Rye Academies Policy

Policy Title: Remote Education
Leadership Responsibility: Head of School
Review Body: Executive Headteacher
Date: October 2021
Review: October 2022

Contents

Statement of intent

At the Aquinas Church of England Education Trust (the Trust) and **Rye College and Community Primary School**, we understand the need to continually deliver high quality education including during periods of remote working – whether for an individual pupil or a number of pupils. We recognise the importance of maintaining high expectations in all areas of school life and ensuring all pupils have access to the learning resources and support they need to succeed.

Through the implementation of this policy, we aim to address the requirements for remote learning because of the COVID19 pandemic and key concerns associated with remote working, such as online safety, access to educational resources, data protection, and safeguarding.

This policy aims to:

- Minimise the disruption to pupils' education and the delivery of the curriculum;
- Ensure provision is in place so all pupils have access to high quality learning resources;
- Protect pupils from the risks associated with using devices connected to the internet;
- Ensure colleague, parent, and pupil data remains secure and is not lost or misused;
- Ensure robust safeguarding measures continue to be in effect during remote education;
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote education.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010;
- Education Act 2004;
- The General Data Protection Regulation (GDPR);
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013;
- Data Protection Act 2018;
- Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction.

This policy has due regard to national guidance including, but not limited to, the following:

- DfE (2021) 'Keeping children safe in education 2021';
- DfE (2021) 'Review your remote education provision framework: schools';
- DfE (2019) 'School attendance';
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years';
- DfE (2018) 'Health and safety: responsibilities and duties for schools';
- DfE (2018) 'Health and safety for school children';
- DfE (2016) 'Children missing education';
- DfE (2020) 'Safeguarding and remote education during coronavirus (COVID19)';
- DfE (2020) 'Adapting teaching practice for remote education';
- DfE (2020) 'Guidance for full opening: schools';
- DfE (2020) 'Get help with technology during coronavirus (COVID19)';
- DfE (2020) 'Get laptops and tablets for children who cannot attend school due to coronavirus (COVID19)';
- DfE (2020) 'Laptops, tablets and 4G wireless routers provided during coronavirus (COVID19)';
- DfE (2020) Collection of Guidance for Schools during the COVID-19 Pandemic.

This policy operates in conjunction with the following school policies:

- Accessibility;
- Anti-bullying;
- Attendance;
- Behaviour Management;
- Child Protection;
- Complaints
- Curriculum
- eSafety;
- Health and Safety Procedures;
- ICT Acceptable Use;
- Loan of Equipment;
- Special Educational Needs and Disabilities (SEND);

- Trust Data Protection;
- Trust Employee Code of Conduct (Handbook);
- Trust Health and Safety
- Trust Literacy;
- Trust Numeracy;
- Trust Teaching, Learning and Assessment;
- Trust Safeguarding;
- Trust Special Educational Needs.

Principles for the Provision of Remote Learning

- The academies will teach their planned and published curriculum making the necessary adjustments for remote learning so that knowledge and skill are built on incrementally.
- Content will be delivered through modes that are accessible to all pupils through the provision of high-quality teaching and resources.
- The programme of teaching will be equivalent to the core teaching time delivered whilst at school, where possible.
- Pupils will be provided with clear explanations and scope for answering questions and obtaining clarity of the topic delivered.
- The academies will consider the age, stage of development and special education needs and disability (SEND) when setting expectations for pupils.
- Pupils are set meaningful and ambitious work on a variety of subjects each day.
- Assessment of pupils' progress will be regularly undertaken using suitable tasks. Following assessment, teachers will differentiate and adjust pace and difficulty to suit individual needs and make reasonable adjustments for those pupils with identified SEND following collaboration with families.
- Teachers will provide clear details of when homework will be set and marked.
- Pupils and parents will be made aware of how progress will be reviewed and ascertained.

Aims of Remote Education

The aim of online remote education is to off-set the impact of partial or full school closures during the pandemic in line with national guidance. Teachers are expected to be available for the duration of each lesson for students of their classes. However, delivery can be through digital or paper-based mediums as is appropriate for students.

