



EBORA ACADEMY TRUST

Policy Number

26NS

Remote Teaching and Learning Policy

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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 Robert Wilkinson Primary Academy. '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.

Robert Wilkinson Primary Academy Remote Teaching and Learning Offer.

‘Remote Teaching and Learning’ refers to the provision of learning activities, 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.

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who aren’t in school
- Set out expectations for all members of the school community with regards to remote learning

- Provide appropriate guidelines for data protection
- Provide appropriate guidelines for the Safeguarding and well-being of children

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 teaching and learning**).

An extended period of whole school closure (**A Period of School Closure**). A 'bubble' unable to attend school due to a period of advised self-isolation but who otherwise remain well (**Bubble remote teaching and learning**).

A teacher unable to attend school due to a period of advised self-isolation but who otherwise remain well (**Teacher Led Remote Learning**).

Individual Remote Teaching and Learning

This section of the offer pack 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 and liaise where applicable with Specialist Teachers.

In **EYFS & KS1** Children will have immediate access to teaching and learning through Tapestry, Seesaw or the Google Classroom. These activities will mirror (where possible) the face-to-face learning objectives. Video lessons/inputs may also be shared through Tapestry, Seesaw or the Google Classroom. Paper packs may also be shared with parents and additional paper learning can be provided on a personalised 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.

In **KS2** Children will be immediately able to access their learning through Google Classroom, Seesaw and Google Meet. The teaching and learning offer provided will include a range of independent learning activities the children can access and work through on their own, as well as the offer for them to join 'live' learning lessons with the class teacher (dependent on accessible and available support from adults at home). The independent activities provided through Google Classroom and Seesaw and the 'live' learning lessons will be based on the national curriculum and the long term curriculum design in place for RWPA.

A Period of School/Bubble Closure

Robert Wilkinson Primary Academy is committed to providing continuity of education for its children 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 10-14 working days) class teachers will coordinate the relevant material and liaise, where applicable, with Specialist Teachers remotely via Google drive. Immediate learning will be provided through Tapestry, Google Classroom, Seesaw and Google Meet depending on the year group (If no wifi or devices are available paper packs will be provided).

(b) Longer-Term Closure

In the event that the school / bubble / team is closed for longer than 10-14 working days, we will move to a model by which the four phases in school will set work for their bubble / teams using Tapestry, Google Classroom, Seesaw and Google Meet.

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

Robert Wilkinson Year Group Offers of Home Learning

EARLY YEARS

- A recorded phonic lesson will be shared via parent parent hub and Google Classroom.
- Additional slides will be sent home via parent hub and Google Classroom with linked Topic, maths and phonic activities.
- Links to White Rose Maths Hub resources will be shared.
- Stories will be videoed and shared.
- Tapestry will be used to share work and give feedback.
- A Half Termly bingo board of additional activities and newsletter will be shared.
- Spanish links and videos will be sent via Google Classroom.

YEAR 1

- Daily phonics lessons
- Maths activities x3 (linked to maths lessons) + 1x basic skills
- Writing tasks x3 (fine motor/pencil control/handwriting/linked to lessons)
- Reading tasks x3 (1x 60 second read, 1x online reading tasks + follow up, 1x respond to staff story) (please supplement reading with additional bedtime reading of your own)
- Wider curriculum (1x P.E., 1x topic linked to school topic)
- Videos may be used to provide *Teacher Support* on specific slides when appropriate.
- Feedback will be provided through the Google Classroom as either private comments or verbal feedback

YEAR 2

The following will be shared through the Google Classroom:

- Daily phonics lessons (slides)
- Maths activities x3 (linked to maths lessons) + 1x basic skills
- Writing tasks x3 (linked to english lessons)
- Reading tasks x3 (1x 60 second read, 1x online reading tasks + follow up, 1x respond to staff story) (please supplement reading with additional bedtime reading of your own)
- Wider curriculum (1x P.E., 1x topic linked to school topic)
- Videos may be used to provide *Teacher Support* on specific slides when appropriate.
- Feedback will be provided through the Google Classroom as either private comments or verbal feedback

YEAR 3

- Teachers will plan remotely using Google Drive as the main source of information.
- All learning will be provided through Google Classroom, Seesaw and Google Meet. Asynchronous learning will be provided which may include some videos embedded into slides / daily activities (when appropriate).
- All learning will continue to follow our current curriculum design and will be based on the National Curriculum.
- Independent learning activities may include Hyperdocs, Google Slides and Seesaw tasks, which children can work through on their own.
- Feedback will be provided on learning completed in the form of a voice or written comment through Seesaw/Google Classroom.

