Ormiston Academies Trust

Ormiston Denes Academy
Remote Learning Policy

Policy version control

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Linked polices/documents	Child Protection & Safeguarding policy Covid addendum to Child Protection and Safeguarding Policy (latest iteration) Behaviour for Learning policy Disclosure and Barring Service (DBS) policy Data Protection and Freedom of Information Policy E-Safety & E-security policy SEND policy Allegations against staff policy Anti-bullying policy Technology Acceptable Use Policy (AUP) and Academy Staff Agreement KCSIE 2021 Pupil privacy notice and Workforce privacy notice Home-school agreement

Contents

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. In addition, the OAT 8 identifies safeguarding as our number 1 priority and as a theme through everything that we do. Our strategy for remote learning and intervention continues this.

2. Aims

2.1. This Remote Education Policy aims to:

- 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.
- Ensure the remote education provided is equivalent in length to the core teaching pupils would receive in school and will include both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently
- Provide clear expectations for members of the school community regarding the delivery of high quality interactive remote learning.
- Ensure continuous delivery of the school curriculum, so far as is possible.
- Consider continued education for pupils by staff and parents.
- Support effective communication between the school and families and support attendance.
- Ensure the safety of children and staff
- Comply with Government requirements

2.2. What is remote learning?

2.2.1. Typically 'remote education' is used to describe situations where children are being taught remotely in their own homes rather than at school in a classroom. However, 'remote education' also includes situations where a teacher is working remotely and teaching a class of pupils at school, e.g., the teacher is teaching from home because they are self-isolating or shielding.

2.2.2. 'Remote education' is often used to refer to teaching and learning that takes place online. However, it also covers teaching and learning using hard copy resources such as textbooks and worksheets.

2.2.3. 'Blended learning' refers to learning that involves a combination of face-to-face teaching and remote education which may be delivered online or through hard copy resources. It is a particularly important consideration in respect of those pupils who may need to attend school sites because they have been identified as vulnerable or are the children of key workers.

3. To whom does this policy apply?

3.1. All pupils, teachers, support staff and approved adults providing support/advice or guidance to children, as a result of having to access or deliver sessions remotely from home due to Covid related reasons i.e., National Lockdown, isolating, shielding, self-isolation etc.

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'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.

4.1.3.1. Delivering lessons via live streaming, or at minimum a pre-recorded instruction video or third party online platform that is commensurate with the standards of learning in the academy. *Further guidance on how this should be carried out is provided on the internal remote learning website for teachers.* In any other circumstance, when setting work for their classes it should be in line with what they would normally set and in line with the school curriculum. Clear guidance should be provided to students about the specific of the work to be completed and the time it should take to complete.

- For any period of self-isolation or absence from the academy due to illness, work should be set on Google Classroom no later than 8:00 am on day of work during. For live lessons, if delivering remotely, the teacher should check the cover sheet sent out and ensure the teacher covering the lesson is invited to the Google Calendar meeting to facilitate the lesson.
- All work should be sent to the cover supervisor manager (or alternatives given wider scale staff isolation - this will be communicated to staff by the Vice Principal for T&L) and via Google Classroom. Teachers should only set work using Google suite applications and avoid using other software such as PDFs and Zip files. This work can be completed remotely and the academy provides an internal training webpage, which can be accessed remotely, that sets out all the expectations for setting work online.
- To ensure consistency across the year/subject and to make sure pupils with limited access to devices can still complete the work, teachers should keep in contact with their Curriculum Leaders and other department staff via the school email system. If further support is required they can meet and participate in department meetings and CPD via Google Meet, they should coordinate with other teachers, including those teaching in school.

4.1.3.2. Providing feedback on work:

- Students should be instructed to submit work via Google Classroom, or a clear alternative method should be provided (a shared folder on Google Drive or an email via the school email system). If booklets have been provided, expectations should be made clear to the student regarding work completion and submission.
- At minimum, teachers working remotely should provide online feedback via Google Classroom, or via email to students. However, teachers may also provide feedback via streamed lessons if working remotely, where a TA or cover teacher can support the lesson in school.
- Teachers need to provide feedback on completed work inline with their department feedback policies. Curriculum Leaders will monitor this as they would work completed in school. Further guidance for providing feedback is available on the CPD pages on the staff intranet.

Further guidance for how this should be carried out is provided on the internal remote learning website for teachers.

