the students to submit. They will also make clear if live or recorded lessons are being set each week.
- Students are required to make one single submission per subject per week on the VLE, before the deadline. This may be an electronic file(s) or photographs of written work. If students are taking photographs of their work, we remind them to ensure the photograph is clear and zoomed in appropriately so that the teacher can properly view and read the work.
- If a student has multiple teachers for a subject, the teachers should liaise in order to agree who is setting work.
- Teachers should plan work without the need for students to print worksheets/resources, ensuring all students can access the work without barriers (as if working in an exercise book). Electronic resources/handouts can be uploaded to the VLE by teaching staff but should not

require students to print them in order for work to be completed. Documents will be uploaded in PDF form only so that all students can access them even if they do not have Microsoft Office.

Providing feedback on work.
- Students will upload work as per teacher's instructions. This will usually be electronically on the VLE. If a student is unable to do this, they may submit the work via e-mail or in person upon their return to school.
- If a student is absent for a period of longer than a week, teachers are expected to provide feedback about their work in a timely manner via the 'feedback' tool on the VLE. The approach to feedback is agreed with Directors of Learning Community and Subject Leaders.
- If a student requires support with work during the school day, they are expected to contact the teacher via the 'messenger' service on the VLE. Otherwise they can e-mail the teacher via their work e-mail address. The teacher will respond at the earliest opportunity available to them.

Keeping in touch with students who aren't in school and their parents.
- If a student is absent for a period of less than one week, aside from communication regarding the setting of work, there is no expectation for staff to make contact with students unless a student and/or parent makes contact with them.
- If contact takes place, this should be via the 'messenger' service on the VLE, via the teacher's work e-mail or via the school telephone system.
- Teachers are not expected to make contact with students or parents outside of school hours.

Handling complaints or concerns.
- If a parent or student shares a complaint or concern about an aspect of remote learning involving the teacher, this will be address by the Director of Learning Community in the first instance.

Handling behaviour issues or failure to complete work.
- Any issues regarding student behavior whilst working remotely should be communicated to the Director of Learning Community who will contact parents. Any issues across a range of subjects should be communicated to the Director of Year and Assistant Headteacher – Curriculum who will contact parents.

Attending virtual meetings with staff, parents and students.
Occasionally meetings between staff, parents and students will happen remotely. This might be on Microsoft Teams or for Parents' Evenings on our Parents' Evening system.
- Teachers should ensure they dress professionally when attending virtual meetings.
- Teachers should avoid areas with background noise and there should be nothing inappropriate in the background. Where possible, teachers should use the 'blur' background feature on Teams to increase privacy during meetings.

Attainment Managers

When assisting with remote learning, teaching assistants must be available during their normal work 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 normal absence procedure.

When assisting with remote learning, teaching assistants are responsible for:
- supporting students who are not in school with learning remotely:
  - they will support designated SEND students;
  - they will provide support online by explaining the work and supporting students to complete it, depending on the need of the student.
- attending virtual meetings with teachers, parents and students.

Occasionally meetings between staff, parents and students will happen remotely. This might be on Microsoft Teams or for Parents' Evenings on our Parents' Evening system.

Attainment Managers should ensure they dress professionally when attending virtual meetings.

Attainment Managers should avoid areas with background noise and there should be nothing inappropriate in the background. Where possible, they should use the 'blur' background feature on Teams to increase privacy during meetings.

Directors of Learning Community and Subject Leads

Alongside their teaching responsibilities, subject leads are responsible for the following.
- 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.
- Monitoring the remote work set by teachers in their subject through regular meetings and 'check-ins' with teachers and by ensuring the Curriculum Assessment Plans are up-to-date.
- Developing the VLE to ensure that curriculum resources are up-to-date and accessible.
- Alerting teachers to resources they can use to teach their subject remotely.
- Ensuring work is set for students in staff absence.
- Communicating with parents and Directors of Year as well as the Assistant Headteacher – Curriculum of there are any issues with the completion of work.

Leadership Team

The Assistant Headteacher – Curriculum has overarching responsibility for the quality and delivery of remote education.

Alongside any teaching responsibilities, the AH should continue to use the school's VLE for remote education provision and make sure staff continue to be trained and confident in its use.

They should continue to overcome barriers to digital access where possible for students by, for example:
- distributing school-owned laptops accompanied by a user agreement or contract;
- securing appropriate internet connectivity solutions where possible;

- providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep students on track or answer questions about work;
- having systems for checking, ideally on a daily basis, whether students learning remotely are engaging in its use, and work with families to rapidly identify effective solutions where engagement is a concern.

They are also responsible for:
- co-ordinating the remote learning approach across the school;
- ensuring staff are aware of students in their classes who are absent where remote learning needs to be provided;
- ensuring the process for the setting of work and provision of feedback is clear to all staff;
- monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set and seeking feedback from students and parents through student and parent surveys;
- monitoring the security of remote learning systems alongside Deputy Headteacher – Quality of Education, including data protection and safeguarding considerations.

Designated Safeguarding Lead (DSL)

The DSL is responsible for ensuring our students stay safe online whilst they are accessing remote learning.

Extract from our Safeguarding & Child Protection Policy:

Online Safety

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm.

At Cannock Chase High School we realise that it is essential for our children to be safeguarded from potentially harmful and inappropriate online material. We have an effective whole school/college approach to online safety which empowers us to protect and educate students, students, and staff in their use of technology and establishes mechanisms for us to identify, intervene in, and escalate any concerns where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:
- *Content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.*
- *Contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.*
- *Conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and*
- *Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your students, students or staff are at risk, please report it to the Anti-Phishing Working Group (https://apwg.org/).*

We ensure that online safety is a running and interrelated theme whilst devising and implementing policies and procedures. We consider online safety in other relevant policies, when planning curriculum, teacher training, the role and responsibilities of the DSL and parental engagement.

The Governing Body and Headteacher have systems in place to limit children' exposure to safeguarding issues through IT. We have filters and monitoring systems in place and these are regulated and risk assessed as part of the prevent duty. We have an online safety policy, that can be found on our website, which identifies the usage and expected behaviour of children/students. As a school we appreciate the value of technology and that appropriate filters are in place yet this does not lead to unreasonable restrictions which would limit online teaching and safeguarding.

Education at home/remote learning: Where children are being asked to learn online at home, our school will refer to and use the links and resources provided by the DfE; Safeguarding in schools, colleges and other providers and Safeguarding in remote education.

*Online safety is a key aspect of our curriculum and is covered at various points throughout a student's journey at Cannock Chase High School. For detailed information about the school approach to online safety please refer to the school's **Online Safety Policy** which can be found on our website.*

Guidance Documents:
- *Children's Commissioner-Online Safety*
- *Teaching online safety in education settings*
- *Appropriate Filtering and Monitoring*
- *CEOP-Safety Centre*
- *National Cyber Security Centre*
- *NSPCC-Undertaking remote teaching safely*
- *PHSE-Advice on addressing coronavirus (COVID-19)*
- *360 Degree Safe - Online Safety Review Tool*
- *UKCCIS-UK Council for Child Internet Safety*

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 the a're experiencing;
- reviewing the security of remote learning systems and flagging any data protection breaches to the Data Protection Officer;
- assisting students and parents with accessing the internet or devices;
- providing laptops to students who need them to work remotely.

Students and Parents

Staff can expect students learning remotely to:
- be contactable during the school day – although they may not always be in front of a device the entire time;
- complete work to the deadline set by teachers;
- ensure work is submitted, where possible, in the way that they teacher has requested which will usually be on the VLE;
- seek help if they need it, from teachers or Attainment Managers;
- use the 'messaging' tool on the VLE to contact staff or via e-mail if there is an issue;
- alert teachers in advance of deadlines if they are not able to complete work;
- act in accordance with normal behaviour rules / conduct rules of the school.

Staff can expect parents with children learning remotely to:
- Engage with the school and support their children's learning and to establish a routine that reflects the normal school day as far as reasonably possible.
- Make the school aware if their child is sick or otherwise cannot complete work.

