Diocese of Gloucester Academies Trust

Remote Education Policy for use during COVID-19

Approved by:	Local Governing Board	**Date:** September 2020
Last reviewed on:	September 2020	
Next review due by:	September 2021	

1. Aims

1.1. At Coaley Primary Academy, we understand the need to continually deliver high quality education, including during periods of remote working – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

Through the implementation of this policy, we aim to address the key concerns associated with remote working, such as online safety, access to educational resources, data protection, and safeguarding.

This policy aims to:

- Minimise the disruption to pupils' education and the delivery of a high quality curriculum matching our curriculum expectations.
- Ensure provision is in place so that all pupils have access to high quality learning resources.
- Protect pupils from the risks associated with using devices connected to the internet.
- Ensure staff, parent, and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.

1.2 Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Coronavirus Act 2020
- Equality Act 2010
- Education Act 2004
- The General Data Protection Regulation (GDPR)
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013
- Data Protection Act 2018

This policy has due regard to national guidance including, but not limited to, the following:

- DfE (2020) 'Keeping children safe in education'
- DfE (2019) 'School attendance'
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Health and safety: responsibilities and duties for schools'
- DfE (2018) 'Health and safety for school children'
- DfE (2016) 'Children missing education'
- DfE (2020) 'Safeguarding and remote education during coronavirus (COVID-19)'
- DfE (2020) 'Adapting teaching practice for remote education'
- DfE (2020) 'Guidance for full opening: schools'

2. Roles and responsibilities

2.1 Trust board and Local Governing Boards are responsible for:

- Ensuring that the school has robust risk management procedures in place.
- Ensuring that the school has a business continuity plan in place, where required.
- Evaluating the effectiveness of the school's remote learning arrangements.

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

2.2 The Executive Headteacher is responsible for:

- Ensuring that staff, parents and pupils always adhere to the relevant policies.
- Ensuring that there are arrangements in place for identifying, evaluating, and managing risks associated with remote learning including health and safety risks as well as ensuring GDPR compliance in consultation with the Trust DPO.
- Putting procedures and safe systems for learning into practice, which are designed to eliminate or reduce the risks associated with remote learning.
- Ensuring that vulnerable pupils are provided with necessary information and instruction, as required.
- Overseeing that the school has the resources necessary to action the procedures in this policy.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.
- Arranging any additional training staff may require to support pupils during the period of remote learning.
- Conducting regular reviews of the remote learning arrangements to ensure pupils' education does not suffer.
- Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.
- Reviewing the effectiveness of this policy on a regular basis (at least annually) and communicating any changes to staff, parents, and pupils.
- Managing staff workload and well-being by providing additional PPA time to teachers who are having to plan and teach children remotely

2.3 The School Business Manager is responsible for:

- Arranging the procurement of any equipment or technology required for staff to teach remotely and for pupils to learn from home.
- 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.
- Overseeing that all school-owned electronic devices used for remote learning have adequate anti-virus software and malware protection.

2.4 All Staff members are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Reporting any health and safety incidents to the headteacher asking for guidance as appropriate.
- Reporting any safeguarding incidents to the DSL and asking for guidance as appropriate.
- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the Executive Headteacher
- Reporting any defects on school-owned equipment used for remote learning to the Executive Headteacher or relevant member of staff.
- Adhering to the Trust Staff Code of Conduct at all times.

2.5 Teachers are responsible for:

- Setting work –

- Set work that is meaningful and ambitious each day in a range of subjects using Google Classrooms. The core of this must be in line with what pupils would receive in school each day. Teachers will have daily contact with each child via Google Classrooms.
- Teach a well-planned and sequenced curriculum, so that knowledge and skills continue to be built incrementally with a good understanding about what is intended to be taught and practised in each subject.
- Provide frequent clear explanations of new content deliver by the teacher in school, or through high quality curriculum resources and videos. Videos to be posted via Google Classrooms.
- Teachers will set a clear timetable of work to include broadly what they teach each day. The morning learning will be focused around reading, writing and mathematics. The afternoon will be based around their topic lessons from their medium term plans. Within this will be a daily PE session and PSHCE and RE sessions.
- Work will be set ideally in advance the Friday of the previous week. Remote learning is to start from the first day of absence. However, this might not always be possible to start in the morning of the first day given that teachers might have to change at a short notice. Therefore, learning will be online by 3.00pm the previous day or at the end of the first day's absence, or as soon as is practical to do so. We aim to get paper copies out to parents as soon as we can.
- Ideally, work will be placed on Google Classrooms by 3.00pm the previous day or by 3.00pm of the first day of absence. Parents and children can use Google Classrooms to communicate with teachers about the work set and to give feedback about children's work. Parents can use Dojo to communicate with teachers about non-teaching related matters
- Teachers will plan work from their medium term plans in reading, writing and mathematics, as well as their medium term plans for the wider curriculum subjects. There should be little or no break in the planned sequence of work. Texts and resources may change as a result of remote learning.
- The school will accept a range of different teaching methods during remote learning to help explain concepts and address misconceptions easily. For the purpose of providing remote learning, the school may make use of workbooks, email, Oak academy, reading tasks, and pre-recorded video or audio lessons. Oak Academy might be used in the first instance.
- Depending on the numbers of children learning remotely, teachers may be given additional PPA time to support their work/life balance.

