	January 2021	Next review	October 2021
Approved by	Senior Leadership Team	Date	18.1.21
Circulated	Parents, Governors & Staff	Date	19.1.21

Remote Education Policy: Covid-19

Aims

This policy is to ensure the ongoing education of The Spire Federation pupils under unusual circumstances. This policy will future-proof against closures that could happen at any time due to school closure from Covid-19. It also covers the ongoing education of pupils who cannot be in school as a result of Covid-19 restrictions but are able to continue with their education when the school remains fully open.

This remote education policy aims to:

- set out and explain our approach to remote education during Covid-19 to the whole school community
- ensure consistency in the approach to remote education for pupils who are not in school
- set out expectations for all members of the school community with regards to remote education
- provide appropriate guidelines for data protection.

Remote education

If one or more of the following events occur, remote education will be implemented by the School for all affected students:

- An individual student is awaiting a Covid-19 test result
- An individual student is self-isolating due to Covid-19
- A proportion of students from a class/year group/bubble are self-isolating due to Covid-19
- A whole class/year group/bubble is self-isolating due to Covid-19
- The school is only open to critical workers/vulnerable children due to Covid-19
- The school is closed due to Covid-19.

Remote education minimum standards

The Federation commits to the following minimum standards for remote education provided in the above scenarios:

- Work will be provided for all affected students and will be accessible on our pre-agreed platform(s).
- Affected students will have access to remote education which is equivalent to core teaching every day.
- Affected students will be provided opportunities for feedback and assessment on a daily basis.
- Work provided will be ambitious and in line with the in-school curriculum.
- Affected students will have the opportunity for daily contact with a member of staff.

Remote educational provision

Our remote learning will be through Google Classroom, Purple Mash and Tapestry for EYFS.
Each day we will provide at least:

- English lesson
- Maths lesson
- Phonics session (where appropriate)
- One other subject lesson – E.g. Science, Geography, History, Computing, Art etc.
- A daily 'live' reading/story session

We will also share:

- Information for 'active sessions' to promote health and well-being
- Information for PSHE / Well-being activities (optional)

In line with government guidance, pupils in Key Stage 1 will have an average of 3 hours remote learning whereas pupils in Key Stage 2 will have 4 hours. This will include teaching time and time for pupils to complete tasks. Work for each day will be uploaded by 9am every weekday.

Teachers will upload 'Assignments' on Google Classroom and 'Memos' on Tapestry. Feedback from teachers will be given through comments and returned to pupils. These learning activities are those pupils should aim to complete. The learning will be in line with the school's curriculum and teachers will provide various resources to support learning, including recorded 'lessons' for English and maths.

Google Meet will be used (alongside the school's protocols) for daily reading sessions and other meetings as required.

Whilst a pupil/household member is awaiting a test result, there are Home Learning Activities that can be accessed on Google Classroom until the result is returned.

We commit to putting in place remote education from the first day an affected pupil is off school, however please note there may initially be an interim period of one or two days before the whole program and normal ongoing support is accessible and ready.

Platforms and how to access

Spire Federation remote education platforms are Google Classroom, Purple Mash and Tapestry.

Parents and students can access this school's remote education offer here:

https://www.north-

cockerington.lincs.sch.uk/our_curriculum/remote_education_/remote_education_.

html

Support to enable students to access remote education

We understand that remote education during current times presents new challenges for many. We commit to the following to help support students to access remote education:

- Using in school time to practise using Google Classroom, including accessing homework.
- Providing audio and video guides which students can access from home to support pupils and parents with Google Classroom.
- Letters and visual guides/videos sent home with instructions on how to access remote education.
- Phone calls from school staff to guide parents through use of technology.
- Providing practical support with technology where possible.

Roles and responsibilities

Teachers

When providing remote education, teachers will be available between 9am and 3:30pm. 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.

When providing remote education, teachers are responsible for:

- providing daily lessons and work on Google Classroom/Tapestry which have already been planned for classroom delivery and adapted as necessary
- providing feedback to pupils using the comments feature on the Assignments.
- ensuring assessment records (for example, the use of quizzes) are maintained to inform next steps
- keeping in touch with pupils through Google Meet and phone calls.
- ensuring they are responding to comments and questions via Google Classroom.
- monitoring the "attendance" of pupils through engagement with Google Classroom.
- reporting / recording any safeguarding concerns and acting on them appropriately.

