Ormiston Academies Trust

Ormiston Victory Academy
Remote Learning and Intervention Policy

Policy version control

Policy type	Strongly recommended
Author In consultation with	Tuesday Humby, National Director of Teaching and Training, Nikki Cameron, Safeguarding Manager
Approved by	Tuesday Humby, July 2022 Ormiston Victory Academy LGB 5th October 2022
Release date	July 2022
Review	Policies will be reviewed in line with OAT's internal policy schedule and/or updated when new legislation comes into force
Description of changes	▪ Removed reference to the OAT 8
Linked policies/documents	▪ Child Protection & Safeguarding policy ▪ Covid addendum to Child Protection and Safeguarding Policy (latest iteration) ▪ Behaviour for Learning policy ▪ Disclosure and Barring Service (DBS) policy ▪ Data Protection and Freedom of Information Policy ▪ E-Safety & E-security policy ▪ SEND policy ▪ Allegations against staff policy ▪ Anti-bullying policy ▪ Technology Acceptable Use Policy (AUP) and Academy Staff Agreement ▪ KCSIE 2021 ▪ Pupil privacy notice and Workforce privacy notice ▪ Home-school agreement

Contents

1. Statement of Trust philosophy

1.1. All schools in Ormiston Academies Trust align to our three core purposes, which are to teach and develop our pupils, while we effect change so that we can create schools where no one is disadvantaged. In addition, OAT identifies safeguarding as our number 1 priority and as a theme through everything that we do. Our strategy for remote learning and intervention continues this.

2. Aims

2.1. This Remote Education Policy aims to:

- Ensure consistency in the approach to remote learning for all pupils (Inc. SEND) who aren't in school through use of quality online and offline resources and teaching videos.
- Ensure the remote education provided is equivalent in length to the core teaching pupils would receive in school and will include both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently
- Provide clear expectations for members of the school community regarding the delivery of high quality interactive remote learning.
- Ensure continuous delivery of the school curriculum, so far as is possible.
- Consider continued education for pupils by staff and parents.
- Support effective communication between the school and families and support attendance.
- Ensure the safety of children and staff
- Comply with Government requirements

2.2. What is remote learning?

2.2.1. Typically 'remote education' is used to describe situations where children are being taught remotely in their own homes rather than at school in a classroom. However, 'remote education' also includes situations where a teacher is working remotely and teaching a class of pupils at school, e.g., the teacher is teaching from home because they are self-isolating or shielding.

2.2.2. 'Remote education' is often used to refer to teaching and learning that takes place online. However, it also covers teaching and learning using hard copy resources such as textbooks and worksheets.

2.2.3. 'Blended learning' refers to learning that involves a combination of face-to-face teaching and remote education which may be delivered online or through hard copy resources. It is a particularly important consideration in respect of those pupils who may need to attend school sites because they have been identified as vulnerable or are the children of key workers.

3. To whom does this policy apply?

3.1. All pupils, teachers, support staff and approved adults providing support/advice or guidance to children, as a result of having to access or deliver sessions remotely from home due to Covid related reasons i.e., National Lockdown, isolating, shielding, self-isolation etc.

4. Roles and responsibilities

4.1. Teachers

4.1.1. When providing remote learning, teachers must be available during their normal working school hours.

4.1.2. If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

4.1.3. When providing remote learning, teachers are responsible for:

4.1.3.1. Setting work for their classes which is commensurate with what they would normally set and in line with the school curriculum.

In the event of a pupil isolating or shielding tasks and resources should be uploaded via Class Charts with clear instructions about the task and when the teacher expects work to be handed in. There is no expectation of a live lesson; however staffs are welcome to provide some sort of recorded session if they are able to. Where a pupil is missing for more than two weeks there needs to be some sort of assessment put in place to check pupil understanding. This can be a simple knowledge test.

In the event of a year group bubble being asked to isolate the expectation for pupils will be to follow their normal timetable at home and complete work set by their teachers. Teachers will provide work through Class Charts as they would homework. This should also allow parents to more easily monitor the work being completed by pupils. Tasks and resources should be uploaded with clear instructions about the task and when the teacher expects work to be handed in. Although teachers will most likely be teaching the other year groups still in school, the expectation is that they use time gained from year group not being in school to provide resources for pupils and provide support. Teachers will be expected to provide one live lesson using Zoom. This will take place when pupils would normally have their lesson. A timetable of sessions will be drawn up in advance to ensure that there is no double booking of sessions and letters sent to parents informing them of expectations.

