

Ormiston Academies Trust

## Packmoor Ormiston Academy Remote learning policy

### Policy version control

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## 1. Statement of Trust philosophy

- 1.1. All schools in Ormiston Academies Trust align to our three core purposes, which are to teach and develop our pupils, while we effect change so that we can create schools where no one is disadvantaged. Our strategy for remote learning continues this.

## 2. Aims

- 2.1. This Remote Education Policy aims to:

- Ensure staff and students are kept safe whilst engaged in on-line learning sessions.
- Ensure consistency in the approach to remote learning for all pupils (Inc. SEND) who aren't in school through use of quality online and offline resources and teaching videos.
- Provide clear expectations members of the school community with regards to delivery high quality interactive remote learning.
- Ensure continuous delivery of the school curriculum, so far as is possible.
- Consider continued education for staff and parents.
- Support effective communication between the school and families and support attendance.

## 3. Who is this policy applicable to?

- 3.1. Pupils (and their siblings if they also attend the academy) who are absent because they are awaiting test results and the household is required to self-isolate.
- 3.2. Pupils who are not permitted to attend school because they, or another member of their bubble who they have had close contact with, has tested positive for Covid-19.
- 3.3. Teaching and support staff.

## 4. Roles and responsibilities

### 4.1. Teachers

- 4.1.1. When providing remote learning, teachers must be available during their normal working school hours.
- 4.1.2. 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.
- 4.1.3. When providing remote learning, teachers are responsible for:
  - 4.1.3.1. Setting work for their classes which is commensurate with what they would normally set and in line with the school curriculum.

- Work will be uploaded on a weekly basis with work set for each day of the week. Supplementary work may be also be added during the week if required.
- Work will be uploaded onto the Academies Remote Learning Platform (Microsoft Teams) and will be accessed by pupils through their Class Team. This platform is password protected and each pupil will have their own log on to access their Class Team.
- All work will be set as assignments either within the pupil's Class Notebook or directly as assignments within their Class Team.
- When pupils are learning from home, work will be set using both synchronistic live timetabled teaching and asynchronistic teaching meaning that work can be accessed at anytime by pupils and is not reliant on particular timetabled sessions allowing for access to devices to be easily shared within a household. This work may be in the form of worksheets, powerpoints and instructional videos.
- Work will have deadlines set but will still be available after deadlines have passed.
- Where a member of staff is working from home but the class are still attending school some teaching will be based on a synchronistic model where the teacher teaches the class live remotely with support in the classroom to facilitate this.
- Teachers will set work in year groups and Team Classes will be based on year groups not individual classes to ensure consistency. Where some pupils are in school and others in the same year group are being taught remotely curriculum and tasks should be based on the same learning outcomes with any necessary adjustments made depending on the means of delivery.
- The amount of work that pupils are set should be consistent with government guidelines i.e. 3 hours per day for pupils in Key Stage 1 and 4 hours per day for pupils in Key Stage 2.

#### 4.1.3.2. Providing feedback on work:

- All remote work will be set as assignments within teams which can be submitted online for the teacher to access and mark. The teacher will have a record of who has accessed and completed every assignment set.
- There is a feedback facility built into teams that will allow teachers to directly share feedback to individual pupils about their submitted work.
- Work will be marked and returned to pupils via Teams. Any work submitted after 3:00pm may not be marked until the next working day.

#### 4.1.3.3. Keeping in touch with pupils who aren't in school and their parents:

- Parents can communicate with their child's teacher through teacher emails and dojos or through Tapestry in EYFS. Phone calls will also be used by teachers to correspond with parents. Pupils will be able to communicate with their teacher through their Class Teams. These chats will however be in an open not private forum.
- Teachers will endeavour to respond to parents or pupils as soon as possible, however teachers will not be expected to respond emails or messages outside of their working hours.

- When communicating with parents staff should exercise empathy to the difference contexts within which parents and pupils will be operating, for example parents and pupils may be under pressure and there may be barriers in home such as illness or limited access to devices.

