

CHANGE SCHOOLS PARTNERSHIP

Remote Education Policy

Issue	Date Issued	Date for Review
1	Autumn 2020	Autumn 2022

Introduction:

The 2019-20 academic year was the year that Coronavirus hit the world in the form of a global pandemic which has affected the way we live life for the foreseeable future. Nationally this resulted in schools closing to the vast majority of pupils in March 2020 and the majority of children undertaking learning activities at home. Our schools took steps quickly to support home learning, providing appropriate learning activities, particularly to reinforce and consolidate prior learning. Many children were able to access the online learning platform via Microsoft 365 (Teams). Schools have also provided in-school provision for children of critical workers and those considered vulnerable throughout this period, including during the Easter holidays and May half term holiday. The government were unable to realise their ambition to bring all children back before the end of the summer term but our schools have worked hard, via a risk-assessed approach, to enable eligible year groups to return safely and for all children to reconnect with the school environment and start the transition process before the summer break. The crisis has put exceptional demands on school leaders in particular and I would pay tribute to their tenacious and collaborative approach through what has been a fast-moving situation that no one could have ever have imagined having to tackle or lead and manage. The benefit of being a Trust in this situation has been clear and unequivocal and the active work of all those responsible for governance in providing both support, challenge and in sharing the weight of shared accountability has been much appreciated.

The impact educationally of this closure period and the loss of teaching time is unknown but is expected to be significant, particularly for children from more disadvantaged backgrounds. Our task for 2020-21, in what will be a fragile and potentially unstable environment nationally or locally given the continued presence of Covid19, will be to build back and build on – but *build back* and *build on* more strongly; to build a stronger Trust with educational provision at its heart. We will base this on and be driven by three core principles:

- **Equity** – we need to ensure that all children have the same opportunities to flourish and achieve, recognising that some need greater support to access such opportunity and achieve. (This includes access to IT and addressing the ‘digital divide’)
- **Resilience** – to build a stronger Trust in terms of organisational structure; governance; personnel; financial sustainability and not least, curriculum content and further ambition.
- **Flexibility** – to ensure that staffing and delivery methods of teaching and learning (including our ICT infrastructure) in particular can ensure business continuity and quality of offer. Ensuring that our pupils can develop learning behaviours that can flourish via a range of media and settings.

Such principles reflect the Trust’s overarching vision, values and purpose the framework of our corporate objectives.

2020-21 will be a year of recovery and transition but we must both use and leverage our learning during this pandemic period to deal with the urgent and immediate needs of our Trust and all who are a part of it, whilst not neglecting the important development of our curriculum ambitions and organisational objectives. As such you could say that we must run the dual paths of a ‘sprint’ and a ‘marathon’. As J F Kennedy was famous for quoting, the Chinese symbol for crisis is made up of two parts: danger and opportunity. We will deal with the dangers but we must grasp the opportunity for transformation, with the optimism and positive mindset that we can build back and rise up strong.

Stuart Ellis, CEO

Our Vision & Purpose

“Aiming High – Changing Lives”

Our Vision:

To develop a sustainable, growing organisation that is based upon mutual partnership and shared values to ensure that all children within the Partnership get the best possible provision leading to the best possible educational and wider outcomes.

Our Core Values:

All our academies have shared Core Values that we expect to be demonstrable in everyone’s attitudes, behaviours and actions:

- **HOPE** – to be confident in our expectations of all that we can to achieve individually and together.
- **TRUST** - to develop relationships that are built on reliability, openness, honesty and living out the Core Values.
- **RESPONSIBILITY** - to have good judgment and the ability to make good choices and decisions.
- **RESPECT**- to show positive consideration for people and the planet; to be kind, tolerant and understanding.
- **COURAGE**- to have ability to try new things, overcome fear to undertake challenges; to be morally brave: being generous, fair, forgiving and compassionate.
- **PERSEVERANCE** - to show a ‘growth mindset’ despite difficulties, failures or obstacles; to seeing challenges as the opportunity to grow knowledge, skills and positive attitudes.

Policy Aims

This Remote Education Policy aims to

- ✓ Ensure consistency in the approach to remote learning for all pupils (inc. SEND) who are not in school through use of quality online and offline resources including teaching videos
- ✓ Provide clear expectations for members of the school community with regards to the delivery of high quality interactive remote learning
- ✓ Include continuous delivery of the school curriculum, as well as emotional and wellbeing support for children and their families
- ✓ Consider continued education for staff and parents (e.g. CPD, Supervision and Meet the Teacher)
- ✓ Support effective communication between the school and families and support attendance
- ✓ Provide appropriate guidelines for data protection & e-safety
- ✓ Meet the expectation outlined by the DfE in the [Reopening Schools Guidance](#) which states:

We expect schools to:

- *use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school’s curriculum expectations*
- *give access to high quality remote education resources*
- *select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use*
- *provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access*

- *recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum*

When teaching pupils remotely, we expect schools to:

- *set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects*
- *teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject*
- *provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos*
- *gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work*
- *enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding*
- *plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers*

When is this policy applicable?