- Providing feedback on work – cover details like:
    - The school expects pupils and staff to maintain a good work ethic during the period of remote learning. The school uses as part of its formative assessment and feedback methods a variety of tools such as quizzes and other digital tools. This will continue in the event of the remote education policy being put into place.
    - Finished work can be uploaded to Google Classrooms for comment or recorded in their workbooks which will be handed in at the end of lockdown. To get same-day feedback, this will need to be uploaded by 3.30pm each day. Weekly phone calls to children working remotely on paper will support those working remotely who do not have access to Google Classrooms.
    - Teachers will use their normal formative assessment strategies to gauge how well pupils are progressing through the curriculum and adjust accordingly the pace or complexity of task for the pupils to ensure understanding.

- Necessary formative feedback on work will be provided before the start of the next lesson
- Pupils are accountable for the completion of their own schoolwork – teaching staff will contact parents via Dojo and by phone if their child is not completing their schoolwork or their standard of work has noticeably decreased.
- Teachers will monitor the academic progress of pupils with and without access to the online learning resources and discuss additional support or provision with the Executive Headteacher as soon as possible.
- If children are required to self-isolate due to a family lockdown, teachers will add plans to Google Classrooms and offer feedback to individual children as above.
- Teachers will monitor the academic progress of pupils with SEND and discuss additional support or provision with the SENCO as soon as possible.

- Keeping in touch with pupils and parents:
    - Teachers will make contact with pupils not in school each day via Google Classrooms. Each week, they will hold a PSHCE/nurture lesson to the whole class via Zoom if the whole class is in lockdown. Children can contact teachers each day via Google Classrooms and can expect a response during school hours: 9.00am to 4.00pm. Those working with limited online support will get a weekly phone call and can be contacted via Dojo during school hours.
    - Teachers will respond to emails from parents and pupils within 24hours but not outside of school hours: 9.00am to 4.00pm.
    - Teachers will ensure that any complaints or concerns shared by parents and pupils are directly referred to the DSL/Executive Headteacher in line with the Safeguarding/Complaint process
    - Teachers will address any behavioural issues, such as failing to complete work, during this time.by initially making contact with the Executive Headteacher
- Attending virtual meetings with staff and external agencies, parents, and pupils:
    - Staff are expected to dress as they would in school for formal external meetings
    - When attending a remote meeting, choose a location that is quiet, tidy and where it is unlikely to be disturbed.

If teachers are working in school part-time, or are required to work from home during a lockdown, duties will be shared out amongst all the other staff who are on site. Supervision at lunch and break-times will be predominantly shared between TAs and Office staff.

2.6 Teaching assistants

Teaching assistants are responsible for:

- Supporting pupils with learning remotely if they are 1:1 with a specific child
    - Pupils with an EHCP are to be specifically supported by the TA who is employed to work with them.
    - Work is to be adapted from the lessons planned by the teacher. The TA will use Google Classrooms and email/phone to further support pupils with SEND. Printed copies of work is to be adapted and printed by the TA and delivered to the pupil's home if they are unable to collect.
    - Feedback is given via Google Classrooms and by phone as above
- Attending virtual meetings with teachers, parents, and pupils – cover details like:

- Staff are expected to dress as they would in school for formal external meetings
- When attending a remote meeting, choose a location that is quiet, tidy and where it is unlikely to be disturbed.

- If TAs are working in school part-time, or are required to work from home during a lockdown, duties will be shared out amongst all the other staff who are on site. Supervision at lunch and break-times will be predominantly shared between TAs and Office staff.

2.7 Subject leaders, including the SENCO

Alongside their teaching responsibilities, as outlined above, subject leads are responsible for:

- Ensuring that work set matches the curriculum plans in place, including any adaptation's for catch up.
- Working with teachers teaching their subject to make sure work set is appropriate and consistent with schools plans and expectations.
- Working with other subject leads and the Executive Headteacher to make sure work set across subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
- Monitoring the work set by teachers in their subject via a Deep Dive. However, for reading, writing and maths, this will be conducted by the EHT while the lockdown is in place via regular remote meetings and monitoring planning each week.
- Alerting teachers to resources they can use to teach their subject,
- Liaising with leaders 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.
    - Identifying the level of support or intervention that is required while pupils with SEND learn remotely.
    - Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.