- Seek help from the school if they need it – a parent 'help guide' is sent to parents each academic year which gives advice about how to support their child with remote learning.
- Communicate with school if there are any technology issues or any other problems that mean their child may not be able to complete the work.
- Be respectful when making any complaints or concerns known to staff.

Governing Body

The Governing Body is responsible for:
- monitoring the school's approach to providing remote learning to ensure education remains of as high a quality as possible;
- ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

4   Who to Contact

If staff have any questions or concerns about remote learning, they should contact the following individuals
- issues in setting work – relevant subject lead, Director of Learning Community or SENCO;
- issues with behaviour – Director of Learning Community and Director of Year.
- Issues with IT – IT Support and Deputy Headteacher – Quality of Education.
- Issues with their own workload or wellbeing – Director of Learning Community.
- Concerns about data protection – Data Protection Officer.
- Concerns about safeguarding – Designated Safeguarding Lead and/or Deputy Designated Safeguarding Lead.

5   Data Protection

Accessing Personal Data

When accessing personal data for remote learning purposes, all staff members will use remote access which is password protected or if in work, access information via the school computer system.

Work laptops or desktops only should be used to access personal data.

Processing Personal Data

Staff members may need to collect and/or share personal data such as students' work 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. The school will follow its data protection policy / privacy notice in terms of handling data, which can be found on the school website: https://www.cannockchasehigh.com/about-us/school-policies-and-reports *(click on 'Data Protection and Freedom of Information Policy')*

However, staff are reminded to collect and/or share as little personal data as possible online, and to remind themselves of their duties in terms of data protection in accordance with the school's policies and procedures.

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;
- 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;
- installing antivirus and anti-spyware software;
- keeping operating systems up to date – always install the latest updates.

6   Safeguarding

Our school Safeguarding, including Child Protection policy as well as the Safeguarding Covid-19 Addendum can be found on the school website: https://www.cannockchasehigh.com/about-us/school-policies-and-reports

7   Monitoring Arrangements

This policy will be reviewed annually by Mrs G McAuley, Assistant Headteacher – Curriculum. At every review, it will be approved by the full Governing Body.

8   Links with Other Policies

This policy is linked to the following policies.
- Behaviour Policy
- Child Protection Policy
- Data Protection and Freedom of Information Policy
- E-Safety Policy
- Home Learning Policy
- ICT and Internet Acceptable Use Policy

9   Additional Remote Learning Information

Extended School Closure

In the event of an enforced lockdown and/or the requirement of 'bubble' groups or individual students having to self-isolate for extended periods of time, Cannock Chase High School continues to provide education remotely.

Students engage in purposeful, meaningful and ambitious tasks that are coherent with the sequence of the curriculum they have been studying. They are able to engage with teaching staff in order to access support and feedback.

Students engage in a programme that is of equivalent length to the curriculum hours they would have expected to undertake had they have been accessing on-site provision.

Students with SEND are able to access additional support, ensuring all students can engage and continue their learning.

Rationale

The experience of the spring/summer 2020 national lockdown made clear that the most purposeful, impactful and engaging activities set for students were those that focused principally on consolidation of prior learning, deliberate practice and the interleaving of prior knowledge.

Students were able to engage more fully when challenged with extending, securing and/or consolidating knowledge and skills for which they had some prior reference and familiarity.

Government directives have made clear that, in most instances of local lockdown and/or students being required to self-isolate, the school should be preparing for a 14-day period of remote learning. With this in mind, in the event of further lockdown and/or periods of self-isolation, teaching staff are advised, in the most part, to focus remote learning on consolidation and deliberate practice.

CCHS Principles of Remote Learning During Extended School Closure

Learning continues to relate to the specific topics/concepts covered thus far in the curriculum sequence, as outlined on the Curriculum Assessment Plans.

Students are set work weekly. The total duration of tasks equates to the length of curriculum time dedicated to that subject in the calendar week. If students are required to self-isolate mid-way through a week, teaching staff issue work according to the curriculum time yet to be delivered in that week.