Year 3 Weekly Timetable may include:

Reading - Daily

Morning warm up (Phonics/Spelling)- Daily

Writing - x4

Maths - x4 plus mental maths activities

Creative Curriculum eg PE, Art, Science, Computing, Music, Geography, History.

YEAR 4

- Teachers will plan remotely using Google Drive as the main source of information.
- All learning will be provided through Google Classroom, Seesaw and Google Meet. Asynchronous learning will be provided which may include some videos embedded into slides / daily activities (when appropriate).
- All learning will continue to follow our current curriculum design and will be based on the National Curriculum.
- Independent learning activities may include Hyperdocs, Google Slides and Seesaw tasks, which children can work through on their own.
- Feedback will be provided on learning completed in the form of a voice or written comment through Seesaw/Google Classroom.

Year 4 Weekly Timetable may include:

Reading - x4

Writing - x4

Maths - x4 plus mental maths activities

Morning warm up (Spelling/Bitstrips)- Daily

Creative Curriculum eg PE, Art, Science, Computing, Music, Geography, History.

YEAR 5

- Teachers will plan remotely using Google Drive as the main source of information.
- All learning will be provided through Google Classroom, Seesaw and Google Meet. Asynchronous learning will be provided which may include some videos embedded into slides / daily activities (when appropriate).
- All learning will continue to follow our current curriculum design and will be based on the National Curriculum.
- Independent learning activities may include Hyperdocs, Google Slides and Seesaw tasks, which children can work through on their own.
- Feedback will be provided on learning completed in the form of a voice or written comment through Seesaw/Google Classroom.

Year 5 Daily Timetable may include:

* **Reading** - Involving a range of cross-curricular texts and key skills activities.

* **Writing** - Sentence work and SPaG

* **Maths** - Arithmetic plus a teaching point.

* **Wider Curriculum Themes** - E.g. PE, Art, Science, Computing, Music,

* **Live lessons or video clip support** (when appropriate)

YEAR 6

- Teachers will plan remotely using Google Drive as the main source of information.
- All learning will be provided through Google Classroom, Seesaw and Google Meet. Asynchronous learning will be provided which may include some videos embedded into slides / daily activities (when appropriate).
- All learning will continue to follow our current curriculum design and will be based on the National Curriculum.
- Independent learning activities may include Hyperdocs, Google Slides and Seesaw tasks, which children can work through on their own.
- Feedback will be provided on learning completed in the form of a voice or written comment through Seesaw/Google Classroom.

Year 6 daily tasks may include:

Reading - Involving a range of cross-curricular texts and key skills activities.

Writing - Sentence work and SPaG

Maths - Arithmetic plus a teaching point.

Wider Curriculum Themes - E.g. PE, Art, Science, Computing, Music,

Expectations of Students

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

- Complete all work set for them and submit work with the attitude of 'doing their best and as much as they can' as promptly as possible.
- Check Google Classroom/Seesaw 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.
- Procedures outlined in the consent form must be adhered to e.g. appropriate clothing must be worn during live lessons etc (see consent form).

Expectations of Staff

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

- Ensure that work is set and made available on Google Classroom or Seesaw and that sufficient resources are made available to students via electronic or paper means to allow them to carry out their learning at home.
- Team leaders are responsible for the setting (or delegation) of tasks from FS1 to Y6. Additionally, team and phase leaders are required to maintain oversight of the appropriateness and quality of the work set across their year group(s).
- To be familiar with the use of Google Classroom, Google Meet and Seesaw.
- To set, assess and return work to students promptly by electronic means.
- Provide feedback on learning completed at home using either voice or written comments (this applies to electronic learning only).
- Subject leaders will ensure technology is used as a platform to facilitate learning across all areas of the curriculum.
- Teachers will ensure pupils have all their passwords at home using the agreed proforma.

Any online contact between 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 either staff or pupils.

Google Classroom, Google Meet and Seesaw.

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@bra.ebor.academy

Staff will only communicate with children and parents within the normal working hours.

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 procedures. 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 designated delegated colleagues.

Safeguarding

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

Monitoring arrangements

This offer pack will be reviewed termly by SLT and EC. At every review, it will be approved by the full governing board.

The governing board is responsible for:

Monitoring the school’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.

Attached documents

Google Meet Documentation:

[Consent Form](#)

[Google Meet - Guide](#)

Seesaw Consent:

[Seesaw Consent](#)

Links with other policies

This offer pack is linked to our:

- Positive Behaviour & Learning policy
- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy

