



EBORA ACADEMY TRUST

Policy Number

26NS

Remote Teaching and Learning Policy

Approved By: CEO
Approval Date: September 2020
Review Period: Annually (or when required)
Review Date: September 2021

Date Created/updated: September 2020

Version Number: 1

1. POLICY STATEMENT

This policy applies to all schools within Ebor Academy Trust, which includes any students on roll. This policy is reviewed and updated annually (as a minimum). This policy is informed by the following guidance and advice:

- Keeping Children Safe In Education (September 2020) ('KCSIE')
- Working Together to Safeguard Children (July 2018)
- Risk Assessment: Ebor Live Learning (June 2020) [LINK](#)
- Ebor safeguarding and child protection statement of intent
<https://eboracademytrust.co.uk/wp-content/uploads/bsk-pdf-manager/2020/07/4-Safeguarding-and-Child-Protection-Statement-of-Intent-2020-V3-July-2020.pdf>
- Ebor Safeguarding first principles
<https://eboracademytrust.co.uk/wp-content/uploads/bsk-pdf-manager/2020/07/4A-Safeguarding-First-Principles.pdf>
- NSPCC <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/online-abuse/>
- CEOP <https://www.ceop.police.uk/safety-centre/>

This policy also takes into account the guidance offered by City of York Council, North Yorkshire County Council, East Riding of Yorkshire Council and Hull City Council as part of the interagency safeguarding procedures set up by Local Safeguarding Children Boards.

2. STATEMENT OF INTENT: Wellbeing & Pastoral Care

At Ebor Academy Trust we are committed to safeguarding children and young people and we expect everyone who works in our Trust to share this commitment and join us in creating a culture of vigilance.

- 2.1 This policy has been created to ensure that all our pupils are effectively safeguarded whilst they access online learning opportunities from their homes.
- 2.2 Adults in our schools take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them and be confident that they will be listened to and taken seriously. We will always act in the best interests of the child and we recognise the importance of maintaining an attitude of 'it could happen here'.
- 2.3 We continue to take a whole school approach to safeguarding and child protection, so that awareness is raised within the entire school community. This policy defines a child as anyone under the age of 18 years and applies to all members of staff, including permanent, temporary and ancillary staff, Council Members, volunteers, contractors and external service or activity providers.
- 2.4 We teach pupils about safeguarding, including online, through various teaching and learning opportunities, as part of a broad and balanced curriculum. Ofsted guidance seeks to ensure that children 'recognise when they are at risk and how to get help when they need it'.
- 2.5 A secure and caring culture is essential in creating a safe learning environment for each child and we aim to create a caring, positive, safe and stimulating environment that promotes the social, physical, emotional and moral development of the individual child. We recognise that all Schools and the Trust play a significant part in the prevention of harm to our pupils and that creating an overall ethos of protection with good lines of communication are essential and will further support those children who may have heightened vulnerability within our Trust such as SEN-D children, those suffering peer-on peer abuse and those vulnerable to radicalisation or exposed to extremist views.
- 2.6 Safeguarding and child protection is everyone's responsibility. Everyone who comes into contact with children and families has a role to play. Our school is a community and all those directly

connected, staff members, parents, families and pupils, have an essential role to play in making it safe and secure.

- 2.7 Every Trust school has responsibility to maximise opportunity for the children to access learning at all times - a lack of technology should not be a barrier to any child
- 2.8 Expectations that all children will always participate in 'live' is to be balanced with opportunities to access recordings that better match parental employment (home working, for example) and wider family commitments
- 2.9 It is school SLT's responsibility to provide on-going staff CPD to support remote learning - Ebor Computing Specialist (JRK) will coordinate and provide a rich CPD offer
- 2.10 We ensure that information and support is available to all our parents and carers so that they are confident in ensuring children are protected from any online exploitation or criminal activity.
- 2.11 It is a continuous and rigorous process for every trust school to be aware, open to and proactive in the identification of any early signs of abuse, harm or maltreatment of a child.

3. STAFF RESPONSIBILITIES for remote teaching

3.1 Online platforms:

'Google' is the only permissible live platform for teaching online video-based lessons at Marfleet Primary Academy. 'Google' will be used for live communication with parents when necessary.

In the instance of Teaching Staff delivering a lesson through 'Google' they will observe the following procedures:

- a) Each teacher must initiate the session and start recording before children join the session - a new G meet must be used for each separate session.
- b) Parents are made aware that the lessons are recorded and therefore need to give their written consent to the school generically once a year as part of the pack sent out by all schools for parental approval.
- c) When staff are hosting an online lesson, it must be set up with an @ebor.academy or school domain email address.
- d) Online classroom participants **must** consist of 2 or more students.
- e) For certain children, one to one learning may be deemed necessary. In this instance the teacher must:
 - DSL will have oversight of all children receiving 1:1 sessions
 - Sessions will always be recorded and retained for 6 years
 - Receive written confirmation from the student's parent in writing that they are happy for a 1 to 1 teaching session to be taught
 - Ensure that the child's parent is in the same room as their child or in close enough proximity to see and hear all interactions on all calls.
 - Meeting invite will always be shared with relevant SLT member
- f) Once a teacher has scheduled an online classroom, the teacher must only send the link to the students' Ebor or school domain email account.
- g) When teaching in an online classroom, staff need to be business-like when giving lessons: presenting themselves as professionally as they would if they were giving a face-to-face lesson, in

dress and in manner: Staff should remember that they need to observe their usual high professional standards at all times.

- h) The broadcast should only take place from an appropriate communal area of their house or area of work. E.g. living rooms, kitchens, home offices and gardens. They must not take place in bedrooms or bathrooms. Protocols must be agreed before the session, e.g. sitting down
- i) If delivering lessons from home, be aware of material that may be visible in the background. Avoid revealing any personal teacher information or other sensitive data.
- j) The teacher of the hosted classroom must remove any students from the online classroom who have not followed the school dress code or are deemed to be wearing inappropriate clothing. The student may join the classroom again once the issues have been resolved.
- k) For the purpose of accountability and maintaining a safeguarding overview, each remote lesson will be recorded. Should any issues arise, the video can be reviewed.
- l) Recordings will be securely stored on a Google Drive accessible to the safeguarding personnel only.
- m) At the end of the retention period, the recordings will be deleted.

3.2 Emailing:

All lesson plans and work and communication is accessed through the agreed school platforms.

Staff are only permitted to email students at their school issued address and from their own school account. *Individual emails should be focused on educational matters and another parallel colleague such as tutor, guardian or class teacher should always be copied in.* Any concerns arising of a wellbeing pastoral nature **MUST** be recorded on Cpoms.

3.3 School specific offer:

IT Strategy Group will quality assure school specific offers annually and evaluate a sample of them as part of their annual work plan.

(Detail offer to parents, including access to learning through technology when children are not in school - see Braeburn exemplar below to be adapted according to school context)

Marfleet Primary Academy remote learning offer.

'Remote Learning' refers to the provision of work, teacher support, assessment and feedback from teachers to pupils in the event that normal lessons are unable to be delivered 'face-to-face' as normal.

Situations where this policy may apply include:

- Teachers are unable to attend school due to a period of advised self-isolation but remain well (**Remote teaching**)
- Individual pupils unable to attend school due to a period of advised self-isolation but who otherwise remain well (**Individual Remote Learning**)
- An extended period of school closure (**A Period of School Closure**)

Access to devices

A comprehensive parental audit will establish those families that have no access to a device. In these circumstances the school will endeavour to allocate a school device prior to isolation to all children with no access. At this time the school is unable to provide access to the internet; in the cases of children with no access to the internet paper packs will be provided by class teachers each week.

A Period of School Closure

Marfleet Primary Academy is committed to providing continuity of education for its students in the event of an extended school closure. While such situations are inevitably highly varied in their causes and ramifications, we will endeavour to provide continued learning for our students during any period of closure.