In the event of a lockdown for a more extended period, the provision of work will include live and pre-recorded lessons.

Staff provide clear, structured guidance for students, explaining the specific learning objectives and requirements of the set tasks. Staff explain how exactly the task is to be completed, step-by-step and how much they require the students to submit. They will also make clear if live or recorded lessons are being set each week.

Students are set a single 'issue' per subject per week. This means, irrespective of split teaching in a single subject, students know they can rely on the simple consistency of viewing all of their work for each subject in one online post.

Work is 'issued' on Frog (VLE) on the first day of the period of self-isolation/lockdown and covers the days remaining in that working week. For example, if the period of remote learning starts on a Wednesday, students will be issued work for subjects they would have undertaken in school on Wednesday, Thursday and Friday of that week. Each new calendar week, the cycle of remote learning starts again, until students return to lessons on site.

The due date for all work for all subject areas is consistently 12.30pm each Friday. This is the consistent 'due date' set on all *Frog* for all subject areas.

Students are required to make one single submission per subject per week, before 12.30pm each Friday. This may be an electronic file(s) or photographs of written work. If students are taking photographs of their work, we remind them to ensure the photograph is clear and zoomed in appropriately so that the teacher can properly view and read the work.

All student work is uploaded through *Frog,* avoiding sending evidence of work to staff email addresses wherever possible. This is to ensure all work is stored in and uploaded to the same place, for ease of use and simplicity for all students and staff.

Staff are asked to provide feedback on submitted work in a timely manner during the following working week via *Frog*. The approach to feedback is agreed with DoLCs/subject leaders.

Work is planned without the need for students to print worksheets/resources, ensuring all students can access the work without barriers (as if working in an exercise book). Electronic resources/handouts can be uploaded to *Frog* by teaching staff but should not require students to print them in order for work to be completed. Documents will be uploaded in PDF form only so that all students can access them even if they do not have Microsoft Office.

If work is set using other electronic platforms, such as MyMaths, Seneca Learning, etc, students are asked to upload an example of evidence, demonstrating completion, to *Frog* (for example a screenshot or photograph of the completion screen). Again, this is to ensure consistent engagement.

All communication relating to work is sent through the *Frog* messaging service, again avoiding the use of staff emails for day-to-day communication regarding work. Staff can of course still be emailed regarding pastoral matters, but teaching staff check their *Frog* messages for the majority of communication with students. This is to help manage the volume of emails coming into school and make communication more efficient and streamlined.

Each Thursday, Assistant Headteacher - Curriculum sends a text message to parents reminding them of the following day's deadline, through SIMs In-Touch messaging service.
Each Friday evening, a 'Student Submission Report' is run by the Assistant Headteacher - Curriculum, identifying any students who have failed to submit work for that week in any subject areas and leading to communication with parents/guardians informing them of failed submissions. This provides those students with a further opportunity to complete work.

Plans are agreed with Directors of Learning Communities for teaching staff who do not work on Fridays.

Parents/guardians are informed by text message if their child has failed to submit work for any subjects. This text message is sent to parents where students are not submitted work in a number of subject areas.

Parents/guardians are contacted by members of the Pastoral Team the following week in instances where students have failed to submit any/most of their work. (See *Pastoral Care* below.)

As is the case when on site, subject specific concerns regarding the quality/volume of work may prompt further communication from the subject teacher/leader with parents/carers.

If students are absent due to COVID-19 for an extended period as has been the case during the most recent lockdown, teachers will offer live and recorded lessons in additional to setting assignments for their classes. This ensure that they are able to deliver new content, model work and maintain interactions with their students.

Live and recorded lessons adhere to the specific safeguarding guidance updated in the Safeguarding Policy update regarding lessons being delivered via video conferencing. Where this is the case, teaching staff liaise with the Deputy Headteacher (DR) to ensure permissions have been granted by all parents/guardians via the Sims Parent App in advance of virtual live lessons. Any exceptions to the above guidance specific to Sixth Form lessons are managed by Directors of Learning Communities in conjunction with Leadership Team.