4.1.4. If there is a concern around the level of engagement of a pupil or pupils the parents should be contacted via phone to access whether school intervention can assist engagement.

4.1.5. Any complaints or concerns shared by parents or pupils should be reported to a member of SLT – for any safeguarding concerns, refer immediately to the DSL.

## 4.2. Teaching assistants

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

4.2.2. 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.

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

4.2.3.1. Supporting pupils who are not in school with learning remotely

4.2.3.2. Attending virtual meetings with teachers, parents and pupils.

## 4.3. Subject Leaders

4.3.1. Alongside their teaching responsibilities, subject leads are responsible for:

4.3.1.1. Considering whether any aspects of the subject curriculum need to change to accommodate remote learning

4.3.1.2. Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent

4.3.1.3. 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

4.3.1.4. Monitoring the remote work set by teachers in their subject – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set

4.3.1.5. Alerting teachers to resources they can use to teach their subject remotely

4.3.1.6. Monitoring pupil engagement and progress with remote learning and reviewing the quality of learning achieved.

4.3.1.7. All of the above should be communicated with their teams in a timely manner.

#### 4.4. Senior leaders

4.4.1. Alongside any teaching responsibilities, senior leaders are responsible for:

- 4.4.1.1. Co-ordinating the remote learning approach across the school
- 4.4.1.2. Monitoring the effectiveness of remote learning – through regular meetings with teachers and subject key stage leaders, reviewing work set and reaching out for feedback from pupils and parents
- 4.4.1.3. Monitoring the security of remote learning systems, including data protection and safeguarding considerations

#### 4.5. Designated safeguarding lead

- 4.5.1. Ensuring children, staff and parents are regularly reminded and given information on how to stay safe online
- 4.5.2. Ensuring all staff are aware of signs to look out for which may indicate a child is at risk
- 4.5.3. Monitoring the security of remote learning systems, including, data protection, on-line filtering and monitoring systems.
- 4.5.4. Ensuring staff are aware of the code of conduct, particularly in relation to the delivery of on-line learning (see section 7 below)

#### 4.6. The SENCO

4.6.1. The SENCO is responsible for:

- 4.6.1.1. Liaising with the ICT technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- 4.6.1.2. Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs
- 4.6.1.3. Identifying the level of support
- 4.6.1.4. Providing guidance, strategies and advice to staff who are remotely educating SEND students.

#### 4.7. IT staff

4.7.1. IT staff are responsible for:

- 4.7.1.1. Fixing issues with systems used to set and collect work

- 4.7.1.2. Helping staff and parents with any technical issues they're experiencing
- 4.7.1.3. Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection lead
- 4.7.1.4. Assisting pupils and parents with accessing the internet or devices

## 4.8. Pupils and parents

4.8.1. Staff can expect pupils learning remotely to:

- 4.8.1.1. Be contactable during the school day
- 4.8.1.2. Complete work to the deadline set by teachers
- 4.8.1.3. Seek help if they need it, from teachers or teaching assistants
- 4.8.1.4. Alert teachers if they are not able to complete work
- 4.8.1.5. Adhere to the code of conduct when on-line
- 4.8.1.6. Alert the school if they have any safeguarding concerns about themselves or their peers
- 4.8.1.7. Conduct themselves in a mature and considerate manner whilst learning remotely

4.8.2. Staff can expect parents with children learning remotely to:

- 4.8.2.1. Make the school aware if their child is sick or otherwise cannot complete work
- 4.8.2.2. Seek help from the school if they need it
- 4.8.2.3. Be respectful when making any complaints or concerns known to staff
- 4.8.2.4. Alert the school if they have any safeguarding concerns about their child or another child at the school

## 4.9. Governing body and regional directors

4.9.1. The governing body and regional directors are responsible for:

- 4.9.1.1. Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- 4.9.1.2. Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