Scenario A

Short-Term Closure

Remote Teaching

All classrooms are fitted with interactive Webcams enabling remote teaching.

This section of the policy refers to situations where a teacher is well but has been advised to isolate for an allotted time.

In circumstances in which the teacher is able, the expectation would be that the teacher delivers lessons remotely from home. Assistant teachers will be expected to continue delivering intervention remotely also. In the event of the teacher being unwell with symptoms then the Assistant Teacher will deliver the resources that have been prepared previously by the teacher.

Staff will, as a matter of routine during PPA each week, save electronic resources such as powerpoints etc. This must include daily core subjects such as: Reading, Writing and Maths as well as all foundation subjects throughout the week and printable resources to the 'Remote Learning drive'. In the event of a teacher having to self-isolate these materials will then be used by Assistant Teachers or the teacher remotely.

Individual Remote Learning

This section of this policy applies in situations where school remains open and working as normal, but an individual student is unable to attend lessons as normal, but is otherwise well and able to work, e.g. a period of advised self-isolation or an absence that has been authorised by the school in advance.

Across the whole school class teachers will coordinate the relevant material during PPA and liaise where applicable with Specialist Teachers. These tasks will be shared via email with parents or in the form of paper packs where the child has no internet access, provided on a weekly basis until the student is able to return to school. The electronic/ paper packs will mirror (where possible) the teaching and learning activities happening in the team that day/week - this equates to 5 hours learning time per day. This may vary depending on the age of the children and the inability to access things such as continuous provision.

Child/ children in class having to self-isolate

Resources saved into the drive by the teacher weekly are to be printed into a paper pack for parents to collect or email directly to parents if applicable. **This must be done as soon as possible** once the school has been made aware of the child/ children self isolating. The office will alert a class teacher immediately via CPOMS if a child is self isolating and the duration of the isolation.

Scenario B

This section of the policy refers to the event of a full 'Bubble' closure for upto 14 days.

In the event of Bubble closure work is to be sent to the office for printing and collecting by parents/ carers that have no internet access.

EYFS

Teachers will plan remotely using Google Drive, Bloomz and email parents to add a weekly overview / topic web of activities, for all areas of learning, to the 'Remote Teaching and Learning drive'. This will include:

- A short daily Phonics sessions
- Topic activities
- Maths activities
- Stories read by staff

Parents/ carers will be encouraged to engage through Bloomz and add photos / feedback on their home learning. Staff will provide ongoing support for parents through email and Bloomz. For any children with no access to the devices paper packs must be sent to the school office for printing/ collection/ posting.

Key Stage 1

Teachers will plan remotely using Google drive. A daily/ weekly timetable of home learning tasks will be posted on Bloomz and emailed to parents - as before - every Monday morning at 8:30am. All subjects will be covered through daily posts by all teachers in the phase. **T**

During Bubble closure teachers will continue the teaching sequence/topic they were covering in school. Options for the tasks will be given with advice/tips for parents around ability. Teachers will also post short teaching input videos for tasks that may require this as well as sharing a story daily on Bloomz.

If a family is not actively engaging with activities the class teacher will contact them, by telephone, to offer advice and details around how to collect a paper pack - weekly.

Key Stage 2

Teachers will plan remotely using Google drive and Google classroom. Each day will begin with a remote check-in on Google Classroom (before 9:30am). Reading, Writing, Maths and Topic slides will be posted daily. These slides will include a daily task lasting 15-20 minutes. Tasks will include key skills, with some form of differentiation and web links to support learning. Learning will follow the sequence planned for the term. Topic may include a range of skills like: art, D&T, cooking, science, RE, etc. Each teacher will be responsible for planning and resourcing for their own class. Where necessary, teachers may post a video (either embedded into a slide or on Google Classroom) of themselves explaining concepts at a level that is appropriate for their class. When work is handed in, teachers will respond as if they would in a normal circumstance. Teachers may choose to respond to work during the week, especially if they can see that there is a need for intervention.

