



Remote Education policy

Our Christian Vision

Believe Achieve Respect Together Succeed

B – We **believe** we will flourish in God's family.

A – We know that everyone in St Bart's can **achieve**.

R – We **respect** everyone in our family.

T – **Together** we support and help each other.

S – As part of God's family we support everybody to **succeed**.

Safeguarding

St Bartholomew's C of E Primary School is committed to safeguarding and promoting the welfare of its pupils. We believe all staff and visitors have an important and unique role to play in the protection of children.

Policy

This remote education policy has been written as guidance for staff and parents during the COVID-19 Pandemic.

It sets out the systems and technology that staff will use to keep the learning experience going for children who have to stay at home due to COVID-19 – either because of school closure, self-isolation, or shielding - and details how they can be used effectively and safely, while allowing for the differing needs of families.

Aims

Our school aims to:

- Ensure consistency in the approach to remote education for pupils who aren't in school due to self-isolating, or shielding reasons.
- Set out expectations for all members of the school community with regards to remote education.
- Provide appropriate guidelines for data protection.

Context

Keeping education going during the period when children are having to self-isolate, or shield, is of great importance to reduce the impact on children's education. However, we understand that everyone's circumstances at home will be different. For this reason, we are adopting an approach to remote learning that will be supportive to all stakeholders and provide opportunities for attainment and progress. This will be set out in this policy.

This policy will be reviewed regularly to allow for ongoing reflection/evaluation of current procedures.

There are a number of different scenarios explained in this policy to help explain the provision in place for each scenario:

- Individuals having to self-isolate
- Whole class self-isolation/whole school closure
- Shielding
- Teachers having to self-isolate

For each scenario, children will be expected to follow as close as possible to what is happening in school. There will be some adaptations in some subjects.

For each scenario, the amount of remote education provided should be, as a minimum:

- Key Stage 1: 3 hours a day on average across the cohort, with less for younger children.
- Key Stage 2: 4 hours a day.

Individual self-isolation

In the event that an individual has to self-isolate, the following will be in place:

- A member of the Senior Leadership Team will contact home to discuss remote education options and arrangements for the isolation period.
- There will be the option for children to join live lessons using Microsoft Teams.
- Children will be expected to be suitably dressed if they join live lessons.
- All resources for the day's learning (such as blurbs, videos and worksheets) will be uploaded onto Teams.
- Work will be completed in a remote education exercise book and can then be handed in by uploading the work to Teams, or when the child returns to school.
- Feedback on work uploaded to Teams will be given by the child's teacher.
- A record of engagement in remote education will be kept.
- A school device can be requested if children are unable to access Teams online at home. A loan agreement has to be completed.
- A member of staff will make a weekly telephone call home to check-in with parents/carers and children and if necessary, encourage more engagement in remote education. A record of calls will be kept detailing date, time and content of conversation. Initials only will be used.

Whole class self-isolation/whole school closure

In the event that a whole class has to self-isolate, or there is a whole school closure, the following will be in place:

Children in Nursery, Reception, Years 1 & 2:

- A member of the Senior Leadership Team will contact home to discuss remote education options and arrangements for the isolation period.
- Teachers in Reception, Years 1 and 2 will invite children to a meeting on Teams at 10:00AM to discuss the day's education and answer any questions. Nursery and Reception will adopt a more flexible approach to live sessions.
- Remote education will consist of a combination of different approaches, dependent on the day's learning.
- The following approaches will be used to ensure children's remote education experience is effective: live teaching, recorded teaching (video/audio recordings made by teachers) and written explanations from the teacher.
- All resources for the day's education (such as blurbs, videos and worksheets) will be uploaded onto Teams.
- Work will be completed in a remote education exercise book and can then be handed in by uploading the work to Teams.
- Feedback on work uploaded to Teams will be given by a teacher/member of staff involved in children's remote education. Feedback will be given in different forms depending on the day: individual; grouped; written; verbal; summaries; quizzes.
- All live sessions will be recorded and stored securely for safeguarding purposes.
- An additional member of staff will be present during the meeting on a morning.
- Children will be expected to be suitably dressed.
- A record of engagement in remote education will be kept.
- A member of staff will make a weekly telephone call home to check-in with parents/carers and children and if necessary, encourage more engagement in remote education. A record of calls will be kept detailing date, time and content of conversation. Initials only will be used.

Children in Years 3, 4, 5 & 6:

- A member of the Senior Leadership Team will contact home to discuss remote education options and arrangements for the isolation period.
- Teacher in Years 3, 4, 5 & 6 will invite children to a meeting on Teams at 9:15AM to discuss the day's education and answer any questions.
- There will be an opportunity to meet again at 2:30PM to discuss learning that has taken place and for the teacher to answer any questions.
- Remote education will consist of a combination of different approaches, dependent on the day's education.