Staff are encouraged to plan collaboratively within year groups and to share resources.

Teachers must follow the Online Safety at home during Covid-19 – Staff guidance.

Refer to Appendix 1.

Refer to Google Classroom Handbook.

Teaching assistants

When assisting with remote education, teaching assistants will be available during their normal working hours unless agreed differently with the class teacher and SLT.

If a teaching assistant is unable to work for any reason during this time, for example due to sickness or caring for a dependant, they should report this using the normal absence procedure.

When assisting with remote education, general teaching assistants are responsible for:

- liaising with their class teacher and/or SENCo to know what they need to do. This can include:
- direct teaching using Google Meet (following the protocols)
- monitoring Google Classroom and responding to comment and questions if appropriate
- providing wellbeing activities on the Stream to engage with pupils.
- acting as the second adult on any Google Meet sessions

If the TA is working with a pupil 1:1, they are responsible for:

- direct teaching / support / mentoring using Google Meet (following the protocols) – there is an expectation that the TA would take the 'lead' on this and liaise closely with the teacher and parents.
- creating and providing individualised resources for the pupils they support (uploading to GC or printed resources.)

Teaching assistants must follow the Online Safety at home during Covid-19 – Staff guidance.

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 education.
- Monitoring the remote work set by teachers in their subject (*Initially undertaken by the EHT)*
- Alerting teachers to resources they can use to teach their subject remotely.

Executive Headteacher

The EHT is responsible for:

- Co-ordinating the remote education approach across the schools
- Monitoring the effectiveness of remote education – depending on circumstance, this may be through monitoring of Google Classroom, surveys, interaction with parents.
- Monitoring the security of remote education systems, including data protection and safeguarding considerations.

Designated safeguarding lead

The DSL is responsible for:

- responding to any concerns raised by staff, pupils and parents.
- support staff to respond to concerns raised.
- keeping staff, parents and pupils informed and to share resources / information.

- ensuring the school safeguarding policies are still applied, referred to and followed.

IT Support/Administrative Team

Administrative staff will support the EHT to liaise with the IT technician with regard to:

- Fixing issues with systems used to set and collect work.
- Helping staff and parents with any technical issues they're experiencing.

The bursar will be responsible for:

- Reviewing the security of remote education systems and flagging any data protection breaches to the data protection officer.

The EHT will be responsible for:

- Assisting pupils and parents with accessing the internet or devices.

Pupils and parents

We expect pupils learning remotely to:

- Be contactable during the school day – although we understand that you may not always be in front of a device the entire time.
- Complete work to the deadline set by teachers.
- Seek help if you need it, from teachers or teaching assistants.
- Alert teachers if you are not able to complete work.
- When attending live lessons or conversations with school staff, to dress appropriately (no pyjamas or offensive images/wording) and to have an appropriate background (ideally a clear background with no other people in view, with no offensive imagery).
- To be kind, considerate and respectful when communicating with other students and school staff online, in line with the school's Behaviour Policy and Anti-Bullying policy.
- Follow the Google Meet Protocols.

We expect parents with children learning remotely to:

- Make the school aware if your child is sick or otherwise can't complete work.
- Seek help from the school if you need it.
- Be respectful when making any complaints or concerns known to staff.
- Be aware of the Interim Online-Safety Policy for parents and pupils.
- Be aware of the Spire Remote Education Agreement and Online-Safety Policy for parents and pupils.

The Spire Federation

The Federation is responsible for:

- Developing a remote education strategy, as set out within this remote education policy.
- Setting up CPD for remote education.
- Enabling peer support on remote education between schools across the Federation.
- Monitoring the school's approach to providing remote education to ensure education remains as high quality as possible.
- Ensuring that staff are certain that remote education systems are appropriately secure, for both data protection and safeguarding reasons.

Live teaching

There is no expectation on schools to deliver Live teaching. Online lessons may be recorded, or they may be delivered live. Live teaching will only be delivered if the following criteria can be met:

- It has to be safe
- It has to be inclusive
- It has to be the most effective approach to the learning

Live teaching will only be considered once basic access to lesson resources for all relevant students is in place. Where lessons are delivered live, the live teaching and Google Meet protocol will be followed.

