



EBOR ACADEMY TRUST

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Remote Teaching and Learning Policy

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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 Ebor Academy Trust/Park Grove Primary Academy. 'Google' will be used for live communication with parents when necessary.

In the instance of Teaching Staff delivering a live 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.

Park Grove Primary Academy Remote Learning Offer.

‘Remote Teaching and Learning’ refers to the provision of learning activities, 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.

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who aren’t in school
- Set out expectations for all members of the school community with regards to remote learning

- Provide appropriate guidelines for data protection
- Provide appropriate guidelines for the Safeguarding and well-being of children

Situations where this policy may apply include:

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 whole school closure (**A Period of School Closure**). A 'bubble' unable to attend school due to a period of advised self-isolation but who otherwise remain well (**Bubble Remote Teaching and Learning**).

A teacher unable to attend school due to a period of advised self-isolation but who otherwise remain well (**Teacher Led Remote Learning**).

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 for a considerable amount of time, 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.

Once a self-isolation case has been confirmed, teachers will send out relevant teaching materials via Bloomz or email the next school/working day. Key Stage 2 may also share work via Google Classroom for individual pupils. These activities will mirror (where possible) the face-to-face learning objectives. Parents can request a paper copy of the work if needed. If paper copies are being returned to school, they will need to be quarantined for 72 hours and arrange drop off areas and times that limit the danger to staff.

If parents choose to keep their child off school as a precaution rather than because of a confirmed case of isolation, we would actively work with the family to ensure they do come into school for face to face sessions, however during any period of absence they must still contact school to log this absence.

Teacher Led Remote Learning

This applies in situations where school remains open and working as normal, but a teacher is unable to attend lessons as normal for a considerable amount of time, 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.

In this event, the teacher will liaise with parallel teaching staff to organise and plan a teaching sequence for their period of absence which may include remote teaching sessions via Google Meet.

A Period of School Closure

Park Grove 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.

(a) Short-Term Closure

For a short-term closure (up to 10 school days) class teachers will compile the learning materials which may include teacher videos and slides for that period of absence which will be sent via Bloomz or email. Work may also be set via our designated reading, maths and spelling online platform. In KS2, children may also be able access their work on Google Classroom. If parents require a paper copy, they can inform the school office/class teacher who will print and prepare a paper pack for collection at a safe time.

(b) Longer-Term Closure

In the event that the school / bubble is closed for longer than 10 working days, we will ensure all phases in school will set work for their bubble using their relevant digital platform. We will also be setting work via our designated reading, maths and spelling online platform.

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 G-Suite and add a weekly overview of activities for all areas of learning to Bloomz every Monday morning. The activities will be shared on Bloomz daily. These will vary and may include a range of the following:

- A short daily Phonics session
- Maths activities
- Stories read by staff
- Communication, language and literacy activities

Where necessary, teachers may post a video of themselves explaining concepts at a level that is appropriate for their class/child. Videos will be made using Loom. Staff can provide ongoing support for parents through the communication app Bloomz.

When work is handed in, teachers can give feedback that could be given through a typed comment or digital sticker. Teachers will only be expected to provide feedback in between normal school hours.

Key Stage 1

Teachers will plan remotely using G-Suite. A weekly timetable of home learning tasks will be posted every Monday morning via Bloomz. The daily activities outlined in the overview will be sent out through Bloomz and will include a range of tasks across the curriculum, which may include the following over each week:

Year 1:

- Online resources to support daily practice in maths and phonics e.g. Reading Eggs, Numbots
- Writing x2

- Maths sessions x3
- Topic/Other x1 (Science, Computing, Music, Art, PE etc)
- Daily story video

Year 2:

- Online resources to support daily practice in maths and phonics e.g. Reading Eggs, Numbots
- Spelling x1
- Writing x2
- Maths sessions x3
- Topic/Other x 1 (Science, Computing, Music, Art, PE etc)
- Daily story video

Where necessary, teachers may post a video of themselves explaining concepts at a level that is appropriate for their class/child. Videos will be made using Loom. Work can also be shared via direct message which teachers can respond to (Bloomz). When work is handed in, teachers will give feedback that could be given through a typed comment or digital sticker. Teachers will only be expected to provide feedback in between normal school hours.

If you do not have any wifi or devices to facilitate the above, please inform the school office / class teacher who can provide paper resources.

Key Stage 2

Chromebooks will be made available to loan to a class or bubble closed down for more than 10-14 working days.

Teachers will plan remotely using G-Suite. All learning will be provided through Google, with links signposting to other platforms where appropriate. All learning will continue to follow our current curriculum design and will be based on the national curriculum. Independent learning activities may include using hyperdocs or Google slides which children can work through on their own (feedback will be provided on all learning completed in the form of a voice or written comment). Teachers may record video lessons or instructions in order for all children to access and complete the work successfully, including at different times to fit within varying home routines.

A weekly timetable of home learning tasks will be posted every Monday morning via Bloomz. The activities outlined in the overview will be sent out through Google Classroom and will include a range of tasks across the curriculum with tasks being sent daily. Teachers will continue the teaching sequence/topic they were covering in school and may include the following over each week:

- Maths x3
- Reading x 2
- Writing opportunities x2
- Spelling x1
- Science x1
- PE x1
- A range of subject sessions related to current topic: history, geography, art, D&T, RE... x1

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/child. When work is handed in, teachers will give feedback that could be recorded verbally or given through a typed comment or digital sticker. Teachers will only be expected to provide feedback in between normal school hours. Teachers will

aim to provide feedback to any work handed in after the submission time as soon as possible, but in this scenario teacher feedback may be delayed.

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.

If you do not have any wifi or devices to facilitate the above, please inform the school office / class teacher who can provide paper resources.

Expectations of Students

Assuming they are well enough to work, students are expected to:

- Complete all work set for them and submitting work which is requested for feedback promptly
- Check Google Classroom (KS2) regularly and read and respond to communication from the school.
- Ensure that their school Chromebook is at home with them and is fully charged at the start of each day. Where students experience problems with IT systems they should proactively inform the school admin team.
- Procedures outlined in the consent form must be adhered to e.g. appropriate clothing must be worn etc (see consent form).

Expectations of Staff

Assuming they are well enough to work, staff are expected to:

- Ensure that work is set and made available on Bloomz or Google Classroom at the start of each week to cover the calendar week ahead, and that sufficient resources are made available to students via electronic means to allow them to carry out this work at home.
- Class teachers are responsible for the setting (or delegation) of tasks from Reception to Y6. Staff may liaise within their bubble to set work. Additionally, phase leaders are required to maintain oversight of the appropriateness and quality of the work set across their phase.
- To be familiar with the use of Bloomz, Google Classroom and Google Meet, and to be available online through Meet to liaise with other members of their phase / school team.
- To set, assess and return work to students promptly and provide feedback on learning given to students using either voice or written comments (this applies to electronic learning only).
- To be available from 8:45am-3:20pm (normal school hours) if any parents or students need to get in touch.
- Subject leaders will ensure technology is used as a platform to facilitate learning across all areas of the curriculum.
- Teachers will ensure pupils have all their passwords at home.

Any online contact between students and staff must only take place through official school channels.

Staff will use the academy trust xxx@ebor.academy email address only. No personal email addresses must be used by either staff or pupils. There is no expectation for teachers to respond for students or parents after 5pm.

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 address xxx@pgs.ebor.academy

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 parallel class teacher or designated delegated colleague.

Safeguarding

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

Monitoring arrangements

This offer pack will be reviewed termly by JS, CP & GG. At every review, it will be approved by the full governing board.

The governing board 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 remote learning systems are appropriately secure, for both data protection and safeguarding reasons.