Remote Education Policy
2020/21

Olive AP Academy - Havering

Title	Remote Education Policy
Date	11 January 2021
Approved by	OA Central (ATE and HBO)
Date of next review	By September 2021 (unless legislation or practice dictates earlier)
Updates	

This is an OA central template which should be checked to ensure the local context is added and local contacts provided.

This policy should be read in conjunction with

- Child protection/safeguarding policy
- Safeguarding procedures – COVID-19
- Data Protection policy
- ICT and online policy including acceptable use
- Behaviour policy and expectations regarding COVID-19
- School opening risk assessment (COVID-19)

To be read in conjunction with DfE guidance on full opening of schools in the light of the coronavirus pandemic - https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#res

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/950510/School_national_restrictions_guidance.pdf

Key staff involved in the provision of remote education in this academy

Role	Name(s)
OA IT strategy lead	Kuda Mika
Senior lead for remote education	Joshua Law
DSL	Gary Haines and Mandy Jones (Deputy)
SENDCO	Joshua Law

Contents

1. Aims

This remote education policy aims to:

> ensure consistency in the approach to remote education for pupils who cannot be in school full time or who require a blended learning approach (combination of onsite lessons and remote education)

> set out expectations for all members of the school community with regards to remote education

> and provide appropriate guidelines for data protection and safeguarding.

2. DFE expectations

This policy takes into account guidance from the DfE on remote education expectations outlined within the guidance on [full opening of schools](#) in the light of the coronavirus pandemic. An extract of these expectations (Jan 2021) is as follows:

'In developing their remote education, we expect schools to:
- *teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject so that pupils can progress through the school's curriculum*
- *select a digital platform for remote education provision that will be used consistently across the school in order to allow interaction, assessment and feedback and make sure staff are trained and confident in its use.*
- *overcome barriers to digital access for pupils by:*

- *distributing school-owned laptops accompanied by a user agreement or contract*
- *providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work.*
  - *It may also be that some pupils who have difficulty engaging in remote education may be considered to be vulnerable children, and therefore eligible to attend provision in person. As outlined in the guidance, this is a decision based on local discretion and the needs of the child and their family, as well as a wide range of other factors.*
  - *have systems for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern*
  - *identify a named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education*
  - *publish information for pupils, parents and carers about their remote education provision on their website by 25 January 2021*

When teaching pupils remotely, we expect schools to:
- *set meaningful and ambitious work each day in an appropriate range of subjects*
- *provide teaching that is equivalent in length to the core teaching pupils would receive in school. This will include both recorded or live direct teaching time and time for pupils to complete tasks and assignments independently, and will be as a minimum:*
  - *Key Stage 1: 3 hours a day on average across the cohort, with less for younger children*
  - *Key Stage 2: 4 hours a day*
  - *Key Stages 3 and 4: 5 hours a day*

Online video lessons do not necessarily need to be recorded by teaching staff at the school: Oak National Academy lessons, for example, can be provided in lieu of school-led video content.

- *consider how to transfer into remote education what we already know about effective teaching in the live classroom by, for example:*
  - *providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources*
  - *providing opportunities for interactivity, including questioning, eliciting and reflective discussion*
  - *providing scaffolded practice and opportunities to apply new knowledge*
  - *enabling pupils to receive timely and frequent feedback on how to progress, using digitally facilitated or whole-class feedback where appropriate*
  - *using assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge*
  - *avoiding an over-reliance on long-term projects or internet research activities*

We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support.

We also recognise that some pupils with Special Education Needs and Disabilities (SEND) may not be able to access remote education without adult support and so expect schools to work with families to deliver an ambitious curriculum appropriate for their level of need.

Vulnerable children Where individuals who are self-isolating are within our definition of vulnerable, it is important that schools put systems in place to keep in contact with them. When a vulnerable child 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 to maintain contact and offer support to the vulnerable child or young person.

Schools should also have in place procedures to check if a vulnerable child is able to access remote education support, to support them to access it (as far as possible) and to regularly check if they are doing so.'

3. Roles and responsibilities

3.1 the **headteacher** will take responsibility for:

- leadership of the programme of blended education that is provided to pupils – the programme will be flexible enough to respond to changes in national guidance, local developments, e.g., an increase in positive coronavirus cases reducing staffing capacity onsite, and changing needs of individual pupils, e.g., self-isolation or failure of IT
- ensuring appropriate procedures are in place to track attendance of pupils both onsite and during remote sessions, and reporting procedures are in place to meet the daily [reporting requirements of the DfE](#) when required

3.2 Senior lead for remote education will take responsibility for:

- allocating roles and responsibilities within the academy for delivering remote education
- quality assuring provision and supporting staff with their delivery
- monitoring effectiveness and reporting on a weekly basis to the OA CEO
- monitoring the security of remote education systems, including data protection and safeguarding considerations
- monitoring and assessing student progress to ensure it is in line with expected progress and putting in place appropriate interventions as needed.

3.3 Teaching staff (teachers and associates/LSAs)

When providing remote education, teachers and support staff must be available between during working hours as set by the headteacher and senior lead for remote education.

If staff are unable to work for any reason during this time, for example due to sickness or caring for a dependent, this should be reported using the normal absence procedure.

When providing remote education, the nature of the responsibilities will depend on the nature of the remote education, e.g. provision of lessons for a group of pupils, or provision of work for one pupil self-isolating – the senior lead for remote education and line managers will agree appropriate tasks for each member of staff. Responsibilities may include:

> planning and delivering live lessons as timetabled via Microsoft Teams

> planning and ensuring pupils have access to SAM learning/GCSEPod/Class Dojo/Google Classroom as relevant, and that they understand the expectations around uploading of work

> preparing work packs and allocating work as needed for those not accessing online lessons

> providing feedback on work inline with standard expectations within the academy

> keeping in touch with pupils who cannot be in school and their parents:

- daily contact via phone call/text/email – ensuring any contact is logged on Arbor
- responding to queries from parents and pupils in a timely fashion during working hours
- responding to any complaints or concerns shared by parents and pupils in line with the academy's safeguarding and complaints procedures
- working with coaches to set clear expectations around behaviour during periods of remote education
- providing support and advice to parents and pupils regarding keeping safe online giving guidance on useful sources they can access via the academy website.

It is important to note that remote learning plans will vary dependent on the scenario, e.g. national lockdown resulting in partial closure of schools, individual cases of self-isolation due to testing positive or being a close contact, or temporary closure of a setting due to an outbreak of coronavirus. Provision should always be agreed with the senior lead for remote education within the academy before implementing.

All staff are expected to follow acceptable use guidelines (see section 5).

3.4 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
- working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- working 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
- monitoring the remote work set by teachers in their subject
- alerting teachers to resources they can use to teach their subject remotely

3.5 SENDCO

Alongside their teaching responsibilities, the SENDCO is responsible for:

- coordinating specialist support needed to ensure children with SEND can access remote education which suits their needs and monitoring this provision and pupil engagement with lessons
- working collaboratively with families to put in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers
- where relevant, working with the local authority to review provision agreed within a pupil's EHC plan and considering how services might be able to be accessed remotely e.g. remote sessions with therapists

3.6 Designated safeguarding lead

The DSL is responsible for overseeing safeguarding procedures are robust when delivering remote education and that staff are aware of expectations and reporting processes in relation to

safeguarding concerns that arise during provision of remote education. They are also responsible for sharing learning across the trust as issues arise.

3.7 OA IT strategy lead

In addition to overseeing the IT provision to ensure a smooth transition to remote education for pupils and staff and leading on policy and procedure for remote education across OA, the trust associate for IT strategy will provide guidance and troubleshooting advice on an ongoing basis should remote education need to be put in place within the academy.

3.8 OA Director of Academies

The Director of Academies for Olive Academies will provide central leadership over the development and quality assurance of the remote education programme, ensuring headteachers and central leaders work together to learn lessons and share good practice, and to put in place a consistent, flexible and effective programme of education which always takes into account the best interests of OA pupils.

3.10 Pupils and parents

Parents and pupils can expect the school to provide remote education in line with the remote education provision outline document available on the school's website.

Staff can expect pupils learning remotely to:

> be contactable during the school day – although consider they may not always be in front of a device the entire time

> complete work to the deadline set by teachers

> seek help if they need it, from teachers or support staff

> alert teachers if they are not able to complete work

> follow the behaviour expectations set out by staff when delivering remote learning

Staff can expect parents of children learning remotely to:

> make the school aware if their child is sick or otherwise can't complete work

> seek help from the school if they need it

> be respectful when making any complaints or concerns known to staff

Parents and pupils are expected to follow the expectations set out in the acceptable use policy which will be provided to each pupil and parent – available as a separate document on the school website.

The senior lead for remote education and headteacher will share information with parents to support them in their task of encouraging their children to engage with remote lessons – this information will also be available on the school website.

3.11 OA Trustees and Academy Advisory Board

Trustees and the academy advisory board for the academy are responsible for:

> monitoring the trust'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

4. Data protection

4.1 Accessing personal data

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

> only access pupil related data via OA's secure cloud service

> only use OA laptops for delivery of remote learning

> only use OA mobile phones or if this is not possible, ensure their phone number is private and all calls logged

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses and/or phone numbers as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen. However, 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 for a period of time

> 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

Staff are expected to abide by the existing safeguarding policy as well as the additional addendum created to cover safeguarding requirements during the COVID-19 pandemic and the provision of remote education. This addendum outlines expectations of staff during provision of remote education, especially live lessons.

Parents and carers, pupils and staff are provided with acceptable use guidelines for live lessons and are reminded of expectations on a regular basis.

All parents and carers and pupils are made aware of arrangement for contacting the DSL should they have any safeguarding concerns during provision of remote education.

6. Equity of provision

To ensure that all pupils can access learning, we aim to provide laptops or devices to families who cannot access the learning through any other devices. We will provide printed versions of online materials for families if you are unable to access the online materials. All learning resources will be posted to our online learning platform and/or onto our school website.

7. Monitoring arrangements

This policy will be reviewed termly by the trust's IT strategy lead and submitted to OA central should there be any significant changes. It will be published on the school's website.