REMOTE EDUCATION POLICY

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Prepared by	**Central Team**
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Overview

In line with The Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction – Explanatory Note, schools have a legal duty to provide remote education for pupils unable to attend school due to Coronavirus.

School must offer immediate remote education if:

- Individuals or groups of pupils need to self-isolate, but the rest of the school is still open; or
- There are local or national restrictions that mean most pupils need to stay at home.

This remote education policy for staff aims to:

- Ensure consistency in the approach to remote education for pupils who are not in school
- Set out expectation for all members of the school community with regards to remote education
- Provide appropriate guidelines for data protection

1 ROLES AND RESPONSIBILITIES

School Leaders

When teaching remotely, the DfE will expect schools to:

- Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers:
  KS1: 3 hours a day on average across the cohort, with less for younger children
  KS2: 4 hours a day
- If a teacher is 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.
- Teach a planned and sequenced curriculum so that knowledge and skills are built incrementally, with clarity about what is intended to be taught and practised in each subject.
- 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
- Avoid an over-reliance on long-term projects or internet research activities
- Select a digital platform for remote education provision that will be used consistently across the school in order to allow for interaction, assessment and feedback.
- Have a named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets the expectations for remote education.
- Monitor the security of remote education systems, including data protection and safeguarding considerations.
- Publish information about their remote education provision on the school website.

When providing remote education, teachers are responsible for:

Setting work for all the pupils in the class/classes they are responsible for:

- Providing a range of work to cover all curriculum areas
- Ensuring the work will be set and accessible by 8.30am each day and times will be shared in advance for live teaching (where applicable)
- Providing frequent, clear explanations of new content and opportunities for interactivity
- Providing scaffolded practice and opportunities to apply new knowledge
- Work, where possible, to be uploaded onto the School Spider website (or other platform for feedback) so that it can be assessed and discussed with the teacher

Providing feedback on work:

- Work to be uploaded onto School Spider website (or other platform for feedback) for marking and feedback
- Use assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge
- Enable pupils to receive timely and frequent feedback on how to progress
- All work will have time limits to be uploaded and for feedback from teachers

Keeping in touch with pupils who are not in school and their parents:

- Communication during isolating periods will be normally through School Spider but parentmail/Teachers2Parents/Arbor can also be used
- Teachers will be expected to answer queries, questions, and emails during normal school working hours
- Any complaints or concerns need to be referred immediately to the SLT of the school for appropriate responses
- If pupils are consistently failing to respond to teachers or completing work should be referred to the SLT for discussion with parents

Attending virtual meetings with staff, parents, and pupils:

- Locations for virtual meetings should avoid areas with background noise and have nothing inappropriate in the background
- There should be nobody within earshot of the meeting unless this is unavoidable e.g., a young child at home that the staff member is caring for and this should be declared at the start of any meeting
- Sessions cannot be recorded without the written permission and agreement of all parties.
- Staff need to be dressed professionally for all virtual meetings.

Support Professionals

When assisting with remote education, support professionals must be available for their normal working 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

When assisting with remote education, support professionals are responsible for:

- Supporting pupils with their learning under the direction of the class teacher
- Attending virtual meetings with teachers, parents, and pupils as requested. See information above in relation to attending virtual meetings.

Subject Leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Work with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Work with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
- Monitor the remote work set by teachers in their subject by sampling work set
- Alerting teachers to resources they can use to teach their subject remotely

Vulnerable pupils

When a vulnerable pupil is asked to self-isolate, schools should notify their social worker (if they have one). School leaders should then agree with the Social Worker the best way forward to maintain contact and offer support to the vulnerable pupil and their family.

Schools should also have in place procedures to check if a vulnerable pupil is able to access remote education support, to support them to access remote education and to check regularly if they are doing so.

Special educational needs

When supporting pupils with special educational needs, provision for remote education will be subject to the pupils needs and decisions made on a case-by-case basis. To support teachers, pupils with SEND and EHCPs will also be supported by the SEND team and pastoral staff to ensure that any remote education that takes place meets their needs and individual targets. In exceptional circumstances, the school may reduce its curriculum offer to enable pupils to cope with the workload – the Headteacher and SENCo will assess this need, keeping pupils' best interests in mind.

Schools will work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.

Pupils and Parents

To be read alongside the Remote Education – Live learning agreement

Staff can also expect pupils learning remotely to:

- Be contactable during the school day – although be considerate that they may not always be in front of a device the entire time
- Complete the work to the deadlines set by teachers
- Seek help if they need it, from teacher or teaching assistants
- Alert teachers if they are not able to complete work

Staff can also 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

Trustees/Local Governing Bodies (LGBs)

The Trustees and LGBs are responsible for:

- Monitoring the school's approach to providing remote education to ensure education remains as high quality as possible
- Ensuring that school leaders are certain that remote education systems are appropriately secure, for both data protection and safeguarding reasons

2. WHO TO CONTACT

If staff have any questions or concerns about remote education, they should contact the following individuals in the first instance:

- Issues in setting work – talk to the relevant subject lead or SENCO/Inclusion Team
- Issues with behaviour – talk to the relevant SLT member of staff
- Issues with IT – talk to IT staff / Impelling
- Issues with their own workload or wellbeing – talk to their line manager/ SLT
- Concerns about data protection – talk to the Data Protection Officer
- Concerns about vulnerable pupils/safeguarding – talk to the DSL

3. DELIVERING REMOTE EDUCATION SAFELY

Keeping children safe online is essential. The statutory guide Keeping Children Safe in Education provides information on protecting pupils online. All schools work within this statutory guidance.

Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:

- Use Office 365, School Spider and Arbor for secure access to personal data

Processing personal data

Staff members may need to collect and/or share personal data such as email addresses as part of the remote education provision. As long as this processing is necessary for the school's official functions, individuals will not need to give permission for this to happen.

However, staff are reminded to collect and/share as little personal data as possible online.

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 for a period of time
- Not sharing the device among family or friends. Studysafe is installed on all Trust IT computers
- Keeping operating systems up to date – always install the latest updates

4. SAFEGUARDING

It is essential that all schools have and communicate clear reporting routes so that pupils, staff, parents and carers can raise any safeguarding concerns in relation to remote online education.

5. MONITORING ARRANGEMENTS

This policy will be reviewed termly until the end of the pandemic

6. LINKS WITH OTHER POLICIES

This policy is linked to: (This is not an exhaustive list so please add additional policies if applicable)

- Keeping Children Safe In Education
- Remote Education Live Learning Agreement 2021
- School Behaviour and Inclusion policies
- School Safeguarding Policies
- Trust Data Protection Policy and Privacy Notices
- Home-school agreement
- Trust IT Acceptable Use policy
- Trust Online Safety policy