Children with SEND

It is primarily the role of the SENCo, Alison Whitfield (East Wold) or Imogen Plastkitt (North Cockerington) to ensure all SEND needs are supported effectively and that appropriate resources are allocated and available to meet pupil need. However, all teachers and teaching assistants have a duty to support children with SEND. Where necessary, work will be differentiated with scaffolding provided.

To support children with SEND and or learning difficulties with remote education, the SENCo will:

- know which pupils the allocated TA is expected to support.
- share access to SEND or EHCP plans to ensure successful strategies and interventions are used to support
- ensure that statutory EHCP Part F school provisions are covered.

Support will include:

- Deploying Teaching Assistants effectively
- Ensuring pupils can access all necessary learning platforms and know what is expected of them.
- Ensuring EHCP Risk Assessments are known and adhered to.
- Directing TAs to Alison Whitfield (East Wold) or Imogen Plastkitt (North Cockerington) for any additional training and support.
- Liaison with outside agencies as appropriate.
- Attending virtual meetings with teachers, parents and pupils as necessary and directed by SENCo.
- If teaching assistants will also be working in school, where relevant explain who will cover the responsibilities above during this time.
- Support and contact from staff on a personalised basis as appropriate.

All SEND students should continue to receive allocated outside agency support remotely where appropriate and possible (provided by agencies) and time will need to be allocated to co-ordinating this work also.

Who to contact

If you have any questions or concerns about remote education, please contact the following individuals:

- Issues in setting work – talk to the class teacher
- Issues with behaviour – class teacher and then SLT
- Issues with IT – talk to the class teacher, administrative staff or EHT.
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the school data protection lead – Clare Owen
- Concerns about safeguarding – talk to the DSL – Alison Whitfield (East Wold) or Imogen Plastkitt (North Cockerington)

If any pupil has worries or concerns during this period of remote teaching then they should contact their class teacher or our trained Emotional Literacy Support Assistant – Kirsty Atkinson (East Wold) or Philippa Lidstone-Scott (North Cockerington) at the school or, alternatively, they can contact Childline via the following website: https://www.childline.org.uk/get-support/contacting-childline/

Communication between staff and pupils/families must be through the authorised school systems above and not through email, personal social media accounts, nor personal phones. It should follow the usual rules outlined in the Staff Code of Conduct, Remote Education Agreement, Online Safety Policy and Acceptable Use Agreements.

Safeguarding and remote education

With the increased use of digital technologies that comes with remote education, safeguarding implications need careful consideration. Parents are advised to spend time speaking with their child(ren) about online safety and reminding them of the importance of reporting to an adult anything that makes them feel uncomfortable online. Please refer to the Interim Online Safety Policy for further information.

While we will be doing our best to ensure links shared are appropriate, there may be tailored advertising which displays differently in your household or other changes beyond our control. If parents or students have any concerns over any online content related to the school or Federation they can contact the school or the Trust via enquiries@east-wold.lincs.sch.uk or enquiries@north-cockerington.lincs.sch.uk

If parents have any safeguarding concerns that need discussing, they should contact Alison Whitfield (East Wold) or Imogen Plastkitt (North Cockerington).

Staff should continue to be vigilant at this time and follow our usual Online Safety for Staff and Child Protection and Safeguarding Policy and procedures.

Data protection

Accessing personal data

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

Explain:

- How they can access the data, such as on a secure cloud service or a server in your IT network.
- Which devices they should use to access the data – if you've provided devices, such as laptops, make staff use these rather than their own personal devices.
- Follow the Acceptable Use Agreement and the Interim Online Safety policy for staff.

Processing personal data

Staff members may need to collect and/or share personal data such as email address, as part of the remote education 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.

Staff will only collect and/or share as little personal data as possible online.

Keeping devices secure

All staff members are expected to 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 eight 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.

Monitoring arrangements

This policy will be reviewed every year by the Federation. The Senior Leadership Team will monitor the implementation of this policy.

Links with other policies

This policy is linked to our:

- Behaviour Policy and Covid-19 Addendum
- Anti-bullying Policy
- Child Protection and Safeguarding Policy
- Data Protection Policy and Privacy Notices
- E-Safety Policy – which includes Acceptable Use Agreement – all staff and students using school digital technologies must follow this agreement
- SEND Policy
- Staff Code of Conduct
- Interim Online Safety Policy for staff
- Interim Online Safety Policy for parents and pupils
- Remote Education Guidance
- Google Meet Protocol