## 5. Who to contact

5.1.1. If staff have any questions or concerns about remote learning, they should contact the following individuals:

- 5.1.1.1. Issues in setting work – talk to the relevant subject lead or SENCO
- 5.1.1.2. Issues with behaviour – talk to the relevant Key Stage Lead or Behaviour Support Manager
- 5.1.1.3. Issues with IT – talk to IT staff
- 5.1.1.4. Issues with their own workload or wellbeing – Key Stage Lead or Principal
- 5.1.1.5. Concerns about data protection – talk to the data protection lead
- 5.1.1.6. Concerns about safeguarding – talk to the DSL or Deputy DSL

## 6. Data protection

### 6.1. Accessing personal data

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

- 6.1.1.1. use a secure cloud service eg.sharepoint to access data
- 6.1.1.2. use devices provided by the academy such as laptops, rather than their own personal devices to access any personal data

### 6.2. Processing personal data

6.2.1. 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 won't need to give permission for this to happen.

6.2.2. However, staff are reminded to collect and/or share as little personal data as possible online.

### 6.3. Keeping devices secure

6.3.1. All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- 6.3.1.1. 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)

- 6.3.1.2. 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
- 6.3.1.3. Making sure the device locks if left inactive for a period of time
- 6.3.1.4. Not sharing the device among family or friends
- 6.3.1.5. Installing antivirus and anti-spyware software
- 6.3.1.6. Keeping operating systems up to date – always install the latest updates

## 7. Safeguarding

### 7.1. All staff members must adhere to the following guidance:

- 7.1.1. Staff must be constantly vigilant to student behaviours- both acting out and withdrawn, which may indicate a safeguarding concern. This includes, but is not exclusively limited to: non-engagement with on-line lessons, work not handed in or substandard completion of work. Any concerns must be logged immediately via CPOMs. If they believe a child is at immediate risk of harm they should use the emergency contact system as follows:- inform DSL or Deputy DSL immediately.
- 7.1.2. Staff should adhere to professional standards as outlined in the school code of conduct and check with the participants that they are aware of the school's expectations.
- 7.1.3. When delivering a live online lesson staff must:
  - Dress appropriately
  - Be in a professional location where personal information is not on show. It is recommended that laptop/desktop or tablet cameras are set to focus on the teacher from the shoulders up. Where possible, teachers should enable the 'blur background' function.
  - Ensure that, where possible, student cameras are switched on at the start of the session in order to enable a visual safety check and to take an 'emotional temperature' check of each child. However, staff will need to exercise professional judgement over whether this is appropriate and ensure students are in a family room when cameras are on. Consideration should also be given to how students may feel about staff and other students being able to see their home environment. This could be mitigated against, if students are shown how to blur their backgrounds.
- 7.1.4. Pupils will be informed, that when engaging, in a live online lesson they should be in a safe and open family space and appropriately dressed. They should not be alone in their bedroom. The kitchen table or family room would be an ideal place for the live online lesson to take place.
- 7.1.5. At the start of each live online lesson, the teacher should ensure that pupils understand the rules and expectations. This will ensure the safeguarding of both teacher and pupils. 1:1 lessons between pupil and teacher should not take place unless they meet the guidelines below. If a live online lesson has

been set and only one pupil is waiting in the lobby the staff member will need to reschedule the session to a later date with more pupils.

## 7.2. 1:1 Sessions, break out rooms, and conducting counselling or other confidential services on-line

7.2.1. In some circumstances, 1:1 sessions are necessary and appropriate. This may be the case where pupils are undertaking specialist interventions such as reading intervention, tutoring, peripatetic music tuition, careers advice and guidance or receiving counselling support etc. To ensure children are protected from harm, and staff are protected from false allegations the following safeguards and mitigations will be considered, on a case by case basis, and risk assessments carried out.