Email and Bloomz will be used to contact parents, informing them that assignments have been posted in Classroom and to remind them the work is due on Fridays.

Learning tasks will be printed (weekly) in school to create a paper pack for year groups which can be collected from school by parents/carers on a Monday.

If a family is not actively engaging with Google Classroom the class teacher will contact by telephone to offer advice and details around how to collect a paper pack.

Scenario C

Longer-Term Closure

In the event that the school / bubble / team is closed for longer than 10 working days, we will move to a model by which the school will set work for their bubble / teams using emails, Google classroom and Bloomz.

The school reserves the right to vary the methods described below in the light of developing situations surrounding the reasons behind any closure.

EYFS

Teachers will plan remotely using Google Drive and email parents to add a weekly overview / topic web of activities, for all areas of learning, to the 'Remote Teaching and Learning drive'. This will include:

- A short daily Phonics sessions
- Topic activities
- Maths activities
- Stories read by staff

Parents/ carers will be encouraged to engage through Tapestry, Bloomz and email to add photos / feedback on their home learning. Staff will provide ongoing support for parents through email and Bloomz. For any children with no access to the devices paper packs must be sent to the school office for printing/ collection/ posting.

Key Stage 1

Teachers will plan remotely using Google drive. A weekly timetable of home learning tasks will be posted on Tapestry, Bloomz and email and emailed to parents - as before - every Monday morning at 8:30am. All subjects will be covered through daily posts by all teachers in the phase. **In the event of Bubble closure work is to be sent to the office for printing and collecting by parents. There will be a contingency plan around the printing of packs in the event of a full school closure depending on circumstances at the time.**

During full school closure teachers will continue the teaching sequence/topic they were covering in school.

Options for the tasks will be given with advice/tips for parents around ability. Teachers will also post short teaching input videos for tasks that may require this as well as sharing a story daily on Bloomz.

If a family is not actively engaging with activities the class teacher will contact them, by telephone, to offer advice and details around how to collect a paper pack - weekly.

Key Stage 2

Teachers will plan remotely using Google drive and Google classroom. Each day will begin with a remote check-in on Google Classroom (before 9:30am). Reading, Writing, Maths and Topic slides will be posted on Monday and due in on Friday. These slides will include a daily task lasting 15-20 minutes. Tasks will include key skills, with some form of differentiation and web links to support learning. Learning will follow the sequence planned for the term. Topic may include a range of skills like: art, D&T, cooking, science, RE, etc. Each teacher in the phase will be responsible for planning and resourcing for their own class. Where necessary, teachers may post a video (either embedded into a slide or on Google Classroom) of themselves explaining concepts at a level that is appropriate for their class. When work is handed in, teachers will respond as if they would in a normal circumstance. Teachers may choose to respond to work during the week, especially if they can see that there is a need for intervention.

Email and Bloomz will be used to contact parents, informing them that assignments have been posted in Classroom and to remind them the work is due on Fridays.

Learning tasks will be printed (weekly) in school to create a paper pack for year groups which can be collected from school by parents/carers on a Monday.

If a family is not actively engaging with Google Classroom the class teacher will contact by telephone to offer advice and details around how to collect a paper pack.

Any online contact between students and staff must only take place through official school channels, which are:

School emails, Google Classroom, Bloomz. No personal email addresses must be used by either staff or pupils.

Any live contact between students and staff must only take place through official school channels. This includes emails from students to teachers, which should only be sent from students' email addresses.

Contact between students and staff through personal telephones or personal email accounts, or any other third-party messaging software or video conferencing software (e.g. WhatsApp, Skype etc.), is strictly prohibited.

Staff Illness.

When staff are unwell during a period of school closure, they should follow the usual absence procedure and contact the school via a telephone call, before 7am. If they are able to set work for any lessons that require it then they should do so, otherwise responsibility for work falls to the phase leader or designated delegated colleague.

Safeguarding

During any period of school closure, the "Safeguarding and Child Protection" Policy still applies.