In operational terms, this means that in the event of partial or full closure the school timetable operates through remote education and online systems subject to onsite provision being made for those groups as directed by the government.

This policy aims to offer a broad and encompassing system of remote learning that means students who have good ICT access or none can make progress in their learning. This policy has been developed in line with the DFE guidance which states:

In developing these contingency plans, we expect schools to:

- *Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations;*

- *Give access to high quality remote education resources;*
- *Select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure colleagues are trained in their use;*
- *Provide printed resources, such as textbooks and workbooks, for students who do not have suitable online access;*
- *Recognise that younger students and some students with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum.*

When teaching students remotely, we expect schools to:

- *Set assignments so that students have meaningful and ambitious work each day in a number of different subjects;*
- *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;*
- *Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos;*
- *Gauge how well students are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work;*
- *Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure students' understanding;*
- *Plan a programme that is of equivalent length to the core teaching students would receive in school, ideally including daily contact with teachers.*

Remote Education should also be offered whenever students are required to self-isolate as a result of the effect of the COVID-19 pandemic. Further guidance will be provided by the Headteacher if the "Tiered Response" system and an associated rota is used or if a confirmed case of COVID19 is detected in school.

Roles and responsibilities

The **Trust** is responsible for:

- Ensuring the academy has robust risk management procedures in place;
- Ensuring the academy has a business continuity plan in place, where required;
- Evaluating the effectiveness of the academy's remote education arrangements.

The **Headteacher** is responsible for:

- Ensuring colleagues, parents and pupils always adhere to the relevant policies;
- Ensuring arrangements are in place for identifying, evaluating, and managing the risks associated with remote education;
- Ensuring arrangements are in place for monitoring incidents associated with remote education;
- Ensuring the academy has the resources necessary to action the procedures in this policy;

- Reviewing the effectiveness of this policy on an annual basis and communicating any changes to colleagues, parents, and pupils;
- Reviewing the effectiveness of remote education provision to identify strengths and areas for improvement in conjunction with the SLT, making use of and adapting where necessary the DfE's 'Review your remote education provision framework: schools';
- Arranging any additional training colleagues may require to support pupils during the period of remote education;
- When remote education is in place, conducting **weekly** reviews monitoring the impact of arrangements of the quality of education.

The **Designated Safeguarding Lead** is responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the period of remote education;
- Liaising with the **IT Network Manager/Support** to ensure all technology used for remote education is suitable for its purpose and will protect pupils online;
- Identifying vulnerable pupils who may be at risk if they are learning remotely and identifying, through liaison with social workers if appropriate, on the most appropriate way of keeping in touch with them;
- Ensuring child protection plans are enforced while the pupil is learning remotely, and liaising with the **Headteacher** and other organisations to make alternate arrangements for pupils who are at a high risk, where required;
- Identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place;
- Ensuring pupils identified as being at risk are provided with necessary information and instruction, as required;
- Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote working including the ability to access the remote provision;
- Ensuring all safeguarding incidents are adequately recorded and reported.

The **SENCO** is responsible for:

- Ensuring the academy uses it best endeavours to secure the special educational provision required for pupils with SEND remains in place.
- Liaising with the **IT Network Manager/Support** to ensure any technology used for remote education is accessible to all pupils and reasonable adjustments are made where required in collaboration with families;
- Ensuring pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the **Headteacher,** the local authority and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs;
- Identifying the level of support or intervention required while pupils with SEND learn remotely, adjusting their personal education plans where appropriate;
- Ensuring the provision put in place for pupils with SEND is monitored for effectiveness throughout the period of remote education.

The **Business Manager/Headteacher** is responsible for:

- Arranging the procurement of any equipment or technology required for colleagues to teach remotely and for pupils to learn from home;
- Ensuring value for money when arranging the procurement of equipment or technology;
- Ensuring that any technology loaned to pupils is pursuant to a suitable loan agreement;
- Ensuring the academy has adequate insurance to cover all remote working arrangements;
- Ensuring the relevant health and safety risk assessments are carried out within the agreed timeframes, in collaboration with the **Headteacher**;
- Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote education;
- Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.

