Shaw Education Trust

Remote Education Policy

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1. Aims

The remote learning policy aims to:

- Set out expectations for all members of the academy community with regards to remote learning
- Ensure equality of provision for all pupils and a consistent approach by staff when undertaking remote learning
- Provide appropriate guidelines for data protection and safeguarding of staff and pupils
- Provide guidance on cyber security and possible threats in delivering online content.

2. Context

There may be occasions when pupils undertake learning remotely, for example, due to non-illness related absence from school, working on an alternative site for 6th day provision etc.

Our academies embrace remote learning and are committed to ensuring all remote learning is of the highest quality possible and that staff and pupils were well-prepared to engage in this way. In addition, we engaged in the national programme of providing ICT devices and internet access to pupils who previously did not have this facility (from 2020 onwards) and have further supported pupil access to 1:1 devices through our #Digital By Design strategy.

We continue to ensure that safeguarding and mental well-being are at the forefront of what we are doing for our pupils whilst not in school, at the same time continuing their education.

As well as securing the devices and providing a safe and secure learning environment for pupils and staff.

At St Martins School, all students are offered a full-time educational placement. For those students who require a more personalised approach, this offer can be amended using temporary alternative provision to meet their needs, which is regularly monitored and developed.

3. Roles and responsibilities

3.1 Senior Leaders

The Senior Leadership Team is responsible for setting and managing expectations regarding remote learning for pupils who are not able to

attend school. There are a number of challenges that SLT need to consider and ensure contingency plans address:

- The possibility of all pupils (with the exception of vulnerable pupils and the children of key workers) being required to work remotely from home **in the case of possible future events and also, the possibility of different groups of pupils being out of school at different times**
- the use of remote learning for individual pupils due to other circumstances as deemed appropriate
- Staff having to plan lessons for classes/pupils in school at the same time as pupils/classes who are required to work from home: ensuring appropriate provision, whilst also being mindful of teacher workload
- The well-being of staff, particularly supporting those who may be required to deliver remote learning from home
- Provision for pupils who may have limited/no access to ICT at home
- Ensuring appropriate additional support for pupils who have Special Educational Needs
- Work with SET Digital Team to monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Ensuring information regarding keeping pupils safe online is shared with staff, parents and pupils
- Monitoring the quality of remote learning resources and lessons
- Monitoring pupil engagement with remote learning and taking action to address any issues
- Ensuring the demands of remote working do not place unnecessary stress or anxiety on pupils and families through sharing clear expectations of learning hours and managing deadlines for submitting work across the academy/subjects

3.2 Subject Leaders

The term "Subject Leaders" refers to anyone in school who as responsibility for leading the provision of an area of remote learning within the academy.

Alongside their own teaching responsibilities, Subject Leaders are responsible for:

- Considering whether any aspects of the subject curriculum need to be adapted to accommodate remote learning
- Working with teachers in their area to ensure all work set is appropriate and consistently good quality
- Ensuring their staff adhere to academy guidance regarding, for example, deadlines placed upon pupils for returning work and expectation of timing regarding posting work out to pupils
- Monitoring the effectiveness of the remote working provision within their area to ensure a consistent approach which supports pupils to make good progress and maintain their pace of learning as far as possible
- Sharing high quality resources across their area to support remote learning
- Ensuring their teams follow safeguarding procedures regarding keeping pupils and themselves safe online and identifying/reporting other potential safeguarding concerns

3.3 Teachers

Teachers are responsible for ensuring they work according to the expectations set out by the Senior Leadership Team and their Subject Leader, this includes:

- Setting high quality work for pupils which ensures that learning can continue as closely as possible to how it normally would, had pupils been in school
- Setting work of appropriate length and pitch to meet the needs of all learners and following the subject scheme of work as agreed with their Subject Leader, consistently across all classes and for all pupils in a year group
- Taking account of pupils who may have no or limited access to ICT at home and accommodate their needs accordingly to ensure they are not at a disadvantage compared to their peers
- Providing feedback to pupils on work that is completed to enable them to make good progress.
- Following safeguarding procedures regarding keeping pupils and themselves safe online and identifying/reporting other potential safeguarding concerns

3.4 Pupils and parents

Staff can expect pupils learning remotely to:

- Complete work set as expected, to a good standard and on time
- Seek help if they need it
- Ensure their teacher is aware of any issue which may affect their ability to complete work in a specific subject
- Follow the academy expectations in terms of behaviour and safeguarding and be aware that sanctions may be applied in accordance with academy policy where required
- Ensure appropriate use of remote learning resources, including not recording sessions or downloading information/screenshots with the intent to use these inappropriately

Staff can expect parents with children learning remotely to:

- Pay due regard to the expectations of work being set for pupils and support their child to achieve these
- Make the school aware if their child is sick or unable to complete work for a period of time
- Ensure an appropriate place is available for their child to carry out remote learning, for example at a dining table and seek help if they need it to support their child in remote learning
- Ensure their child meets academy expectations in terms of behaviour and safeguarding and be aware that sanctions may be applied in accordance with Academy policy where required
- Ensure no-one in their household, including their child, records sessions or downloads information/screenshots with the intent to use these inappropriately

4. Keeping in touch with pupils and parents

It is important for good communication to exist between school and home at all times, but never more so than when pupils are not able to attend school. Staff are expected to undertake activities related to their role

during the school day, they are not expected to make contact with parents during evenings or weekends. However, it is important that all queries sent to the school are responded to within a reasonable amount of time.

Where staff have concerns regarding the behaviour, engagement or safety of pupils, these should be dealt with in accordance with usual school processes of direct contact with parents and/or referral to relevant post-holders in school as appropriate.

5. Data protection

Protecting the personal data of staff, pupils and parents is a priority and measures should be in place to ensure usual high standards are maintained.

5.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will pay due regard to the Academy GDPR Policy and only access and use this data as necessary to fulfil their professional role and for official academy purposes.

5.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals do not need to give permission for this to happen.

However, staff are reminded to collect and/or share as little personal data as possible online.

5.3 Use of websites/software which require pupil data

If staff are using any websites or software which require the processing of pupil names or email addresses then a DPIA should be completed and approved prior to use.

6. Delivering Remote Learning

In England, the Department for Education (DfE) has no expectation that teachers should livestream or pre-record lessons. Schools should consider the approaches that best suit the needs of their pupils and staff which

may involve a range of live lessons, pre-recorded lessons, commercial packages, externally available resources etc at the school's discretion. Principals should discuss their approach to remote learning with their Regional Director/Deputy Regional Director who will be able to offer further guidance and support.

The guidance here is based on best practice and government guidance where available and should be read in conjunction with DfE guidance, DfE Safeguarding and remote education during coronavirus. Further useful links are given at the end of this guidance document.

6.1 Preparing a pre-recorded session

If staff plan to make pre-recorded lessons to make available to pupils, any risks need to be assessed and appropriate actions taken to minimise harm. Pre-recorded lessons obviously have much fewer safeguarding concerns than live-streaming but attention should still be paid to Section 6.3 Safeguarding Considerations for Remote Learning below.

The guidance below outlines good practice when preparing for a pre-recorded session:

- Recordings should only be available via the school agreed platform. (Eg Microsoft Teams or the academy website), but the download functionality should be disabled to avoid pupils retaining the recording
- Staff should receive training on producing and uploading pre-recorded lessons and associated safeguarding requirements
- The recording should ideally be made on school premises* *(see page 9 below regarding possible requirement to work from home)* and staff should ensure that there is nothing personal or inappropriate that can be seen or heard in the background. (This is unlikely from a school setting but staff should still be vigilant)
- When recording content, staff should be sensitive to the needs of individual pupils, including those with special education needs and pupils who may be sensitive to certain topics or issues that may arise during the recording
- Staff should check the full recording before it is made available for pupils and ideally have a colleague check it too, although this is not not essential
- Staff should ensure that pupils have the software needed to access the recorded material and those that do not are not disadvantaged

6.2 Preparing and delivering live-streamed sessions to pupils at home

If staff plan to live-stream lessons via an online platform, they need to assess any risks and take appropriate actions to minimise harm. Staff should have approval from the Principal before embarking on live-streaming. See Section 6.3 Safeguarding Considerations for Remote

Learning below.

In addition to the points above in the 'recorded session' section, staff should be aware of the following:

- Staff must adhere to full GDPR requirements
- A 'code of conduct' is useful for pupils to have before any lesson begins, e.g. behaviour expectations, not to share private information, procedures for 'hands up' and teacher communication, who they should tell if they see or hear anything upsetting or inappropriate, their responsibilities using technology and the privacy of others, i.e. they must not record any aspect of the lesson
- All staff should use the school agreed platform (eg Microsoft Teams) which will be suitable in terms of security and accessibility. Only school, not personal accounts should be used to access the platform
- There should be a 'signing-in' method where pupils and others joining the lesson are recorded as being present. The platform used may already have this built-in
- Staff should receive adequate training before embarking on live-streaming in terms of functionality, management and safeguarding
- A risk assessment should be made by staff before embarking on a live session in case something occurs which puts the lesson or pupils/staff at risk, e.g. behaviour of a pupil, platform being entered by an unwanted guest, etc. Staff should know how to disable the lesson promptly if need be. An academy standard risk assessment form will be adequate for this purpose

6.3 Expectations for Remote Learning

Shaw Education Trust's expectations for remote learning fall in line with the latest DfE guidance (issued 5th January 2021), which states when teaching pupils remotely, schools are expected to:

- Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- Set work that is of equivalent length to the core teaching pupils would receive in a school, and as a minimum:
    - Primary: 3 hours a day, on average, across the school cohort
    - Secondary: 4 hours a day, with more for pupils working towards formal qualifications this year
- Provide frequent, clear explanations of new content, delivered by a teacher or through high quality curriculum resources or videos
- Have systems for checking, at least weekly, whether pupils are engaging with their work and inform parents immediately where engagement is a concern

- Gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate
- 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 pupil'
- understanding

The DfE get help with remote education portal provides information, guidance and support on educating pupils and pupils during the coronavirus (COVID-19) outbreak. Additional information includes:

- statutory obligations and expectations
- safeguarding procedures to follow
- resources and examples of good practice to support remote education
- information about how to apply for funding to get access to devices, internet access and digital platforms
- supporting pupils with Special Educational Needs and Disabilities (SEND) support to help pupils falling behind including premium funding and support through the National Tutoring Programme

7. Safeguarding staff and pupils to undertake remote learning

The guidance in the document falls into usual full safeguarding processes and reporting concerns etc. are in line with our normal procedures unless stated.

The use of remote learning where staff/pupils are visible, either pre-recorded or live-streamed may pose unique risks which staff need to be aware of. These include:

- Allegations being made regarding use of inappropriate comments or content. Unlike a classroom situation, where other people are constantly visible and present, remote learning can feel 1:1 and therefore false allegations may arise.
- Allegations of inappropriate clothing, both against the person involved in the meeting and/or of household members who may walk into shot in the background
- Downloading or screen-shotting images for inappropriate use, eg production of memes or voice-over videos, which may then be shared
- Sight/sound of inappropriate items/noises unwittingly in the background for example, staff should have awareness of:

- the surrounding environment (for example personal photographs on display, titles of some books on shelves, laundry in the background etc. are not appropriate)
- Awareness of location (for example camera-on broadcasts or recordings from a room identifiable as a bedroom or a room shared with a young child, would be inappropriate)
- Awareness of distractions (consider if other people or animals may come into shot or be heard, this may include other household members, delivery drivers etc)

The Principal must ensure staff are well informed of safeguarding risks and that the staff code of conduct is strictly adhered to.

Due to the rapid progress schools have made in terms of their capability to deliver remote learning, and the increased availability of ICT access for pupils the Shaw Education Trust's approach has been updated as follows:

7.1 For all online sessions (pre-recorded/live/camera on/camera off):

- Staff should keep a log of any unacceptable behaviour or materials and report using current school policies and systems
- Any complaints or allegations made against staff should be reported to the SET HR Advisor and dealt with according to academy policy
- As is the case when pupils are in school, staff should be vigilant to signs of potential safeguarding issues for all pupils as described in school training, documentation and policies
- A risk assessment must be in place
- All pre-recorded sessions where the member of staff is visible or live sessions where staff are visible/pupils participating should be undertaken from school premises. Where this is not possible due to staff being directed to work from home, there should be no use of cameras (ie no faces visible), unless there is either another member of staff present or the session is recorded. The Principal is responsible for monitoring staff adherence to these expectations.

7.2 Staff Visibility/Input (camera on/off):

- When working in school staff may use and be visible in live-streamed or pre-recorded lessons, bearing in mind the safeguarding information in Section 7
- When working at home staff should not use their cameras for live-streamed sessions and should use whiteboard/PowerPoint slides (with or without voice-overs) or other suitable teaching and learning tools to teach the lesson. However, there may be circumstances in which it is

necessary to conduct live-streamed teaching from home with staff visible on the screen. This applies in particular to special schools and in exceptional circumstances in mainstream schools. In this instance another member of staff should be in present in the session or the session should be recorded for safeguarding purposes

- If staff feel it is important to enable pupils to see them during a lesson, for example when undertaking work regarding PSHCE/Well Being, or for groups of pupils who require sight of staff to enable learning, they should seek permission to do so from their Principal. In these cases, staff should aim to limit the amount of time that they are visible for and only do these sessions when delivering from school premises. (See note above)
- Where possible/practical, it is advisable to have another member of staff present for live-streamed lessons, this could be either in the meeting or in the teacher's room and could be either another teacher or a support member of staff
- Principals may use their discretion to direct staff to record sessions for safeguarding purposes, where this is the case recordings will be securely stored for 28 days (to comply with GDPR) and disposed of appropriately.
- Principals may also use their discretion in allowing/requiring sessions to be recorded to make available to pupils who were unable to attend sessions (eg due to illness) and for reference purposes, these will be securely stored and disposed of as and when appropriate
- 1:1 visual meetings between a pupil and a member of staff should be avoided, but there may be circumstances, for example in special schools, where this is essential. In these circumstances, two members of staff should be present
- Staff should be aware of the privacy settings and know how to report any offensive or abusive content/comments made during a lesson
- A risk assessment must be in place

7.3 Pupil Visibility/Input (camera on/off):

- It is strongly recommended that pupils, likewise, should not be visible and have their cameras off. If it is deemed essential for pupils to contribute to live lessons, their participation should be audible only, not visual, unless in exceptional circumstances, for example in special school settings.
- A parental agreement must be signed for any pupils aged 12 or under or those pupils who are not deemed mature enough or capable to provide consent themselves to actively participate in an online session where they will be seen on screen by other pupils (as adults in other

households may also see them)

- Usual permissions are required where an image or other identifying information is to be used
- 1:1 visual meetings between a pupil and a member of staff should be avoided, if essential then two members of staff or a parent/carer should be present
- It is the Principal's responsibility to ensure that parents are aware that their child may be involved in live lessons and of the safeguarding parameters in place around this
- A risk assessment must be in place

8. Further Guidance

This document should be used in conjunction with recommended guidance provided by the DfE's DfE Safeguarding and Remote Education

Schools and colleges also may wish to use these resources to understand more about how to ensure online education is safe:

- NSPCC Undertaking remote teaching safely
- National Cyber Security Centre - guidance on choosing best video conferencing tool for your organisation
- National Cyber Security Centre - video conferencing: using them securely UK Safer Internet Centre on safe remote learning
- advice from the National Society for the Prevention of Cruelty to Children (NSPCC) on undertaking remote education safely
- guidance from the South West Grid for Learning (SWGfL) on safe remote learning
- Digital wellbeing of learners guide from Jisc which curates a number of resources and guides

Schools can access the free Professionals Online Safety Helpline (POSH) which supports the online safeguarding of both children and professionals. Call 0344 381 4772 or email helpline@saferinternet.org.uk. The helpline is open from Monday to Friday from 10am to 4pm.

Guidance on teaching online safety in schools provides information to help schools ensure their children understand how to stay safe and behave online.

9. Monitoring arrangements

This policy will be reviewed annually but adapted/amended in the meantime should developments require it.

10. Links with other policies

This policy is linked to our:

- Behaviour Policy
- Safeguarding and Pupil Protection Policy and Coronavirus Addendum to Safeguarding and Pupil Protection Policy
- Data Protection Policy and privacy notices
- Home-school agreement
- ICT and Internet Acceptable Use Policy
- Online Safety Policy

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