7.2.2. No 1:1 Sessions will be conducted without SLT/DSL risk assessment and consent.

7.2.3. SLT/DSL should ask, as part of their assessment of risk:

- Is it appropriate and possible for another adult be present, e.g., a parent or a colleague?
- Can the session/lesson be rearranged to a more suitable time to allow another adult to be present?
- Could the session/lesson be conducted over the phone rather than a meeting involving video?
- Can a 1:1 session be delivered to another child at the same time?
- Does the adult delivering the session have appropriate safeguarding knowledge, skills and understanding?
- Has the school obtained written consent from the child, parent and staff member that they are happy to proceed with a 1:1 session, that they understand the benefits and risks and are clear as to the purpose? (NB – DSLs must ensure that no parent is contacted about supportive or intervention sessions if it will put the child at risk ie – where a child, who is Gillick/Fraser competent, has agreed to, for example counselling or receiving sexual health advice, but does not wish a parent/carer to be informed (see [Gillick competence and Fraser guidelines | NSPCC Learning](#) | NSPCC Learning for more information )
- The academy should make it clear, that where appropriate, the session will be recorded and the recording held for 30 days, SLT/line managers will complete unannounced drop ins/listen ins
- Where lesson links are sent to pupils, the lesson link is also sent to their line manager and a member of SLT who may access the lesson at any time.

## 7.3. Recorded lessons

7.3.1. If staff are recording lessons, they must ensure that they have sent the GDPR compliance letter to pupils, parents and carers found in the Teaching and Training > Remote Learning > Resources for Parents section on OATnet.

7.3.2. Staff should only circulate recorded lessons if they are appropriate for use.

7.3.3. To comply with GDPR all recorded lessons should be deleted after 30 days unless they are required for safeguarding or another legitimate reason. The reason for keeping the recording needs to be documented clearly.

7.3.4. Where the hosting platform provides the functionality for customised retention periods, these should be set to avoid recordings being kept for longer than 30 days

#### 7.4. Confidential on-line sessions

7.4.1. Children's emotional and mental health, particularly during periods of lockdown, is of great concern and it may be necessary to offer on-line counselling to a small number of children. In addition, some children may require access to confidential health advice and support which can only be accessed online through an academy. Careers advice and guidance is most effective when tailored to an individual's needs and where a child feels comfortable in sharing information. In all of these cases the academy will have, at the forefront of its practice, a child's safety.

#### 7.5. Counselling

7.5.1. All the above safeguards should be in place and counsellors should adhere to the British Association for Counselling and Psychotherapy, Ethical Framework for Counselling Professions [BACP Ethical Framework for the Counselling Professions](#)

#### 7.6. Use of online break out rooms

7.6.1. Where 'break out' rooms are used, staff will have in place a plan to ensure they are 'safe spaces' and are regularly monitored.

7.6.2. Staff should be vigilant to any signs of abuse or bullying in these rooms and act on any concerns immediately, in line with the school policies on behaviour for learning, anti-bullying and Safeguarding and Child protection

### 8. Useful links/resources

- [Safeguarding and remote education during coronavirus \(COVID-19\) - GOV.UK \(www.gov.uk\)](#)
- [Undertaking remote teaching safely during school closures | NSPCC Learning](#)
  
- [CEOP](#) - for advice on making a report about online abuse
- [Childline](#) - for support
- [Childnet](#) - a toolkit to support parents and carers to start discussions about their child's online life
- [Internet matters](#) - for support for parents and carers to keep their children safe online
- [Let's Talk About It](#) - advice for parents and carers to keep children safe from online radicalization
- [London Grid for Learning](#) - for support for parents and carers to keep their children safe online
- [Net-aware](#) - for support for parents and careers from the NSPCC
- [NHS Coronavirus](#) webpages
- [Parent info](#) - for support for parents and carers to keep their children safe online
- [Report Harmful Content](#) - to report and remove harmful online content

- [Support to stay safe online](#) includes security and privacy settings, blocking unsuitable content, and parental controls
- [Thinkuknow](#) - for advice from the National Crime Agency to stay safe online
- [Support for parents and carers to keep children safe from online harms](#), includes advice about specific harms such as online child sexual abuse, sexting, and cyberbullying
- [UK Safer Internet Centre](#) - advice for parents and carers