The **Leadership Team** is responsible for reviewing remote education provision to identify strengths and areas for improvement in conjunction with the headteacher, as required.

The **IT Network Manager/Support** is responsible for:

- Ensuring all school-owned electronic devices used for remote education have adequate anti-virus software and malware protection;
- Ensuring any IT equipment used for remote education is resilient and can efficiently recover lost data;
- Ensuring any programs or networks used for remote education can effectively support many users at one time, where required, e.g. undertaking 'stress' testing;
- Working with the **SENCO** to ensure the equipment and technology used for learning remotely is accessible to all pupils and colleagues;
- Ensuring all computer programs used for remote education are compliant with the GDPR and the Data Protection Act 2018 through liaison with the Data Protection Officer.

The Trust **Data Protection Officer** is responsible for:

- Ensuring all colleagues, parents, and pupils are aware of the data protection principles outlined in the GDPR.

Colleagues are responsible for:

- Adhering to this policy always during periods of remote education;
- Reporting any health and safety incidents to the **Business Manager** (Health and Safety Officer) and asking for guidance as appropriate;
- Reporting any safeguarding incidents to the **Designated Safeguarding Lead** and asking for guidance as appropriate;
- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software;
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote education, to the **Headteacher**;
- Reporting any defects on school-owned equipment used for remote education to the **IT Network Manager/Support;**
- Adhering to the Employee Code of Conduct (Handbook) always.

Parents are responsible for:

- Adhering to this policy during periods of remote education;
- Ensuring their child is available to learn remotely during the typical school day (pupils who are unwell are not expected to be present for remote education until they are well enough to do so);
- Ensuring their child has access to remote education material during the typical school day;
- Ensuring their child completes schoolwork on time and to the best of their ability;
- Reporting any technical issues to the academy as soon as possible;
- Ensuring their child uses the equipment and technology for remote education as intended.

Pupils are responsible for:

- Adhering to this policy during periods of remote education;
- Ensuring they are available to learn remotely during the typical school day;
- Ensuring their schoolwork is completed on time and to the best of their ability;
- Reporting any technical issues to their **teacher** as soon as possible;
- Ensuring they have access to remote education material and notifying a responsible adult if they do not have access;
- Ensuring they use any equipment and technology for remote education as intended;
- Adhering to the **Behaviour Management Policy** always.

Resources

Remote Education: Learning materials

The academy utilises a range of different teaching methods during remote education to deliver the school's curriculum and to help explain concepts and address misconceptions easily. The academy may make use of a variety of high quality online and offline resources and printed resources including:

- Microsoft Teams and Email;
- Current online learning portals;
- Educational websites;
- Pre-recorded video or audio resources;
- Work booklets and exam papers;
- Reading tasks.

Teachers will select online tools that will be consistently used across the school to allow interaction, assessment and feedback. They will review the programmes chosen for online learning for the accessibility features available, e.g. voice-to-text conversion, to support pupils with SEND. Reasonable adjustments will be made to ensure all pupils have access to the resources needed for effective remote education.

Lesson plans will be adapted to ensure the curriculum remains fully accessible and inclusive during the period of remote education.

Lengthy or open-ended projects and research activities will generally be avoided, with the school prioritising more interactive, teacher-led approaches to delivering the school's planned curriculum. Any teaching plans that involve such projects and research activities will be approved only if the headteacher is satisfied that they are likely to lead to strong progress or outcomes.

The academy will review the resources pupils have access to and adapt learning to account for the needs of pupils by using a range of different formats where possible, e.g. providing work on PDFs which can be viewed on a mobile device.

Any work packs made for pupils who do not have access to a printer can be **collected from school**.

Teachers will liaise with the **SENCO** and other relevant colleagues to ensure all pupils remain fully supported for the period of remote education.

The **SENCO** will arrange additional support for pupils with SEND which will be unique to the individual's needs, e.g. via weekly phone calls.

Any issues with remote education resources will be reported as soon as possible to the relevant colleague e.g. **Curriculum Leader**, **SENCO**.

