



EBOR ACADEMY TRUST

Policy Number

26NS

Remote Teaching and Learning Policy

Approved By: CEO
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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 Hob Moor Oaks Academy. 'Google' may be used for live communication with parents when necessary, or for staff dialing into sessions from home.

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 parents 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:

Hob Moor Oaks Academy Remote Learning Offer.

Pupils unable to attend school due to a period of advised self-isolation but who otherwise remain well (**Individual remote learning**). For some pupils at Hob Moor Oaks this may include extended pupils absence due to medical reasons ie operation recovery.

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 school a Teacher or allocated Teaching Assistant will maintain contact with children who are not in school, tasks and learning activities will be provided based on the class teachers MTP for the half term. These will be shared with parents via email or tapestry, these will mirror class based activities for the half term. Resources and activities such as school work boxes may be provided should a pupil require them, these may be collected by parents, if appropriate or dropped off by the WEB team. Information will be collated on a “Keeping in Touch” document for pupils who are not in school.

A Period of School Closure

Hob Moor Oaks 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, via emails, phone calls and tapestry updates with parents and carers. Paper packs will be emailed from school or they can be printed and made available for collection by parents. Classes may offer remote learning activities as part of the school daily timetable, ie “Good Morning”, “story sessions” or

others which are appropriate and accessible to the group of students. This can also include daily pre-recorded teacher led sessions.

(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 / classes using Tapestry and paper based plans which will be emailed to parents.

Classes will also offer remote learning activities as part of the school daily timetable, ie “Good Morning”, “story sessions” or others which are appropriate and accessible to the group of students.

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

Expectations of Staff

The Senior Leadership Team

- Coordinating the remote learning approach across the school. §
- Monitoring the effectiveness of remote learning.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

Teaching & Learning: Roles and Responsibilities

- To provide new learning as well as reinforcement and consolidation of prior learning.
- To provide a balance of online learning (where pupils and teacher interact in a specific virtual space, through a specific online medium) and asynchronous learning (where learning happens independently).
- To offer learning which is inclusive, and upholds, respect, fairness and equality.
- To ensure that cyber resilience and internet safety is central to all digital technology.
- To provide support and guidance for pupils to enable them to engage in the schools homes and blended learning approach.
- To engage with effective learning and teaching resources.
- To foster an open pathway of communication between the school and home where appropriate.
- To adhere to government Health and Safety guidelines.
- To keep within the whole school teaching and learning policy to ensure that sessions are appropriate for all learners.

Teachers/Class Leads:

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

- Plan lessons which are relevant to the curriculum focus for each and endeavor to replicate this through video links for home learning, including setting daily and weekly work including home learning, via pre-recorded learning sessions, planning ideas and activities and class newsletters.

- Teachers will create pre recorded videos for key sessions including English, maths and creative curriculum, to be set by teachers HLTAs and TA3s.
- Ensure that work is set and made available on tapestry or the google drive to share by email with at the start of each week to cover the calendar week ahead, be familiar with the use of Tapestry, email and Google Meet, and to be available online through Meet to liaise with other members of their phase / school team.
- Set and share work to students promptly by electronic means.
- Be available for their normal contracted hours 8.30-4.00. 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.
- Where appropriate feeding back on work to families and pupils.
- Ask all pupils and parents to abide in the correct manner when being taught remotely.
- Attend virtual meetings.
- Wear appropriate clothing.
- To liaise with teaching assistants with regards to subject content.

If the class teacher is unwell and unable to work, the sessions will be led by a Teaching Assistant (L3), HLTA or 2 groups of children will be joined together (as per 'Transport Bubbles')

Subject leaders

- To plan for how remote learning looks for your subject.
- To share plans and ideas with all teaching staff.
- Update your subject plan to ensure it contains remote learning details.

Teaching Assistants:

- Teaching assistants must be available during their normal contracted 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.
- Wear appropriate clothing.
- To liaise with teachers with regards to any questions about subject content.
- To support and resource remote learning for pupils within their class.

A range of Learning materials will be made available to children and families, for the purpose of providing remote learning, the school may make use of:

- practical tasks - ie work boxes of resources.
- Educational websites links and online activities.
- Reading tasks
- Pre-recorded video or audio lessons

Wellbeing Team

- Liaise with families and social care around individual pupils
- Communicate with parents around "early help" support which is available to them, and support with referrals
- The DSL's responsibilities are identified within the school's Child Protection Policy and the Addendum for the child protection policy and safeguarding considerations of Online and distance learning

- **Resources**
- Social Stories – can be created for individuals, these can be about anything, please just email with what you want them to say and any pictures that are relevant. E.g. picture of mum.
- Symbols – Symbols can be created and sent to you via PDF for you to print at home, if you don't have a printer at home please let us know. Please specify if you need these with colour borders or black borders.
- Online Links – Links to suggested resources can be sent out such as songs and videos.
- Makaton – If your child uses Makaton sign, signs can be sent home to help with communication at home.
- Choosing Boards – We can create choosing boards for you with resources and items specific to your child.
- Communication Groups - We can provide examples and videos of what is done during communication groups so you can replicate these at home

Emotional Regulation

- Feelings check in – We can send you the resources we use within school to do a feelings check in with your child.
- Zones of Regulation – Resources around recognising our own emotions and what to do when feeling a particular way to help your child regulate themselves.

Behavioural Support

If there are any particular behaviours you are struggling to manage in the home please let us know and we can make suggestions on how best to support your child and provide any visual resources you may need.

Sensory Regulation

A sensory regulation pack can be sent out, with information about how to help you meet your child's sensory needs, and links can be sent out to resources that we use in school.

Parental Support

- Please feel free to call or email at any time for any parental support. You can chat through anything you need, whether it's just a chat to talk about how your feeling or if you need any additional resources etc, will do our best to support you in any way we can. Just call the usual school number and ask to speak to the Wellbeing team. If we are not available we will call you back as soon as we can.

Signposting

- We can recommend further services and agencies that you can contact for additional support.

Safeguarding

- As always if you have any safeguarding concerns or are worried about a child's welfare please contact us immediately. Regular multi professional meetings and family check in will take place.

Expectation of parents, carers and families

Where possible it is beneficial for children to maintain a regular and familiar routine which maintains the structure similar to a school day.

Each week English, Maths and creative curriculum will be shared via Tapestry.

Families should share this and make plans to complete the work.

Should anything be unclear in the work which is set, parents can communicate this via the school/email address.

Work which children complete at home should be shared via tapestry.

Every effort will be made by staff to ensure that work is set promptly, but school cannot guarantee that the platforms will work on all devices. Should accessing home learning be an issue then please contact school promptly who will look into alternative solutions.

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

xxx@ebor.academy email address only. No personal email addresses must be used by staff. However, our main contact will be via our 'Care Diary' on Tapestry or telephone.

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. 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 (HLTA, TA3 or alternative teacher).

If a member of staff is self isolating due to being a contact, they must be available to work from home during their isolation period, this may include creating resources, joining the class via google meet as part of a planned session etc. This will be in discussion with SLT and Class teachers.

Safeguarding

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

Offer of staff and what we expect staff to do

- phone calls with parents
- appendix previous policy which an be updated