- The following approaches will be used to ensure children's remote education experience is effective: live teaching, recorded teaching (video/audio recordings made by teachers) and written explanations from the teacher.
- All resources for the day's education (such as blurbs, videos and worksheets) will be uploaded onto Teams.
- Work will be completed in a remote education exercise book and can then be handed in by uploading the work to Teams.
- Feedback on work uploaded to Teams will be given by a teacher/member of staff involved in children's remote education. Feedback will be given in different forms depending on the day: individual; grouped; written; verbal; summaries; quizzes.
- All live sessions will be recorded and stored securely for safeguarding purposes.
- An additional member of staff will be present during the meeting on a morning.
- Children will be expected to be suitably dressed.
- A record of engagement in remote education will be kept.
- A member of staff will make a weekly telephone call home to check-in with parents/carers and children and if necessary, encourage more engagement in remote education. A record of calls will be kept detailing date, time and content of conversation. Initials only will be used.

Shielding

In the event that a pupil has to shield, the following will be in place:

- A member of the Senior Leadership Team will contact home to discuss remote education options and arrangements for the isolation period.
- There will be the option for children to join live lessons using Microsoft Teams.
- Children will be expected to be suitably dressed if they join live lessons.
- All resources for the day's education (such as blurbs, videos and worksheets) will be uploaded onto Teams.
- Work will be completed in a remote education exercise book and can then be handed in by uploading the work to Teams, or when the child returns to school.
- Feedback on work uploaded to Teams will be given by the child's teacher.
- A record of engagement in remote education will be kept.
- A school device can be requested if children are unable to access Teams online at home. A loan agreement has to be completed.
- A member of staff will make a weekly telephone call home to check-in with parents/carers and children and if necessary, encourage more engagement in remote education. A record of calls will be kept detailing date, time and content of conversation. Initials only will be used.

Teachers having to self-isolate

In the event that a teacher has to self-isolate, the following will be in place:

- The teacher will deliver the input to lessons from home and will work in partnership with the member of staff present in the classroom.
- The teacher will be present throughout each lesson to answer questions and provide support to the member of staff in the classroom.

Interaction

Communication between staff and pupils/families must be through authorised school systems above and not through email or personal social media accounts. It should follow the usual rules outlined in the Online Safety Policy and Acceptable Use Agreements.

Role and responsibilities for staff involved in remote learning

Teachers are responsible for:

- Engaging positively in the use of Microsoft Teams to deliver the school's remote education package.
- Planning remote education that follows as close as possible to what is happening in school.
- Key Stage 1 teachers to provide a minimum of 3 hours a day of remote education on average across the cohort, with less for younger children.
- Key Stage 2 teachers to provide a minimum of 4 hours a day of remote education.
- Providing children with the opportunity to join live lessons from home.
- Inviting children to meetings on Teams if there is a whole class isolation/whole school closure to deliver a session appropriate to the age of the children. KS2 children will also be invited to a second meeting at 2:30PM
- Using different approaches to remote education: live teaching; recorded teaching (video/audio recordings made by teachers) and written explanations from the teacher.
- Ensuring live sessions on Teams are recorded and stored securely.
- Uploading resources for the day's education (such as blurbs, videos and worksheets) onto Teams.
- Providing feedback on work uploaded to Teams.
- Dressing appropriately when engaging in live sessions on Teams.
- Ensuring a suitable background is present when delivering live sessions on Teams from home.
- Working as part of a Year Group Team to provide all children with effective remote education.

- Making weekly phone calls to provide support and guidance and to encourage more engagement in remote education if necessary.
- Contact should be polite and encouraging.
- Dealing professionally with any issues received. If necessary, informing a member of SLT of any issues.

Support Members of staff are responsible for:

- Making weekly phone calls to provide support and guidance and to encourage more engagement in remote education if necessary.
- Contact should be polite and encouraging.
- Dealing professionally with any issues received. If necessary, informing a member of SLT of any issues.
- Providing feedback, when appropriate, on work uploaded to Teams.
- Dressing appropriately when engaging in live sessions on Teams.
- Supporting the self-isolating teacher who is delivering lessons remotely into the classroom.
- Ensuring lessons are delivered successfully through the distribution of resources and upholding class routines.

Subject leads are responsible for:

- Liaising with Year Groups on what work is set for remote education.

Senior Leaders are responsible for:

- Co-ordinating the remote education approach across the school.
- Contacting home to discuss remote education options and arrangements for the isolation period.
- Ensuring all children not physically unwell have access to remote education as soon as reasonably practicable.
- Monitoring the effectiveness of remote education – reviewing work set by teachers.
- Continually evaluate the provision of remote education in school.
- Co-ordinating the loaning of school devices to parents who request the use of them to support remote education.
- Ensuring a second member of staff is present during live sessions on Teams.

Designated safeguarding lead is responsible for:

- Maintaining contact, collating, passing on information and responding to any concerns.

ICT Technician is responsible for:

- Managing and developing the 'Microsoft Teams' school system.
- Providing guidance to staff on the use of 'Microsoft Teams.'
- Reviewing the security of systems.
- Providing guidance to parents on the use of 'Microsoft Teams.'

- Distributing school devices to parents who request one for remote education.
- Ensuring whole class isolation sessions on Teams are recorded and stored securely.
- Providing technical support to any members of staff assisting in lessons delivered by teachers who are self-isolating.

Pupils are expected to:

- Engage in live lessons/sessions on Teams.
- Join live lessons/sessions on time.
- Be contactable during the hours of the school day.
- Seek advice if they need it, from teachers.
- Be suitably dressed when engaging in live lessons/sessions on Teams.
- Only communicate on Teams for educational purposes.
- Be respectful to all involved in remote education.
- Complete work set to the best of their ability.

Parents are expected to:

- Seek help from the school if they need it.
- Be respectful towards staff.
- Ensure their child/children join live lessons/sessions on time.
- Encourage their child/children to engage in live lessons/sessions on Teams.
- Ensure their child/children behaves appropriately.
- Encourage their child/children to complete work to the best of their ability.

The Governing Body is responsible for:

- Monitoring the school's approach to providing remote education to ensure education remains as high quality as possible.
- Ensuring that staff are certain that systems are appropriately secure, for both data protection and safeguarding reasons.

Who to contact

If staff have any questions or concerns, they should contact the following:

- Issues in setting work – talk to Year Group leaders, or a member of the Senior Leadership Team.
- Issues with ICT – talk to the ICT Technician.
- Issues with workload – talk to the Headteacher, or Deputy Headteacher.
- Concerns about data protection – talk to the data protection manager (Business Manager)
- Concerns about safeguarding – talk to the DSL.

Data Protection

Accessing personal data

When accessing personal data, all staff members will:

- Ensure all contact details for classes are kept secure on school laptop.
- Call logs on school mobile phones will be deleted after weekly phone calls made to parents/carers.

Sharing personal data

Staff members may need to collect and/or share personal data such as emails or phone numbers as part of the remote learning system. Such collection of personal data applies to our functions as a school and doesn't require explicit permissions.

While this may be necessary, staff are reminded to collect and/or share as little as personal data as possible online.

Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol).
- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device.
- Making sure the device locks if left inactive for a period of time.
- Not sharing the device among family or friends.
- Antivirus and anti-spyware software installed.
- Operating systems up to date – latest updates always installed.

Safeguarding and Remote Education

With the increased use of digital technologies that comes with remote education, safeguarding implications need careful consideration.

Parents/guardians are advised to spend time speaking with their child/children about online safety and reminding them of the importance of reporting to an adult anything that makes them feel uncomfortable online.

Online safety concerns should still be reported to the school.

The following websites offer useful support:

- Childcare – for support.
- UK Safer Internet Centre – to report and remove harmful online content.
- CEOP – for advice on making a report about online abuse.

In addition, the following sites are an excellent source of advice and information:

- Internet matters – for support for parents and carers to keep their children safe online.
- Net-aware – for support for parents and carers from the NSPCC.
- Parent info – for support for parents and carers to keep their children safe online.
- Thinkuknow – for advice from the National Crime Agency to stay online.
- UK Safer Internet Centre – advice for parents and carers.

If parents have any safeguarding concerns that need discussing, they can contact school to speak to one of the Safeguarding Team.

Staff should be vigilant at this time and follow our usual online safety and safeguarding/child protection policies and procedures, contacting a member of the safeguarding team if concerns arise.

Monitoring arrangements

The Senior Leadership Team will regularly review remote education provision in school.

Links to other policies:

- Safeguarding/Child Protection Policy
- Online Safety Policy/Acceptable Usage Agreements
- Behaviour Management Policy
- Guidance for Safer Working Practice
- Data Protection/GDPR Policy

Reviewed September 2021

Review date: July 2022

Signed by: _____
Head Teacher

Signed by: _____
Chair of Governors