Teaching staff will implement more individualised planning, in liaison with the SENCO, for pupils with SEND where appropriate – the SENCO will also contact the pupil's parents to see how the pupil can be supported by adults while learning remotely.

Pupils will be required to use their own or family-owned equipment to access remote education unless the academy agrees to provide or loan equipment, e.g. laptops.

For pupils who cannot access digital devices at home, the academy will, where possible, apply for technology support through their Local Authority or Trust.

Families are required to maintain any loaned equipment in line with the **Loan of Equipment Policy**.

Teachers will oversee academic progression for the period of remote education and will mark and provide feedback in line with this policy.

The **IT Network Manager/Support** is not responsible for providing technical support for equipment not owned by the academy.

Remote Support: Food

Where applicable, the academy may provide the following provision for pupils who receive benefit-related free school meals (FSM):

- Keeping the school canteen open during lunchtimes;
- Making food parcels available for delivery or collection;
- Providing vouchers to families.

The academy will signpost families towards additional support for ensuring their children continue to receive the food they need, e.g. food banks.

Costs and expenses

- The academy will not contribute to any household expenses incurred while pupils learn remotely, e.g. heating, lighting, or council tax;
- The academy will not reimburse any costs for travel between pupils' homes and the academy premises;
- The academy will not reimburse any costs for childcare.

If a pupil is provided with school-owned equipment, the pupil and their parent must agree to adhere to the **Loan of Equipment Policy** prior to commencing remote education.

Online safety

This section of the policy will be enacted in conjunction with the academy's **eSafety Policy**.

Where possible, all interactions should be 'public'. In the case of any video communication, all colleagues and pupils must:

- Communicate in groups – one-to-one sessions are <u>not permitted</u>;
- Wear suitable clothing – this includes others in their household;
- Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms, are not permitted during video communication;
- Use appropriate language – this includes others in their household;
- Maintain the standard of behaviour expected in school;
- Use the necessary equipment and computer programs as intended;
- Not record, store, or distribute video material without permission;
- Ensure they have a stable connection to avoid disruption;
- Always remain aware that they are visible.

In the case of any audio communication, all colleagues and pupils must:

- Use appropriate language – this includes others in their household;
- Maintain the standard of behaviour expected in school;
- Use the necessary equipment and computer programs as intended;
- Not record, store, or distribute audio material without permission;
- Ensure they have a stable connection to avoid disruption;
- Always remain aware that they can be heard.

The academy will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for pupils with SEND, where one-to-one sessions already exist e.g. peripatetic music. This will be decided and approved by the **Headteacher**.

Pupils not maintaining the standard of behaviour expected in school will be subject to the **Behaviour Management Policy**.

Where possible, the academy will consult with parents prior to the period of remote education about what methods of delivery are most suitable – additional support or alternate arrangements

will be made where necessary. If this is not possible, parental surveys will take place after the period of remote education.

The academy will ensure all school-owned equipment and technology used for remote education has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required.

The academy will communicate to parents about any precautionary measures that need to be put in place if their child is learning remotely using their own or family-owned equipment and technology, e.g. ensuring their internet connection is secure.

During the period of remote education, the academy will maintain regular contact with parents to:

- Reinforce the importance of children staying safe online;
- Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and colleagues they will interact with;
- Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites;
- Direct parents to useful resources to help them keep their children safe online.

The academy will not be responsible for providing access to the internet off the academy premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the academy.

Safeguarding

This section of the policy will be enacted in conjunction with the academy's **Child Protection Policy**, which has been updated to include safeguarding procedures in relation to remote education.

All teaching staff will be made aware that the procedures set out in the school's Employee Handbook/Code of Conduct apply at all times during the delivery of remote education. Parents will be made aware of what their children are being asked to do, including:

- The sites that they will be accessing;
- The school staff that they will be interacting with.

The **Designated Safeguarding Lead** will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote education.

The **Designated Safeguarding Lead** will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote education, where possible.

The **Designated Safeguarding Lead** will arrange for regular contact with vulnerable pupils **once per week at minimum**, with additional contact, including home visits, arranged where required.