Our schools will be able to immediately offer remote education in the following circumstances:

Travel:

- If families or pupils are quarantining on return from a country that is *not* on the exemption list.
- There is **no** suggestion that a pupil should not be provided with remote education because the family have knowingly taken a holiday to a country which requires a period of quarantine on their return.

Self-isolation:

- Where a pupil or number of pupils need to self-isolate because they have tested positive for COVID19.
- Where an individual pupil or a group of pupils need to self-isolate because they have been identified as a close contact of an individual who has tested positive for COVID19.

Medically Extremely Vulnerable:

Shielding advice for all adults and children was paused on 1 August. This means that children and young people can return to school or college, if they are on the shielded patient list and/or have family members who have been shielding. There is a very small number of pupils or students under paediatric or other specialist care who have been advised by their GP or clinician not to attend an education setting. In these instances, remote education should be provided.

Local and National Restrictions

This policy will be applied in the event of any local or national lockdowns put into place in the future, which require pupils to remain at home.

Content and tools to deliver this Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Office 365 including Microsoft Teams
- Daily attendance register
- Use of pre-recorded instructional videos and live weekly assemblies
- Live feedback and support sessions daily
- Phone calls home
- Printed learning packs
- Physical materials such as story books and writing tools
- Use of subscription free learning sites such as BBC Bitesize, Oak National Academy,
- Use of the familiar online learning tools such as White Rose Maths Hub materials, TT Rockstars, MyMaths, Century Tech, Accelerated Reader, phonics play, Nessy

Data Protection & Online Safety

When accessing personal data for remote learning purposes, this is done through our password protected Management Information Systems- SIMs and Pupil Asset.

All staff should use their issued work laptops/computers rather than their own personal equipment, when communicating with the children (refer to the Staff Code of Conduct).

Staff members may need to collect and/or share personal data e.g. email addresses as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals will not need to give permission for this to happen. Staff are reminded to collect and/or share as little personal data as possible.

All staff members will:

- Keep their device and accounts password protected with a strong password at least 8 characters with a combination of upper and lower case letters, numbers and special characters (asterisk/currency symbol etc).
- Make sure the device locks, if left inactive for a period of time, requiring a password to log back into the device.
- Not share the device with family and friends.
- Ensure anti-virus and anti-spyware software is up to date.
- Keep operating systems up to date – always install the latest updates.
- Report any data breaches as soon as possible to the Data Protection Officer.
- Operate within Trust Code of Conduct and Online Safety Policy

Home and School Partnership

Our schools are committed to working in close partnership with families and recognises each family is unique, and because of this, remote learning will look different for different families in order to suit their individual needs.

We will plan sessions for the children on how to use Office 365 and Microsoft Teams in school, ensuring they can log on successfully and know how to register each day, watch instructional videos, join in with assemblies and get feedback and support from an adult in school. Homework will be set via Microsoft Teams, so that children can practice uploading and saving work. The school can provide support to families who are struggling with access to Teams. We want to work with families to overcome any boundaries to accessing learning, to ensure children experience continuity of their education.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. We would recommend that each 'school day' maintains structure and follows regular routines. Each school will issue an appropriate timetable which will take into consideration the age and stage of the children. Instructional videos and work will be posted at the beginning of the day, so that there is some flexibility on when work is completed. Staff will be online to give feedback and support at specific times during the day, as well as checking in during the register and regular story times and assemblies.

We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, supporting pupils with work and encouraging them to work with good levels of concentration. They will need regular breaks away from devices where they can exercise, play, read or enjoy other practical activities. We would encourage parents to follow the [LGfL Six Top Tips](#) for keeping children safe online that provides practical steps to support a healthy and balanced digital diet.

All children sign an 'Acceptable Use Policy' at school, which includes online safety rules, and this applies when children are working on computers at home.

If you have any concerns regarding online bullying or inappropriate behaviour of anyone within our school using these platforms, parents/carers should email the class teacher (if it is a child) or the head teacher (if it is a member of staff). All accounts are monitored so there will be saved copies of emails, chats and calls- it is important that children understand this so that they behave appropriately.

During this period of time, we have put into place an Online Communication Protocol for access to our staff:

- Wherever possible staff will acknowledge an e-mail within 24 hours; (please note that there is no expectation for staff to check their e-mails or Teams after 5pm or over the weekends or during the holidays. If they do so, this is their choice);
- Please also understand that staff will have their own children to take care of, or may be taken ill at any time, and so we will do our best to use other staff who are familiar with your children to maintain communication, but this may not always be possible;
- Queries may not be able to be answered immediately if further information needs to be gathered. However, you will receive an acknowledgement;
- Please remember that e-mail is not necessarily confidential and can be subject to Freedom of Information request. Confidential information should be conveyed by phone after organising via email;
- The Trust maintains email accounts for teachers to facilitate parent/teacher communication and internal as well as system-wide staff communication. The Trust reserves the right to block or filter email messages to staff that are not directly related to school business or to the school's educational mission.

