

M20 Learning Trust for Beaver Road Primary School



Remote Education Policy

As a Rights Respecting School, the following articles underpin this policy for our approach to Equal Opportunities



Article 3 The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 4 Governments must do all they can to make sure every child can enjoy their rights by creating systems and passing laws that promote and protect children's rights.

Article 16 Every child has the right to privacy. The law should protect the child's private, family and home life, including protecting children from unlawful attacks that harm their reputation.

Article 18 Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must support parents by creating support services for children and giving parents the help they need to raise their children.

Article 29 Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

1. Aims

This remote education policy aims to:

- Provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.
- Ensure consistency in the approach to remote education for pupils who aren't in school for a full bubble closure and individual self-isolation.
- Set out expectations for all members of the school community with regards to remote education.
- Provide appropriate guidelines for data protection.

2. Roles and responsibilities

We have made a decision that pre-recorded lessons and not live lessons are more appropriate and effective for our remote education. We are committed to inclusion at all levels, live lessons are less accessible for younger children and may even exclude some children, therefore we will use pre-recorded lessons to minimise inequality.

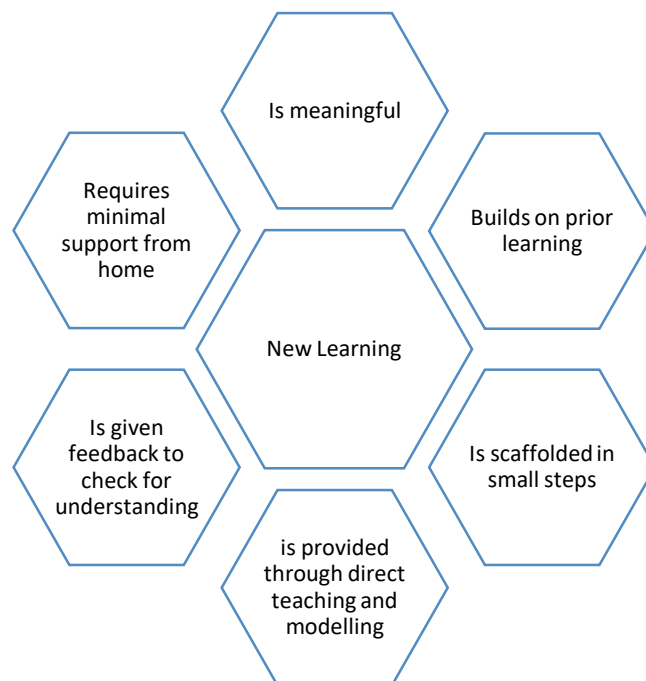
Live lessons mean that both a device and the children have to be available at a specific time of the day, putting additional pressure and expectations on families who are often juggling working from home whilst trying to support their child. When lessons are pre-recorded, children can have a level of independence to choose which order they would like to undertake their learning and the pace they need to succeed.

Live lessons require both a device and a greater internet band width that not all families have access to, creating an inequality of opportunity. For families with more than one child isolating, there would be an even higher demand on the availability of technology at a specific time.

However, as part of our commitment to maintain a sense of community and belonging, children will be given the opportunity each week to be involved in live interactive well-being activities. These will be optional for families and will vary for each year group in regularity and length. There are strict safe guarding procedures which all children, parents and carers must adhere to for these to be successful and enjoyable.

2.1 Teachers

When providing remote education teachers will ensure 'New Learning':



When providing remote education for a whole bubble, teachers must be available between 8.30am to 4pm with their usual break and lunchtimes.

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 education for a whole bubble, teachers are responsible for:

Setting work:

- For the children in their class or a possible mixed year group bubble.
- The following work needs to be set so that there is consistency and equality of opportunity for all children.