Year 7 students undertake a programme of training in the Autumn Term in order to ensure all students are familiar and fluent with the online platform(s) at the earliest opportunity in the academic year.

Where appropriate, students also make use of online platforms including, but not limited to: Microsoft Teams, Frog VLE, OneDrive, as well as multiple web-based learning resources. A visual 'how to' guide has been compiled for parent/guardians and students in order to support at-home access. Parents have live Microsoft training and live parent support sessions each week during lockdown which are also recorded and e-mailed.

Students are surveyed to ensure the school has an accurate record of which students do/do not have access to electronic devices fit for the purpose of completing remote learning. This information is stored centrally on class marksheets to ensure a rapid and efficient response in the event of an enforced lockdown. Where necessary, teaching staff/subject leaders provide printed physical work for those students unable to access electronic devices. The distribution of this work is managed by Leadership Team in conjunction with Directors of Year.

Access to ICT Facilities

The school ensures those laptops and 4G routers provided by the Department for Education during the spring/summer 2020 national lockdown for specific targeted groups of students are available, meaning those facing the most imminent end of key stage external examinations are able to continue to access electronic resources.

In other Year groups, the school provides physical printed resources, such as textbooks and workbooks, for students who do not have suitable online access.

Additional Support for Students with SEND

The school's Inclusion Learning Community, led by the Assistant SENDCo, manages the additional one-to-one and small group online support provided to those students with Educational Health Care Plans.

Pastoral Care in the Event of Lockdown

Below is an overview of the processes and procedures that we have put in place to ensure the safety and wellbeing of our students during lockdown.

Safe and Well Checks

Procedures
Safe and well checks are carried out to ensure that all students in the school are safe. The process that we use filters out those students who are engaging in work through FROG therefore have demonstrated that they are having feedback from staff and providing evidence of their wellbeing through that medium and with a further specific set of guidelines in place for our more vulnerable students.

Process
1. Assistant Headteacher - Curriculum sends the weekly report to all teaching staff regarding the engagement of students from the previous week in FROG along with guidance as to how the report should be used in communications with parents.

2. From Monday two members of the Pastoral and Attendance team then highlight all students who have 0% completed work. This is recorded in a communication log on SIMS for all students. (Assistant Headteacher – behaviour to oversee and look at some instances where only a small % of work was submitted as a cause for concern).

3. On the Thursday afternoon both members of the Pastoral and Attendance team inform staff via e-mail of the names of students that they have not had contact with and ask if anyone has had any communication with these students. If they have, they should reply to and this can then be recorded on Sims as successful communication.

4. Any remaining names by Friday lunchtime should be sent to Reception/Directors of Year/Deputy Headteacher - Attendance/Assistant Headteacher – Behaviour and Director of Student Support Services of the students who they have failed to get in touch with. Reception to post a letter home to parents and record the letter on SIMS in the students SEN Events.

5. Director of Student Services (Safeguarding Lead) to follow up on any possible safeguarding concerns that may arise from certain students being on the list. Home visits may be considered for any concerns.

6. Process then repeats the following Friday afternoon.

7. Vulnerable students safe and well checks: a list of vulnerable students is recorded on the first tab of the attendance spreadsheet on the shared area (1.Covid-19 attendance). These are students who have a Safe and Well-being check, have early help team support, are LAC, have an EHCP or have been identified by pastoral staff as being vulnerable for another reason. We ask that an identified person makes a phone call to their allocated students every 7 days to check up on them, this phone call should occur even if the student has submitted work on FROG. This communication should then be recorded on Sims under successful communication.

8. Therefore, for every student in the school they should appear in one of the following places:

- showed as completing some work on their FROG page;
- show on SIMS as successful communication from a staff member. throughout the week (recorded by Pastoral Managers);
- show on SIMS as successful communication from Pastoral Managers;
- weekly communication from a specified person and communication recorded on SIMs if they are highlighted as a vulnerable student.

Implementation date:	February 2023
Last review date:	
Next Review date:	February 2024
Statutory Policy:	No