Roles and responsibilities

Teachers

The suggested responsibilities below relate to where a whole class/bubble is isolating and would be reduced when it is fewer children isolating and the majority of the class are in school. However, where reduced in scale we will still seek to meet the DfE Expectations for Remote Learning.

Staff will have refresher training sessions, and induction for new staff on how to use Office 365 and Microsoft Teams.

When providing remote learning, teachers must be available between school opening hours. During online activity, teachers should be in a neutral area, as should pupils (e.g. pupils should not be in their bedrooms) and all parties should be appropriately dressed. Teachers should remind children how to keep themselves safe online. Pupils and teachers should use school-allocated email addresses, not personal ones, or use usernames and passwords – which must not be shared with others.

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 learning, teachers are responsible for:

- Daily communication with children:
 - Daily register through chat channel on Microsoft Teams between 8.45-9.15 asking children a question or giving them something to reflect on, which requires them to respond.
 - Daily live story or assembly with reflection at the end of each day.
- Setting work:
 - Teachers will set work for the pupils in their classes via Microsoft Teams.
 - The work set will follow a set timetable and follow the curriculum themes that would have been happening in school, wherever possible
 - Pre-recorded instructional videos will be posted at the beginning of the day- for example one for Maths (this could be from White Rose), one for English following the school curriculum map (recorded PowerPoint from a teacher at the school), and another subject (this could be from Oak National Academy)
 - Live lessons where this is practical to do so. These lessons will be recorded and available for children to watch after the session.
 - Teachers should ensure that children know how to submit their work, giving them adequate time to complete tasks. Children can submit work either via class notebook, by uploading work or a photo of their work in the group chat, or by emailing their teacher.
- Providing feedback on work:
 - Teachers will timetable two sessions a day for feedback and support, informing the children of these at the beginning of each day.
 - Teachers will give appropriate feedback to children on an individual basis, that is submitted in a timely manner, in line with our assessment approaches.

- Keeping in touch with pupils who are not in school and their parents:
 - If there is a concern around the level of engagement of a pupil/s, parents should be contacted via phone to assess whether school intervention can assist engagement.
 - Parent/carers can contact teachers via their work emails if there is a general concern about their child or another pupil.
 - 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 Designated Safeguarding Lead (see Safeguarding policy).

Support Staff

Support staff must be available within school hours.

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.

During the school day, support staff will be directed by SLT, the SENCO or class teachers, depending on their role, which may include the following:

- Checking in with children they would normally support in school
- Preparing resources to support children's learning
- Carrying out interventions where possible
- Making telephone calls to children who have not checked in on Teams

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school inc. daily monitoring of engagement.
- Monitoring the effectiveness of remote learning, such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Designated Safeguarding Leads

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding Policy.

IT Technicians

IT technicians are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff with any technical issues they are experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the Data Protection Officer
- Assisting pupils and parents with accessing the internet or devices

The SENCO

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.

- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs
- Identifying the level of support required

Director of Finance and Operations

- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.

Pupils and Parents

During online activity children should be in a neutral area, (e.g. pupils should not be in their bedrooms) and all parties should be appropriately dressed. Pupils should be reminded how to keep themselves safe online. Pupils should use school-allocated email addresses, not personal ones, or use usernames and passwords – which must not be shared with others.

Staff can expect pupils learning remotely to:

- Complete work in the timescales set
- Seek help if they need it, from teachers
- Alert teachers if they are not able to complete work

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise cannot complete work
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff
- Support their children with their learning, providing a quiet space to work, and a timetable for the day (see Appendix)

Local Governing Body

The Local Governing Body 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

Links with other policies and procedures

This policy is linked to our:

- Safeguarding and Child Protection policy
- Behaviour policy
- Data Protection Policy and Privacy Notices
- Online Safety and Acceptable Use Policy
- Staff Code of Conduct

Useful Resources

Here is a list of resources and links, which may be useful in planning and delivering remote learning.

- [DfE Remote Learning Lesson Plan Examples](#)
- [DfE Remote Education for Educators Webinar](#)
- [DfE page on technology support for schools during the pandemic](#)
- [Recording voice-over PowerPoints presentation notes](#)
- [Recording voice-over PowerPoints](#)
- [Settings Assignments in Teams](#)
- [Teams Overview and Activating your Classes - presentation & notes](#)
- [Teams Setting Assignments - presentation & notes](#)
- [Technology solutions to support isolated teaching and learning](#)
- [Using Teams and Activating a Class](#)
- [Linking Teams to a MIS](#)
- [Downloading and using Office365 applications on your own computer](#)
- [EEF: Using Digital Technology To Improve Learning](#)
- [Adam Boxer's video making tips](#)
- [Daniel Willingham's workarounds for online teaching](#)
- [The Oak Academy](#)
- [BBC Bitesize](#)
- [White Rose Maths](#)
- [CPG Study at home materials](#)
- [TT Rockstars](#)
- [MyMaths](#)
- [Century Tech](#)
- [Accelerated Reader](#)
- [Phonics Play](#)
- [Nessy](#)