2.8 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Coordinating the remote learning approach across the school
- Ensuring that all vulnerable pupils including PP and SEND pupils can access learning set and that arrangements are in place to oversee and monitor equality of opportunity.
- Monitoring the effectiveness of remote learning 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

2.9 Designated safeguarding lead

The DSL is responsible for:

- Ensuring that all withing the school follow the Trust safeguarding policy including the latest amendment's and communicate any changes to this guidance. Especially if an online presence is delivered. Please see the link below for latest guidance and advice.
- https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19

2.10 Pupils and parents

Staff can expect pupils to:

- Adhere to this policy at all times during periods of remote learning.
- Upload work to Google Classrooms when work is completed by 3.30pm on the same day if they want feedback that day.
- Ensuring that their work is completed to the best of their ability during the time set.
- Seek help and alert teachers if they are not able to complete the work through Google Classrooms and Dojo messages
- Reporting any technical issues to teachers and teaching assistants as soon as possible.
- Ensuring they use any equipment and technology for remote learning as intended.
- Adhering to the behaviour policy at all times.

Staff can expect parents to:

- Adhere to this policy at all times during periods of remote learning.
- Make the school aware if their child is sick or otherwise cannot complete work.
- Seek help from the school if they need it – if you know of any resources staff should point parents towards if they are struggling, include those here.
- Be respectful and calm when making any complaints or concerns known to staff .
- Ensuring their child is available to learn remotely at the agreed times and that the schoolwork set is completed on time and to the best of their child's ability.
- Reporting any technical issues to the school as soon as possible.
- Ensuring their child uses the equipment and technology used for remote learning as intended.

3. Who to contact

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

- Issues in setting work – talk to Executive Headteacher (EHT) or relevant subject lead or SENCO
- Issues with behaviour – talk to EHT
- Issues with their own workload or wellbeing – talk to EHT
- Concerns about data protection – talk to the EHT
- Concerns about safeguarding – talk to the DSL

4. Data protection

4.1 Accessing personal data

When accessing personal data, all staff members will:

- Comply with GDPR regulations and only use school equipment- no personal devises to b used to access any personal data

4.2 Sharing personal data

Staff members may need to collect and/or share personal data such as, such as email addresses or telephone numbers, as part of the remote learning system. Such collection of personal data applies to our functions as a school and does not require explicit permissions.

While this may be necessary, 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)
- 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
- Making sure the device locks if left inactive
- Not sharing the device among family or friends
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

5. Safeguarding

DSL's will communicate all updates to the school community. It remains the responsibility of every staff member during this time to take responsibility to stay updated with the latest advice and guidance for safeguarding.

5.1 Online safety

This section of the policy will be enacted in conjunction with the school's online safety policy.

Where possible, all interactions will be textual and public.

All staff and pupils using video communication must:

- Communicate in groups – one-to-one sessions are not permitted unless parents are also in the room.
- Wear suitable clothing – this includes others in their household.
- Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms, are not permitted during video communication.
- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute video material without permission.

- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they are visible.

All staff and pupils using audio communication must:

- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute audio material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they can be heard.

The school will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for pupils with SEND. This will be decided and approved by the EHT in collaboration with the Senco.

Pupils not using devices or software as intended will be disciplined in line with the behaviour policy.

The school will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.

The school will ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required.

The school will communicate to parents via newsletters and the website about any precautionary measures that need to be put in place if their child is learning remotely using their own/family-owned equipment and technology, e.g. ensuring that their internet connection is secure. This will be at regular intervals throughout the year.

During the period of remote learning, the school will maintain regular contact with parents to:

- Reinforce the importance of children staying safe online.
- Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.
- Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
- Direct parents to useful resources to help them keep their children safe online.

The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the school.

5.2 Safeguarding

This section of the policy will be enacted in conjunction with the school's Safeguarding and Child Protection policy and appendix which has been updated to include safeguarding procedures in relation to remote working.

The EHT/DSL will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.

The DSL will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning in accordance with the policy.

Phone calls made to vulnerable pupils will be made using school phones where possible.

The DSL will arrange for regular contact with vulnerable pupils once per week at minimum, with additional contact, including home visits, arranged where required.

All contact with vulnerable pupils will be recorded using CPOMS in line with safeguarding procedures.

The **DSL** will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.

All home visits **must**:

- Have at least **one** suitably trained individual present.
- Be undertaken by no fewer than **two** members of staff.
- Be suitably recorded so that a full chronology is maintained.
- Actively involve the pupil.

The **DSL** will meet (in person or remotely) with the relevant members of staff **once** per **week** to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.

All members of staff will report any safeguarding concerns to the **DSL** immediately.

Pupils and their parents will be encouraged to contact the **DSL** if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying. The school will also signpost families to the practical support that is available for reporting these concerns.

6. Monitoring arrangements

This policy will be reviewed regularly throughout this period. At every review, it will be approved by the full governing board.

7. Links with other policies

This policy is linked to our:

- Safeguarding Policy and coronavirus addendum to this policy
- Behaviour Policy
- Data protection policy and privacy notices
- ICT and internet acceptable use policy
- Online safety policy
- DGAT code of conduct
- DGAT working at home guidance