



EBORA ACADEMY TRUST

Policy Number

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All Saints' CE Federation of Academies - 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 All Saints' Church of England Federation of Academies. 'Google' will be used for live communication with parents when necessary.

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

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

presenting themselves as professionally as they would if they were giving a face-to-face lesson, in dress and in manner: Staff should remember that they need to observe their usual high professional standards at all times.

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

3.2 Emailing:

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

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

3.3 School specific offer:

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

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

All Saints' CE Federation of Academies remote learning offer.

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

Situations where this policy may apply include:

Pupils unable to attend school due to a period of advised self-isolation but who otherwise remain well
(Individual remote learning)

An extended period of school closure **(A Period of School Closure)**

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, 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 instance, teachers will set the individual child's work on Google Classroom and this will be marked accordingly. We understand that some children do not have access to a computer at home and if this is the case, tasks will be shared with parents in the form of paper packs, provided on a weekly basis until the student is able to return to school. The paper packs will mirror (where possible) the teaching and learning activities happening in the team that week.

A Period of School Closure

All Saints' CE Federation of Academies 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.

In the event that the school / bubble / team is closed for either 10 working days or more, we will move to a model by which all year groups in school will set work for their bubble / teams using Tapestry and Google Classroom.

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

If the whole bubble is out of school

	What will we offer?
FS1	On Tapestry Activity Grid (based on a book per week) Daily story - support staff to record Posting a weekly check in observation. 1 video per day (1 maths, 1 phonics, 1 theme, 1 gross motor, 1 PSED each week)
FS2	On Tapestry Daily stories. Throughout the week we will send- 2 phonics videos

	<p>2 maths videos 1 English video 1 science video 1 handwriting video with letter formation 1 squiggle video for gross motor skills. Weekly memo sheet with activities linked to physical/creative/tasks for the week. Weekly check in on zoom with whole class. Posting a weekly check in observation. Access to online books (Rising Stars)</p>
Y1	<p>Using Tapestry Twice weekly Zoom Calls Daily phonics lesson - recorded Daily English lesson + activities sheet for each day Daily Maths lesson + activities sheet for each day Science (weekly) - recorded/slides RE (weekly) - recorded/slides Provide Rising Stars online books Topic - send activities</p>
Y2	<p>Google Classroom Daily Zoom calls (check in and have the opportunity to address misconceptions from the previous day's learning) Check In document [weekly] Daily phonics lesson- recorded Daily English or Reading lesson with daily activities Daily recorded lessons (if appropriate) for maths Science - recorded/slides (practical) weekly Topic - weekly RE- weekly - recorded/slides Provide Rising Stars online books TT Rockstars 3 x Collective Worship sessions</p>
Y3,4,5,6	<p>Google Classroom Daily Zoom call with class - brief check in and addressing any misconceptions from previous day's learning Weekly Check in document [recorded] Daily English lesson [including reading and writing tasks] - recorded with activities to complete each day. Daily Maths lesson - recorded with activities to complete each day Science - 1 weekly lesson, presentation and activity/experiment (recorded if appropriate) Topic - 1 weekly lesson recorded, presentation and activities RE - 1 weekly lesson, presentation and activities (recorded if appropriate) Spelling- 1 weekly lesson recorded, presentation and activities French or Spanish lesson Links to TT Rockstars/ times tables practice, PE resources.</p>

If a family is not actively engaging with Google Classroom they will receive a phone call to offer advice and details around how to collect a paper pack.

Expectations of Children

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

- Complete all work set for them and submit by 3:30pm each day so that feedback can be received
- Check Tapestry/ Google Classroom regularly and read and respond to communication from the school.

Expectations of Staff

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

- Ensure that work is set and made available on Tapestry or Google Classroom at the start of each day and that sufficient resources are made available to students via electronic means to allow them to carry out this work at home.
- 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 Tapestry, 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 by electronic means.

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

Communication will take place through using xxx@ebor.academy email address only. No personal email addresses must be used by either staff or pupils.

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

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 Head of School via a telephone call, before 7am. If they are able to set work for any lessons that require it then they should do so, otherwise responsibility for work falls to the phase leader or designated delegated colleague.

Safeguarding

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