- ✓ A pre-recorded video explaining a rundown of the daily timetable and the resources that will be needed.
 - ✓ Shorter activities which would normally happen on that day in school uploaded with the daily timetable onto the learning platform.
 - ✓ A minimum of 3 pre-recorded lessons uploaded onto the learning platform. In addition, teachers may also use video and audio lessons from other remote providers such as espresso, oak academy, BBC and Mangahigh.
 - ✓ All resources needed to complete the lessons uploaded.
- This work needs to be ready to access by 6pm the day before. However, immediate remote provision in the first few days of children being sent home will be available from 9AM on each day and added to throughout the day.
 - We teach the same curriculum remotely as we do in school following the long and medium term plans. This is a well sequenced and balanced curriculum that supports pupils both in class and remotely.
 - Work should be uploaded onto Tapestry for Nursery & Reception and Seesaw for Year 1 to Year 6. This should include 3 hours on average for Key Stage 1 with less for younger children. 4 hours for Key Stage 2.
 - For SEND children, if appropriate, different work may need to be set separately.
 - For families that are unable to access the learning platform, work packs may be used. In this case, teachers need to email the school admin by 9AM where the work will be printed and made ready to collect by a parent or carer. Where the whole family is isolating and cannot leave the house, work packs will be posted.
 - Ensuring the learning offer is a balance of online and offline activities.
 - Providing opportunities for children to share work, photos and videos of each other on the secure learning platform, if permission has been given by the parent or carer, so children feel connected with their peers whilst they are not in school.
 - Provide the opportunity each week for children to be involved in live interactive well-being activities via Zoom. These will be regularly organised and planned by each year group according to the age and development of the children.
 - Provide opportunities to monitor children's well-being and address any concerns. These may include individual family phone calls and video calls.
 - Identifying which children are in need of lending a tablet or laptop in order to access the online remote education effectively.
 - Making text books and reading books available for parents and carers to collect where necessary.
 - Ensuring children are able to access quality reading books using the online applications such as Bug Club, Oxford Owls and Collins Big Cat. To monitor children's reading progress.

Assessing children's achievements and progress

Teachers will continue to assess children's achievements and progress to inform their planning and move their learning on. Lessons will be built upon children's prior learning and assessment points. Formative assessment will be ongoing and evident through feedback and marking (both verbal and written), questioning and planned opportunities within lessons that

allow children to demonstrate their knowledge, skills and concepts learnt across the subjects. Teachers will continue to use their professional judgement and historic data, including their baseline, to inform any future summative assessments and to help set work appropriate to each child.

Recognising the difficulty in knowing for sure the level of support children are receiving at home (including the conditions/ environment they are working in) and that this will vary between children, at this time teachers should proceed with caution when updating the school's tracking system. Children's assessment records, progress and achievements should not be disadvantaged due to them having less support at home and/or limited access to resources which are usually readily available to them in the classroom. Likewise, those who are heavily supported and whose work appears to have been scaffold with little to no independence seen, should be noted and reassessed at the earliest available opportunity.

Providing feedback

In the few cases where work packs are being used, these need to be brought back to school or collected as necessary by staff in school for feedback. Work packs will be delivered to families on a daily basis.

For the large majority of all other work, children need to upload their work to Tapestry or Seesaw for the teacher to provide feedback and monitor progress.

Keeping in touch with pupils who are not in school staff should:

- Use Tapestry and Seesaw to communicate about the child's learning following the feedback and marking policy.
- Monitor the self registration of children. Children should have either responded to the morning welcome video or posted learning from one of the activities set by 10am each day. If children have not completed self-registration by 10am teachers must inform the admin team in order for a phone call home to be made if this is a regular occurrence. Teachers may make calls to parents and carers where engagement is a concern.
- Phone calls can be made ensuring contact numbers are blocked if using personal devices. For example, if children are not completing work set or the bubble were told about isolation over the weekend, during a holiday or in the evening when school was closed.
- Staff are recommended to only respond to Tapestry and Seesaw uploads during the following working hours - 8.30am to 4pm. However, in recognising the flexibility needed depending on staffs personal circumstances, responses may be made outside of these times.
- If a parent or carer emails a teacher personally, the member of staff should direct them to the communication policy and normal communication procedures apply.
- Any complaints or concerns shared by either families or staff must be escalated to the Head of Year, Deputy or Headteacher as per the communication policy/ communication procedure.
- If there are any safeguarding concerns this must be communicated to either Liz Hardy, Michael Davenport, Ruth Byrne, Emma Easmon, Hilary Silva, Ruth Pearson or Mel Ullett the school Designated Safeguarding Leads (DSL) and a CPOMs completed.

Attending virtual meetings with staff, parents and pupils:

- Dress code, please ensure this is appropriate (see Staff handbook)
- Ensure locations are quiet and avoid areas with background noise with nothing inappropriate in the background.
- Attend and contribute to all relevant team meetings, including meetings about the welfare of children.

If teachers are still teaching in school and individual self-isolating children are not in school school staff should:

- Provide a recording of a daily explanation of the day's work by a member of the year group team.
- All lesson resources for a child to access the 3 x lessons being taught in school uploaded to Tapestry or Seesaw.
- A phone call home to the child during the first week of isolation. If the child is isolating for 10 days, the family can expect two phone calls home during the isolation period.
- For families that are unable to access the learning platform, work packs may be used. In this case, teachers need to email the school admin by 9AM where the work will be printed and made ready to collect by a parent or carer. Where the whole family is isolating and cannot leave the house, work packs will be posted.
- Provide opportunities for children to share work, photos and videos of each other on the secure learning platform, if permission has been given by the parent or carer, so children feel connected with their peers whilst they are not in school.
- Provide opportunities to monitor children's well-being and address any concerns.

