



EBORA ACADEMY TRUST

Policy Number

26NS

Remote Teaching and Learning Policy

Approved By: CEO
Approval Date: September 2020
Review Period: Annually (or when required)
Review Date: September 2021

Date Created/updated: September 2020

Version Number: 1

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 and liaise with SR (TPA Computing Lead) and SLT
- 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 Tadcaster Primary Academy '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.

Tadcaster Primary Academy 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 as normal, 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.

Across the whole school class teachers will coordinate the relevant material during PPA and liaise where applicable with Specialist Teachers. These 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.

If hard copies are used families may choose to quarantine for 72 hours and school will ensure that pick up areas and times are chosen appropriately to avoid any issues where staff and families are in close contact

A Period of School Closure

Tadcaster Primary Academy 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.

(a) Short-Term Closure

For a short-term closure (up to ten working days) class teachers will coordinate the relevant material and liaise, where applicable, with Specialist Teachers remotely via Google Drive. Paper packs will be emailed to school where they can be printed and made available for collection by parents.

(b) Longer-Term Closure

In the event that the school / bubble / team is closed for longer than 10 working days, we will move to a model by which the four phases in school will set work for their bubble / teams using Tapestry(EYFS) or Seesaw (KS1/KS2).

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

EYFS

Teachers will plan remotely using Google drive and add a weekly overview / topic web of activities, for all areas of learning, to Tapestry/ ParentHub every Monday morning. This will include:

- A short regular Phonics sessions
- Maths activities
- Stories read by staff

Parents will be encouraged to engage through Tapestry and add photos / feedback on their home learning. The EYFS staff team will provide ongoing support for parents through Tapestry.

Key Stage 1

Teachers will plan remotely using Google drive and add a weekly overview of the areas of learning to Seesaw each Monday. Daily/Weekly activities may include:

- A short daily Phonics sessions
- Maths activities
- Writing
- Stories read by staff
- Wider Curriculum based learning activity

Parents and carers will be asked to post children's work/ photographs of work to their child's Seesaw or via direct message which teachers will respond to. Wow messages on Seesaw and Twitter posts will be shared to celebrate positive learning and encourage children to keep working hard.

If a family is not actively engaging with Seesaw the class teacher will contact them, by telephone or ParentHub to offer advice and details around how to collect a paper pack - weekly.

KS1 weekly timetable will include:

Phonics - Daily
Writing - x3
Maths - x3
Reading - x 3
Theme, PE, Art, Science, Computing, Music, Storytime X3 a week
Live lesson - (when appropriate)

Key Stage 2

Chromebooks will be made available to loan to a class or bubble closed down for more than 10 working days with immediate effect for upper KS2 and from October for lower KS2.

Teachers will plan remotely using Google Drive and Google Meet. Each day will begin with a remote check-in on Seesaw (before 9:30am). Reading, Writing, Maths and Topic activities will be posted on Monday and due in on Friday. Teachers may choose to respond to work during the week, especially if they can see that there is a need for intervention.

KS2 weekly timetable will include:

Reading - Daily
English (Spelling/ Grammar/ Writing/ Handwriting) - x3
Maths - x3
Theme, PE, Art, Science, Computing, Music, Storytime 3x a week
Live lesson - (when appropriate)

ParentHub will be used to contact parents, informing them that assignments have been posted on Seesaw and to remind them the work is due on Fridays at the latest.

Learning tasks will be printed (weekly) in school to create a paper pack for both year groups which can be collected from school by parents/carers on a Monday.

Parents and carers will be asked to post children's work/ photographs of work to their child's Seesaw or via direct message which teachers will respond to. Wow messages and Twitter posts will be shared to celebrate positive learning and encourage children to keep working hard.

If a family is not actively engaging with Seesaw the class teacher will contact by telephone/ ParentHub to offer advice and details around how to collect a paper pack.

Expectations of pupils

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

- Complete all work set for them and submit work which is requested for feedback promptly
- Check Seesaw/ ParentHub regularly and read and respond to communication from the school.
- Ensure that their school Chromebook is at home with them (where applicable) and is fully charged at the start of each day. Where students experience problems with IT systems they should proactively inform the school admin team.

Expectations of Staff

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

- Ensure that work is set and made available on Seesaw at the start of each week to cover the calendar week ahead, and that sufficient resources are made available to students via electronic means to allow them to carry out this work at home.
- Class teachers, with the support of Teaching Assistants, are responsible for the setting (or delegation) of tasks from Nursery to Y6. Additionally, class teachers are required to maintain oversight of the appropriateness and quality of the work set across their team.

- To be familiar with the use of Seesaw and Google Meet, and to be available online through Meet to liaise with other members of their 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:

Using the admin.tad@ebor.academy email address or Seesaw direct messaging only. No personal email addresses must be used by either staff or pupils.

Staff will not share learning in the evening and parents have been asked not to communicate after the hours of work or on a weekend.

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 (.ebor.academy)

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 school via a telephone call, before 7am. They are asked to share any plans/ resources with SLT where possible.

Safeguarding

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

Monitoring arrangements

This offer pack will be reviewed termly by SLT. At every review, it will be approved by the full governing board.

The governing board 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.