Calls to the families of vulnerable pupils should be made using school telephones, where possible. All contact with vulnerable pupils will be recorded on **MyConcern** and suitably stored.

The **Designated Safeguarding Lead** will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote education, as required.

All home visits <u>must</u> be made in line with the academy's procedures for home visits.

Vulnerable pupils will be provided with a means of contacting the **Designated Safeguarding Lead**, their deputy, or any other relevant colleague – this arrangement will be set up by the **Designated Safeguarding Lead** prior to the period of remote education.

The **Designated Safeguarding Lead** will communicate with the colleagues no less than <u>**once per fortnight**</u> to discuss new and current safeguarding arrangements for vulnerable pupils.

Colleagues will report any safeguarding concerns to the **Designated Safeguarding Lead** <u>immediately in accordance with the procedures details in the Child Protection Policy</u>.

Pupils and their parents will be encouraged to contact the **Designated Safeguarding Lead** if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying.

Data protection

This section of the policy will be enacted in conjunction with the Trust's **Data Protection Policy**.

Colleagues will be responsible for adhering to the GDPR when teaching remotely and will always ensure the confidentiality and integrity of their devices.

Sensitive data will only be transferred between devices if it is necessary to do so for remote education.

Any data transferred between devices will be suitably encrypted or have other data protection measures in place so if the data is lost, stolen or subject to unauthorised access, it remains safe until recovered.

Parents' and pupils' up-to-date contact details will be collected prior to the period of remote education. All contact details will be stored in line with the **Data Protection Policy**.

The academy will not permit paper copies of contact details to be taken off-site.

Pupils **<u>must not</u>** to let friends or relatives use school-owned equipment containing personal data.

Any breach of confidentiality will be dealt with in accordance with the **Data Protection Policy**.

Marking and feedback

All schoolwork completed through remote education must be:

- Finished when returned to the relevant teacher;
- Returned on or before the deadline set by the relevant teacher;
- Completed to the best of the pupil's ability;
- The pupil's own work;
- Marked in line with the **Teaching, Learning and Assessment Policy**;
- Returned to the pupil, once marked, by an agreed date.

Pupils are accountable for the completion of their own schoolwork – teachers will contact parents if their child is not engaging with remote education, not completing their schoolwork or their standard of work has noticeably decreased.

Teachers will monitor the academic progress of pupils with and without access to the online learning resources and discuss additional support or provision with the **Headteacher** as soon as possible.

Teachers will monitor the academic progress of pupils with SEND and discuss additional support or provision with the **SENCO** as soon as possible.

The academy accepts a variety of formative assessment and feedback methods, e.g. through quizzes and other digital tools from teachers, and will support them with implementing these measures for remote education where possible.

If there are problems submitting work on the school's remote platform or the work is not able to be submitted on the platform, pupils will use email to send work to teachers for review and feedback and screenshots can be taken and emailed as attachments. The school will also consider alternative options where appropriate, e.g. drop-off points at the school.

Health and safety

This section of the policy will be enacted in conjunction with the academy's **Health and Safety Procedures**.

Teachers and **IT Network Manager/Support** will ensure pupils are shown how to use the necessary technology safely and correctly prior to the period of remote education, where possible.

If using electronic devices during remote education, pupils are encouraged to take a **five-minute** screen break every **two hours**. Screen break frequency should be adjusted to **five minutes** every **hour** for younger pupils or pupils with medical conditions who require more frequent screen breaks.

If any incidents or 'near-misses' occur in a pupil's home, they or their parents are required to report these to the **Designate Safeguarding Lead** or other relevant colleague immediately so appropriate action can be taken.

Communication

The academy will ensure adequate channels of communication are arranged in the event of an emergency. The academy will communicate with parents via **email (letter in specific cases) and the academy website** about remote education arrangements, as soon as possible.

All communication that takes place via email between staff and pupils will be done via school email addresses.

The **Headteacher** will communicate with colleagues as soon as possible via **email** about any remote education arrangements.

Colleagues involved in remote education will ensure they have a working device that is available to receive emails or take phone calls during their agreed working hours.

The academy understands pupils learning remotely have the right to privacy out-of-hours and should be able to separate their school and home lives – **communication is only permitted during typical school hours.**

Colleagues will have contact with their line manager no less than **once per week.**

During the delivery of remote learning and in the setting, completion and submission of schoolwork, young people should have daily contact with their teachers. In addition, families may have contact with a teacher, tutor or family liaison officer for a pastoral discussion no less than **once per fortnight** which will include a conversation with the pupil.

Parents and pupils will inform the relevant teacher as soon as possible if schoolwork cannot be completed. Issues with remote education or data protection should be communicated to the teacher as soon as possible so they can investigate and resolve the issue.

The **teacher** will keep parents and pupils informed of any changes to the remote education arrangements or the schoolwork set.

The **Headteacher** will review the effectiveness of communication on a **weekly** basis and ensure measures are put in place to address gaps or weaknesses in communication.

Blended Learning
The measures adopted by the academies to comply with the Quality Assurance process for Pearson are outlined in Appendix A.

Complaints
If parents and/or pupils have concerns or complaints in relation to the school's remote education provision, the must follow the school's complaint's policy.

Monitoring and review

This policy will be reviewed on an annual basis by the **Headteacher**.

Any changes to this policy will be communicated to all colleagues and other stakeholders.

January 2021 BBL
October 2021 BBL SB

EQUALITIES

We recognise that our students bring with them a wide variety of behaviours influenced by life experiences outside college. We aim to respond to each case professionally, objectively and compassionately. We are sensitive when working with children and families with specific needs and experiences and we continuously seek ways to promote successful partnerships. The basis of differentiation will vary dependant on the needs of each case but we will take into account the views of parents and families, colleagues and external agencies together with any Statement of Special Educational Need or Education, Health and Care Plan. We will also ensure compliance with the Trust's Equality Policy taking into account students with protected characteristics and making reasonable adjustments for students with a disability within the meaning of the Equality Act 2010. Both the college and Trust respects the Public Sector Equality Duty (PSED) that requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities. By following the Trust's Equality Policy, the college seeks to eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by such legislation.

DATA PROTECTION

Rye College [The Academy] processes personal data in accordance with the data protection principles embodied in the General Data Protection Regulations (GDPR) and the Data Protection Act 2018. The Academy complies with the requirements of the data protection legislation as detailed in the Trust Data Protection Policy.

All colleagues are aware of the principles of data protection and will not process personal data unless necessary. The Academy safeguards the personal data it collects through the operation of the Trust's data protection policy and processes and the IT policy. In addition, the Academy has taken steps to ensure that all its contracts that process data have the GDPR compliant provisions.

Appendix A: Blended Learning

This appendix outlines the measures adopted by the academies to comply with the Quality Assurance process for Pearson.

Aims:

1. To ensure that blended learning delivery meets the guidelines set by the awarding organisation;
2. To ensure that assessment methodology is valid, reliable and does not disadvantage any group or individual learners.

To do this the centre will:

- Ensure that teaching/delivery/assessment staff are timetabled to support blended learning when learners are working remotely;
- Ensure there is a process to manage feedback on assignments, questions are constructively answered, and feedback is provided in a timely manner;
- Ensure the setting of assignments is undertaken in the face-to-face sessions and that deadlines are clear;
- Ensure that when learners submit work measures are taken to ensure the work is authentic and has been completed by the learner;
- Maintain and store securely all assessment and internal verification records in accordance with Pearson Centre Agreement.

Refer to Pearson: "Delivering BTEC during Coronavirus (COVID-19)".

Appendix B: Components of remote education at the Rye Academies

Microsoft Teams

This is the key technical system that underpins Remote Education. It should be used by all colleagues to set learning as well as being the mechanism by which students submit assignments.

Microsoft Teams enables effective sharing of learning materials and enables colleagues to track and monitor submission.

Training will be provided throughout the year to students and colleagues to ensure all stakeholders can use the system effectively.

Printed material

UK Government has provided significant support for school and families to get online with devices, routers and data. Whilst we will make every effort to support all families to access remote education online and minimise the "digital divide". In some exceptional cases, printed materials may also be provided to support delivery of the curriculum.

Live elements

Live-streamed for students delivered by colleagues through Microsoft Teams – see Appendix A.

Video streamed elements

Pre-recorded elements for students uploaded by colleagues through Microsoft Teams which can be paused and replayed.

Subject specific online systems

Many subjects already make use of subject specific online systems e.g. Hegarty Maths.

Subject leaders are responsible for supporting access and ensuring teachers are adequately trained.

Reference to national online material

Where relevant, subject leaders and teachers may make use of materials made available on national systems (e.g. Oak National Academy)

Appendix C: Live and Recorded Elements Guidance

Definitions

Live Elements

Live-streamed for students delivered by colleagues through Microsoft Teams. They can be an important part of remote education because they allow students to engage in real-time with teachers, ask questions as well as completing tasks and receiving feedback. It is important teachers are confident about the technical aspects of the systems in use before delivering live elements.

Recorded Elements

Pre-recorded elements for students uploaded by colleagues through Microsoft Teams which can be paused and replayed. They do not allow for interaction between students and teachers. They can be paused and re-watched by students at their discretion. They can be an important part of remote education because they combine auditory and visual learning by embedding other video clips, presentations, screen shares and teacher demonstrations etc.

Guidelines for online teaching or tutoring

Using forms of video conferencing

During the pandemic we continue to expand the use of 'video conferencing' systems from different locations including school and home. As well as the many benefits for students the use of such systems does bring some level of risk that can be minimised by following safe working practices.

These guidelines are designed to protect the health, safety and well-being of the young people we support as well as that of our colleagues and other agents working with us.

Approved systems for online teaching or tutoring

At Rye College and Community Primary School, Microsoft Teams is the approved system for live elements, recorded elements and the setting and submission of assignments. Microsoft Teams is part of the academy's educational platform, Microsoft Office, providing integrated functionality with other internal applications and the associated safeguards.

Some additional systems may be utilised by agents of the school e.g. the National Tutoring Programme's Tuition Provider. Such providers are approved to use such systems which will be risk assessed by the academy e.g. Bramble.

Presenting a professional image

If you are using video conferencing to deliver to young people, please ensure that:

- You are dressed in smart casual or full professional dress and wearing your ID badge;
- You adjust the tilt and position of your laptop or device so your full face is showing;
- Your background environment is not overly intrusive, inappropriate or distracting.

If possible:

- Use a headset or headphones to keep conversations audible and controllable; they reduce the volume of your voice as well as removing the other person's voice as well as improving sound quality;

- Either select a neutral background (e.g. a wall) or use blur to reduce distracting backgrounds (this is possible in Microsoft Teams).

If onsite, a normal classroom setting should be used.

Audio only option

It is recognised that many people are working from home, where options are limited. If a young person does not wish to use video conferencing, they may of course opt to join audio only.

Keeping people and information safe

Colleagues must:

- Ensure they do not inappropriately disclose confidential information;
- Make sure the camera does not have view of confidential documents;
- Make sure they are not overheard or visible from another room or outside;

If you are interrupted, pause the meeting until the interruption is over.

DO NOT use personal phones.

Video elements guidance

During school closure normal face-to-face classroom contact will be restricted. Video elements (recorded or live) offers a way to minimise physical contact while still having rich and meaningful interactions with young people.

It is suggested two colleagues be present in every online lesson during this trial phase – one to deliver and one to "host" the meeting, check chat functions and monitor online conduct. Teachers may wish to deliver elements alone – this is permissible as long as they are confident in the use of the system and can maintain student interest.

Colleagues must:

- Gain consent from parents before a student can participate;
- Make sure students know when and how they will be contacted (i.e. use a calendar invite);
- Introduce themselves and make the purpose of the lesson clear at the start;
- Make it clear that elements will be recorded to safeguard everyone;
- Use the screen share function to show the 'Information for Students' document;
- Be aware video contact can be more of a strain than face-to-face for everyone so elements should be no more than 30 minutes;
- Allow students to join the lesson by audio only if the individual prefers;
- Chunk information into small portions rather than cover too much in one explanation;
- Build in regular pauses to allow for questions;
- Make sure any whiteboard being used is clearly visible to the camera;
- Make sure any PowerPoint being used is presented slowly and thoughtfully;
- Be aware there may be a lag to big groups due to broadband speeds;
- Use Microsoft Teams to collate any outcome or feedback, e.g. Forms.
- Finally, remember to enjoy the lesson!

