



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
- 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 Tockwith CE Primary '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.

Tockwith CE 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. These tasks will be shared with parents in two forms:

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.

Google Classroom - Children to access their learning through the Google classroom and seesaw, allowing them to mirror the learning in class.

This will look different in different Year groups:

Reception

Phonics lesson recorded- links to sounds and activities sent for applying and consolidating this sound.

Maths lesson recorded linked to number of the week and suggested activity

Website - links - resources - guides

Paper packs - pre- prepared items to be picked up. Dropped off if necessary.

Read once a week with an adult.

Year 1

Phonics lesson recorded- Links to jolly phonics sounds and activities.
Video of pronunciation of sounds- Link provided.

Maths input recorded - Complementary sheets to be attached to this relating to the maths lesson.

Links to the NCETM spines and white rose for parents for guidance.

Home reading links - Reading with a TA once a week during self isolation.

Links to the homework grid with numerous activities to be completed.

Weekly Overview.

Year 2

Weekly overview - more detail on this if isolated

Pack of worksheets to compliment delivery.

Starter activity - seesaw.

Tag in home learning folder.

Read once a week with an adult.

Key Stage 2

Google Classroom task linked to sessions.

Recorded input to maths lessons on Seesaw/ White Rose videos

Links to sites/ Symbaloo made available in the Google classroom

Homework grid/Topic research

Pobble daily writing/ grammar activities

Slides, worksheets to edit or questions made available through the classroom.

Opportunity to access whole class sessions remotely.

A Period of School Closure

Tockwith CE 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 utilise Seesaw and Google classroom to organise the learning for the children on a daily/weekly basis. This may be supplemented by Paper packs which will be emailed to school where they can be printed off and made available for collection by parents.

(b) Longer-Term Closure

In the event that the school / bubble is closed for longer than 10 working days, it will be the same as a short term closure, however there will be less reliance on paper packs being made available.

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

Technical Offer

All children from Year 1 to Year 6 will be offered the opportunity to loan one of the school chromebooks

EYFS

Teachers will continue the teaching sequence/topic they were covering in school. Advice and tips will be given to parents about how they can support children with their play at home. Options for the tasks will be given with advice/tips for parents around ability. A book/whiteboards and whiteboard pens will also be provided for children to help with their home learning. Phonics charts, number lines and other resources will be sent home in packs to provide the children with support. Children will access the home learning through videos and links sent on seesaw. Our EYFS home learning offer includes:

- A daily 20/25 minute phonics session based on Jolly phonics with activities to embed the sound.
- Daily maths activities based around the number of the week or unit of learning.
- Daily story time.
- A home activity grid with multiple choices of activities that support the progression towards ELG (Early Learning Goals).
- Suggested play activities that link with the current topic.
- Handwriting/speed reads or speedy maths (5 minute video) to embed learning and practise skills.

Live sessions:

- A guided reading session once a week with a small group of children. The book is shared on the screen and children read along at home.
- Twice a week live story times read by the teachers, the children are asked questions and encouraged to respond.
- A weekly live phonics or maths games session consolidating the learning from the week.

Parents will be encouraged to engage through Seesaw and add photos/ feedback on their home learning. Teachers send verbal feedback via seesaw at least once a day.

Key Stage 1

A daily set of slides will be created and shared with parents that will include all learning activities for the day. This will be accompanied by a daily video which will be aimed at the children and explain the learning involved. These slides will run the children through a range of daily learning activities. Printable documents will be posted on Seesaw alongside screen shots of the work for people who may not have a printer at home. Learning packs will also be printed and made available at the school office. Teachers will continue the teaching sequence/topic they were covering in school. Options for the tasks will be given with advice/tips for parents around ability. A book will also be provided for children to keep all their home learning in. Teachers will give feedback to children via seesaw. Daily live interactions will be available for children at home in a range of different subjects.

Year 1:

All children in Year 1 have access to a chromebook. Daily lesson slides and videos will be added to see-saw each morning for the subjects taught that day.

Slides will be sent out each morning which will explain the daily structure of the day. Daily structure of the day will follow the same routine of those children when in school (Phonics, Guided Reading, Literacy, Maths and Topic/P.E/Art)

There are a range of live opportunities for children to join in from home: Story Time - Guided Reading Sessions 1:1 and in groups - Wellbeing Check/ Show and Tell - Phonics and Maths Interventions - Phone Calls.

Children and parents share evidence via see-saw.

Year 2

All children in Year 2 will have access to a chromebook. The teacher will share the learning for each day on google classroom. This will be shared the night before to allow parents to look at it in advance should they wish. All slides, resources and support videos will be posted together to make it easier to navigate.

1 set of slides will outline the entire learning for that day. The daily slides will consist of a range of activities.

Daily activities = Smart Start - Phonics / Guided Reading - Maths - English - Physical (PE) - Topic

The timetable will reflect our normal routine within class which will ensure a broad and balanced curriculum. Extension activities will be made available for children and differentiated activities will be sent to EHCP children.

In Year 2 there will be a live interaction available every day for children learning at home as well as a detailed video from the teacher at the start of each day. The expectation on pupils will be to share evidence of their learning each day with the class teacher via seesaw. The children will

have access to their normal school books. Feedback will be given to each student each day via seesaw. Any concerns around quality/quantity of work will be dealt with via a phone call.

1 to 1 reading calls will be available to all children learning at home. Each child will be listened to each week.

Key Stage 2

Chromebooks will be made available to loan to a class or bubble closed down for more than 10 working days.

Teachers will plan remotely using Google classroom and Seesaw.

In the event of a class or bubble closed or national lockdown each day work will be posted by 9am on Seesaw and/or Google Classroom. A selection from reading, Writing, Maths, RE and foundation subject activities will be posted daily ensuring a broad and balanced curriculum.

Tasks will include key skills, with some form of differentiation and web links to support learning. Learning will follow the sequence planned for the half term. Where necessary, long term plans are devised to meet needs during remote learning.

Activities planned encourage children to record their work using a range of recording methods. As part of our remote provision, teachers may post a video of themselves or weblink educational videos, explaining concepts at a level that is appropriate for their class.

Teachers offer live learning sessions for children at home as well as school. Children working from home are expected to access the same learning as those at school.

Teachers will respond with a personalised comment and may choose to respond with intervention if necessary. Teachers enable opportunities to check in with children during the week either through phone calls or through online sessions.

Teachers communicate expectations to parents of children's learning behaviours and parents are encouraged to share good work and ask for support for remote learning.

Paper packs of learning will be given to children who need to leave school at short notice or children who are struggling to access online resources.

If a family is not actively engaging with Google Classroom, the class teacher or remote learning champion will contact the family by telephone to offer advice and details to help.

SEND

Teachers will ensure that the provision made available for children with special educational needs will be appropriate to the needs of the children.

Additional resources will be made available to children through an additional resources Google Classroom area. Children can be added to this classroom by their class teacher or SENCO. Resources will be available to target key skills.

Phone calls will be made to children with special educational needs by the SENCO after recommendations by their class teachers. The SENCO will also make phone calls in conjunction with the class teacher to support families at times when children are having to engage with school remotely.

Intervention

Where children require additional support, we will offer a variety of interventions. These will include:

One to One reading, Reading Fluency, Reading Wise, Additional maths support in small groups or 1:1, check in clinic for same day intervention.

Pastoral Support

Our Pastoral Lead will continue to support children and families during any long term closures. This will come in the form of 1 to 1, pavement visits or phone calls. Whole key stage mindfulness.

Expectations of Students

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

- Complete all work set for them and submitting work which is requested for feedback promptly
- Check Seesaw/ Google Classroom regularly and read and respond to communication from the school.
- Ensure that their school Chromebook is at home with them 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 or Google Classroom 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.
- Headteacher and Assistant Heads are responsible for the setting (or delegation) of tasks from Reception to Y6. Additionally, phase leaders are required to maintain oversight of the appropriateness and quality of the work set across their phase.
- To be familiar with the use of Seesaw, Google Classroom and Google Meet, and to be available online through Meet to liaise with other members of their phase / school team.
- To set, assess and return work to students promptly by electronic means.

Expectation of Parents

- To communicate with the school and teacher if they are having problems with connecting with the remote learning
- To communicate with the school if their children are not accessing the remote learning or they need more support to emphasize the importance of continuing the children's learning.

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

@tockwithprimary.co.uk email address only. No personal email addresses must be used by either staff or pupils.

Seesaw and/or Google Classroom.

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

xxx@tockwithprimary.co.uk

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.

Remote learning Champion - Justin Reeve

Safeguarding

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