Safeguarding

Teachers must:

- ensure parents and carers have given permission for their child to have work, photos and videos shared on the relevant learning platform.
- ensure children are taught how to use both the learning platform and the internet safely. Such as:
 - Any videos are made in a family room.
 - Children should not share any personal data
 - Children should understand about in built cameras <https://www.ncsc.gov.uk/guidance/smart-security-cameras-using-them-safely-in-your-home>
 - Children should follow the school's behaviour and relationship expectations.
 - Children are taught about e-safety
- ensure that the live zoom call risk assessment is adhered to for both class well-being sessions and individual family meetings.

During whole class or year group remote education, a member of the year group team must be available for the children to respond to any child's worries or concerns as part of the Time 2 Talk initiative.

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy, this includes making a report via CPOMS, which can be

done remotely. This report should be followed up with a phone call to the DSL if they are not on site. In the event that the DSL cannot be contacted then one of the deputy DSLs must be contacted.

In the unlikely event that a member of staff cannot access CPOMS from home, they should email the Designated Safeguarding Lead. This will ensure that the concern is received.

Staff are reminded of the need to report any concern immediately and without delay.

2.2 Teaching assistants

When assisting with remote education, teaching assistants must be available between 8.30am to 4pm. If they're 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 education, teaching assistants are responsible for:

- Supporting pupils who are both in school and learning remotely. Target children will be identified by the Class Teacher, Head of Year or SENDCo.
- Attending virtual meetings with staff, parents and pupils:
 - Dress code, please ensure this is appropriate (see Staff handbook)
 - Ensure locations are quiet and avoid areas with background noise with nothing inappropriate in the background.
- Contribute, as required, to the Welfare team meeting

- Complete on-line training as required.

- If Teaching Assistants are self-isolating and well, and the bubble has not been closed, Teaching Assistants must be in daily communication with the class teacher and if appropriate the Head of Year so that they are supported to work from home.

When a class bubble is isolating and the class teacher is unwell and unable to provide work for the children, the class teachers in that year group will provide the planning for the children. The HLTA working in that year group is responsible for uploading the work onto Tapestry and Seesaw for the children and making the relevant teaching videos. In the absence of a HLTA, the Head of Year will need to distribute the responsibilities of providing the home learning for that class amongst the staff in the year group.

Safeguarding

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy, this includes making a report via CPOMS, which can be done remotely. This report should be followed up with a phone call to the DSL if they are not on site. In the event that the DSL cannot be contacted then one of the deputy DSLs must be contacted.

In the unlikely event that a member of staff cannot access CPOMS from home, they should email the Designated Safeguarding Lead. This will ensure that the concern is received.

Staff are reminded of the need to report any concern immediately and without delay.

2.3 SENDCO

THE SENDCO is responsible for:

- Contacting families and offering places for all children with EHCPs.
- Identifying which children from the SEND register should be offered places immediately and confirm with teachers.

- Supporting teachers in considering what aspects of the subject curriculum need to change to accommodate remote education, ensuring that differentiated learning is in place for all SEND children as required by their needs.
- For children who are unable to attend due to medical vulnerability or self isolation, the SENDCo will liaise with Heads of Year to ensure all children who have EHCPs are able to access live 1:1 Zoom sessions.
- Co-ordinating with outside agencies E.g. SALT to ensure provision continues for children with SEND who are either learning at home or at school through either remote live sessions or face to face.
- Co-ordinating phone calls for SEND children learning at home, with the family engagement officer and class teachers, to ensure children have at least 2 x phone calls a week or more if needed.
- Prior to the return to school, the SENDCo or teacher will contact the parents and carers to discuss the transition back into school for the child. Some children might need a phased return or a relaxed return due to being absent from school for a period of time.
- Alerting teachers to resources they can use to teach their subject remotely. E.g. Lexia and Nessy.
- Contribute to any welfare team meetings
- Maintaining reports and other documentation linked to the role.
- Teaching sessions on pre-recorded Tapestry and Seesaw if required.
- Monitoring both Seesaw and Tapestry to ensure children engagement and provision.

2.4 Headteacher and Senior Leaders

Senior leaders are responsible for:

- Co-ordinating and communicating the remote education approach across the school working with Deputy Heads and Heads of Year.
- Supporting the school community with any technical issues relating to Tapestry and Seesaw.
- Monitoring the effectiveness of remote education by regular phone calls with the Head of Year and accessing Seesaw and Tapestry to monitor what is being provided for the children.
- Monitoring the security of remote education systems, including data protection and safeguarding considerations
- Ensuring individual self-isolating staff are contacted so they are supported to work from home.
- Ensuring effective communication with the school community.
- Ensuring availability and access to remote education devices and internet connection.

2.5 Designated safeguarding lead

The optimal scenario is to have a trained DSL available on site. Where this is not possible, they or a trained deputy will be available to be contacted via phone or online video

Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site.

This might include updating and managing access to child protection online management system (CPOMS) and liaising with the offsite DSL (or deputy) and as required liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school.

It is important that all staff and volunteers have access to a trained DSL (or deputy). On each day, the staff on site will be made aware of who that person is and how to contact them.

The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

The DSL will ensure that all safe guarding concerns are dealt with by the relevant member of staff.

2.6 Family Engagement Officer

The family engagement officer is responsible for:

- Supporting teachers to contact self-isolating children when the rest of the class are still in school.
- Supporting families who are self-isolating and are unable to access the school's learning platforms.
- Supporting families who have had safe guarding concerns raised.
- Supporting children on the SEND register under direction from the SENDCo.

2.7 Pupils and parents

Staff can expect pupils who are learning remotely to:

- Self-register in the morning by 10am every day and be contactable during the school day – although staff must consider that children and parents may not always be in front of a device the entire time.
- Complete work to the deadline set by teachers.
- Seek help if they need it, from teachers or teaching assistants.
- Children should share their worries or concerns with their class teacher using Seesaw or Tapestry.

Staff can expect parents with children learning remotely to:

- Alert teachers if they are not able to complete work due to lack of internet connection, data or remote education devices.
- Help their children to develop and maintain a regular routine to support their child's education. A video to help discussions with children. <https://youtu.be/MO9SDGRgi3c>
- Make the school aware if their child is sick or otherwise cannot complete work
- Answer calls from a withheld number whilst children are receiving remote education in case it is a welfare call from school.
- Seek help from the school if they need it so that we are able to support families effectively E.g. If they are having issues accessing the remote education platform, understanding the learning given to their child, if they are struggling to get their child engaged with the remote education or they have worries about their child's well being whilst they are not in school.
- Be respectful when making any complaints or raising concerns about the remote education provision.
- Collect any physical resources such as text books and stationary if necessary.

2.8 Trust Board

The trust board is responsible for:

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

3. Who to contact

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

Issues in setting work and behaviour – talk to your Deputy Head / Head of Year

Issues with IT equipment – Log using AVA google form

Issues with Seesaw – Ruth Byrne

Issues with Tapestry – Chloe Moran or Hilary Silva

Issues with their own workload or wellbeing – talk to Head of Year, Deputy or Headteacher

Concerns about data protection – talk to the data protection officer, Tina Smith

Concerns about safeguarding – talk to the DSL, Liz Hardy, Michael Davenport, Ruth Byrne, Emma Easmon, Hilary Silva, Tina Smith or Melanie Ullett-Milne

3.1 Phone calls

- Staff will only phone families from the school landline or from their personal phone with holding their number.
- School staff will only contact pupils via the landline or a parent/carer mobile and never directly to a pupil's mobile.
- The staff member should ensure that the parent is aware they are speaking to the child.

4. Data protection

4.1 Accessing personal data

When accessing personal data for remote education purposes, all staff members will:

- Ensure data is secured on SIMs or Google Drive for leadership team and teachers.
- Support staff to use Seesaw and Tapestry.
- Use M20 Learning Trust's Acceptable Use policy.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses as part of the remote education 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. However, staff are reminded to collect and/or share as little personal data as possible online.

4.3 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 (e.g. asterisk or currency symbol)
- Using the CC4 Remote Access and Desktop Connection – this means if the device is lost or stolen, no one can access any school files.
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Keeping operating systems up to date – always installing the latest updates
- Reading and operating within the trust's Acceptable Use policy.

5. Technological considerations

Teachers must consider which websites and activities they signpost to carefully, remembering that online access on school devices will have internet content filtering systems in place that are unlikely to be replicated in the home environment. Pupils may be inadvertently exposed to inappropriate content or advertising. Only trusted sites must be used. The school laptops borrowed by children during self-isolation will be managed through the set up system so that children can only use sites agreed by school and are not able to web browse.

6. Safeguarding

Please refer to the M20 Learning Trust's Safeguarding Policy

7. Monitoring arrangements

This policy will be reviewed annually by the Headteacher. At every review, it will be approved by the Governors and Trust Board.

8. Links with other policies

This policy is linked to our:

- Communication policy
- Behaviour and relationships policy
- Child protection and safeguarding policy including the coronavirus addendum to our child protection and safeguarding policy
- Data protection policy and privacy notices
- ICT and internet acceptable use policy
- Online safety policy