Protect yourself

Make sure backgrounds do not reveal personal information such as family photos or location – use of background blur can help.

Minimise the risk of interruptions from family or pets if at home or by colleagues if at school.

Make sure you understand how to mute participants and remove participants from a meeting.

Appendix D: Live Elements – Code of conduct for young people

Definitions

Live Elements

Live-streamed for students delivered by teachers through Microsoft Teams. They can be an important part of remote education because they allow students to engage in real-time with teachers, ask questions as well as completing tasks and receiving feedback.

1. The purpose of live elements in elements, tutorials and assemblies is to support students' learning, personal development and well-being;
2. Although we are not in the same building, normal academy rules apply regarding conduct in lesson. Expectations must be followed at all times;
3. Live elements may be recorded by the teacher to share the learning with other students and to safeguard everyone involved;
4. Students are not permitted to record live elements;
5. Students should wear sensible clothing. Full uniform is not required but due consideration should be given to appropriate clothing (e.g. shoulders covered, no offensive logos);
6. Students should join the live element in a shared space in the home and not in a bedroom if at all possible;
7. Students should join the live element 5 minutes before the published start time to check all of their settings are working correctly;
8. Students must not join live elements in public places outside of the family home;
9. Teachers will admit students to the live element one-by-one to check identification and welcome them personally;
10. After joining the live element, students' microphones and videos should be muted. Students should unmute their video feed briefly for identification purposes;
11. If students wish to, they can join the element by video fully by "enabling" their own video using the settings in MS Teams;
12. If students do use a video live stream, the following must apply:
    a. The student's full face must be visible;
    b. Head coverings (e.g. caps / hats) must not be worn (unless for religious purposes);
    c. Students must clearly focus on the learning and not on other distractions;
13. Students may wish to join live elements by audio only and leave their video feed muted once identified by colleagues;
14. The teacher delivering the lesson may be supported by another colleague;
15. If present, the supporting colleague will act as a co-host to monitor online behaviour, provide students with chat feedback and assist with technical support;
16. There must be no inappropriate language used in the chat function;
17. There must be no inappropriate gestures or images used or posted on the screen;
18. If students do not understand the lesson or have technical queries, they should type their question into the chat function and the teacher or co-host will unmute the microphone to facilitate questions being asked;
19. Students should complete the tasks required following direction from the teacher;
20. If students' online behaviour is not appropriate, they will be removed from the meeting and parents informed to discuss a possible sanction in response to the behaviour.

Appendix E: Live Elements – Checklist for teachers

Task	Complete
1. Ideally watch a live element before running your own so you know what to expect and the possible pitfalls to avoid.	
2. Make sure you have planned for another colleague to be in the live element with you if you wish to have support.	
3. Check your clothing is professional or smart casual.	
4. Check your own environment before streaming to avoid interruptions and background distractions.	
5. Blur your background if you wish to do so, or cancel your video if you prefer.	
6. Start the live element in good time so you don't rush.	
7. Check your microphone and audio settings are working.	
8. Begin recording the live element as soon as you start.	
9. Have the "show participants" & "chat" windows expanded.	
10. Admit students one-by-one.	
11. Ask each student to show their face when they join to identify each one individually.	
12. Take a register for the live lesson.	
13. Complete regular audio / visual checks with students.	
14. Check all students can use the chat function.	
15. Remind students they can turn off their own video should they wish to once they have been identified.	
16. Begin the live element.	
17. During the stream, allow extra time for students to process information.	
18. If necessary, use "mute all" or "remove participant" buttons.	
19. After the live stream, take some time to reflect WWW & EBI.	
20. Share your experience by talking to your department or a colleague.	