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

- When single students or smaller groups of students are away from the academy through self-isolation, calls will be made to families via the school administration team, who log and track return to school dates and triage any barriers to learning. Teachers are not required to make these initial calls. Any issues will be passed to Heads of Year or the Vice Principal for Teaching and Learning, who will follow up directly via telephone calls or email. If feedback is required from a teacher working remotely, an administrator or teacher in school will make contact with the family on their behalf.
- If the school enters an extended period of lockdown and school closure, the academy aims to contact all families at least once a week to conduct welfare checks and triage and issues the families may experience accessing remote learning. The Vice Principal for Compliance and Safeguarding will set out the system for keeping in touch with pupils to all school staff at the beginning of the period of school closure and update staff through the weekly briefings. This information will form the basis of support the pastoral teams will provide to families during school closures.
- Whenever contact is made with parents, regarding attendance or engagement in remote learning, it should always be done with the aim of reducing barriers to access to remote learning and to support engagement. The tone and phrases used in the call should always be supportive and not talk about consequences. All academy staff should be aware that parents and students may be under pressure and there may be barriers in home such as illness and access to devices.
- If a whole bubble is sent home to self-isolate or further restrictions are placed on the attendance of students to the academy, through the Government's tiering system, guidance about welfare calls will be issued by the SLT.
- Teachers are not expected to answer emails or calls outside of working hours. However, a flexible approach should be taken, in line with OAT policy on working at home, as hours of work can be adapted to support care arrangements.

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. Teachers should follow local plans for doing this.

4.1.5. In addition, staff should be alert to wider reasons for lack of engagement, and report any safeguarding concerns immediately using the school's procedures

4.1.6. 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 between their contracted hours up to 30.25 hours per week.

4.2.2. 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.

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:

How they should provide support

4.2.3.2. In line with their normal timetable of support set out by the SENCO, attend virtual meetings with teachers, parents and pupils or, if required, support the Raising Achievement Centres for those students who are deemed to be vulnerable or those children of key workers, as directed by the Vice Principal for Compliance and Safeguarding.

4.3. Curriculum 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 appropriate deadlines are being set

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 and refining 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 safeguarding, data protection, on-line filtering and monitoring systems.

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.

4.6. 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 principal 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 Curriculum Leaders, teacher and support staff who are remotely educating SEND students.

<u>4.7. IT staff</u>

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. Ensuring safeguarding filtering and monitoring systems are working effectively and efficiently

4.7.1.5. Assisting pupils and parents with accessing the internet or devices

<u>4.8. Pupils and parents</u>

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're 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 can't 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. If staff have any questions or concerns about remote learning or the health and safety of pupils during a period of remote learning, they should contact the following individuals:

5.1.1.1. Issues in setting appropriate work remotely – talk to the curriculum leader or SENCO (KEL)

5.1.1.2. Issues with behaviour during a live streamed lesson – follow the behavioural system guidance, report the incident on Go4School and make contact with parents/carers. If further issues present, teachers should contact their curriculum leader who can coordinate a response with the relevant HoY, if required.

5.1.1.3. Issues with IT – report via the ICT Helpdesk (Zoho).

5.1.1.4. Issues with their own workload or wellbeing – talk to their line manager

5.1.1.5. Concerns about data protection – talk to the data protection lead (JLN)

5.1.1.6. Concerns about safeguarding during a live streamed lesson or any other concern – follow the academy safeguarding policy or talk directly to a DSL (JLN, MRE)

5.1.1.7. Any further concerns or issues, or if the issue has not been addressed by their direct line manager - talk to the Vice Principal for Teaching and Learning (DON).

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. Ensure they use an academy Chromebook with uptodate anti-virus software and the same platforms as in the academy, such as the web based Go4School to access personal data for remote learning purposes. If they need to use a personal computer, they should seek guidance from a member of SLT and it should always have the most uptodate virus software available.

6.1.1.2.Teacher setting work remotely or accessing school data should use laptops provided by the academy. These should have a secure key or password protection to stop access if the device were lost or stolen.

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. In line with GDPR, 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 contact the school immediately on the discovery of the concern, to be connected to the duty safeguarding personnel.

7.1.2. Staff should adhere to professional standards as outlined in the school code of conduct [school hyperlink here please] and check with the participants that they are aware of the school's expectations. [click here]

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 no more that 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 on-line 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 -