In the event of a whole school lockdown the model above will be followed but expanded to all classes. The expectation for pupils will be to follow their normal timetable at home and complete work set by their teachers. Teachers will provide work through Class Charts as they would homework. This should also allow parents to more easily monitor the work being completed by pupils. Tasks and resources should be uploaded with clear instructions about the task and when the teacher expects work to be handed in. Teachers will be expected to provide one live lesson

using Zoom. This will take place when pupils would normally have their lesson. A timetable of sessions will be drawn up in advance to ensure that there is no double booking of sessions and letters sent to parents informing them of expectations.

Whilst all departments will be expected to meet these basic principles it is understood the nature and purpose of live lessons will be adjusted to fit with different subjects. Flexibility has been given to departments to put into place remote learning policies that fit with how their subject can best be delivered. This can be seen in appendix A.

Support with best practice for delivering live lessons and ensuring that remote learning is planned effectively can be found appendix B. There are also a number of resources to support with remote learning on the Teaching and Learning shared area which can be accessed here: https://drive.google.com/drive/folders/16TZEPjxOnwvikb-cbpwxYM6yK2QDzHDe

4.1.3.2. Providing feedback on work:

Pupils should expect feedback on work submitted to teachers in line with department's normal marking policy. Staff are encouraged to provide praise for work completed and understanding to pupils who are working in difficult circumstances.

Assessments should take place on a regular basis. Where a pupil is learning remotely for more than two weeks it is expected that knowledge quizzes will be put in place to test retention. Where there are extended periods of remote learning more formal written assessments should accompany bi-weekly knowledge tests in line with department marking policies.

4.1.3.3. Keeping in touch with pupils who aren't in school and their parents:

Teachers must monitor if work is being completed, if they are not receiving work from a pupil they must contact the appropriate year team who will contact parents to inform them that work has not been completed. If there is a concern around the level of engagement of a pupil or pupils the parents should be contacted via phone to access whether school intervention can assist engagement.

Teachers are expected to make every effort to respond to questions and provide support to pupils who are working from home. Where they are informed about issues regarding accessing work these must be reported to HOYs who arrange for work to be printed and sent home. The onus is on parents and pupils to report issues and seek help with regard to accessing materials.

5. Year Teams will keep in contact with parents via phone calls and emails. They will complete regular welfare checks as well as supporting staff to chase work. Teachers will also be expected to respond to parent and pupil queries in good time via email, within normal working hours. Where necessary they may be asked to phone parents to offer support with pupil's work.

5.1.1. If there is a concern around the level of engagement of a pupil or pupils the parents should be contacted via phone to access whether school intervention can assist engagement. Teachers should follow local plans for doing this.

5.1.2. In addition, staff should be alert to wider reasons for lack of engagement, and report any safeguarding concerns immediately using the school's procedures

5.1.3. Any complaints or concerns shared by parents or pupils should be reported to a member of SLT– for any safeguarding concerns, refer immediately to the DSL.

5.2. Teaching assistants

5.2.1. When assisting with remote learning, teaching assistants must be available during their normal working hours

5.2.2. If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

5.2.3. When assisting with remote learning, teaching assistants are responsible for:

5.2.3.1. Supporting pupils who are not in school with learning remotely. You will be asked to sit in on live lessons and then provide 1:1 support afterwards to check comprehension and support with completing work.

5.2.3.2. Attending virtual meetings with teachers, parents and pupils. You will be asked to keep in regular contact with the pupils you support and may be asked to join meetings with parents and pupils to offer support, outside of the support provided during live lessons.

5.3. Curriculum Leaders

5.3.1. Alongside their teaching responsibilities, subject leads are responsible for:

5.3.1.1. Considering whether any aspects of the subject curriculum need to change to accommodate remote learning. This should be fed back through line management, and applied consistently across the department.

5.3.1.2. Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent. This may include sitting in on live lessons to support staff who are not as experienced and providing department CPD to support with effective remote learning.

5.3.1.3. Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and appropriate deadlines are being set

5.3.1.4. Monitoring the remote work set by teachers in their subject – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set

5.3.1.5. Alerting teachers to resources they can use to teach their subject remotely

5.3.1.6. Monitoring pupil engagement and progress with remote learning and reviewing the quality of learning achieved.

5.3.1.7. All of the above should be communicated with their teams in a timely manner.

5.4. Senior leaders

5.4.1. Alongside any teaching responsibilities, senior leaders are responsible for:

5.4.1.1. Co-ordinating and refining the remote learning approach across the school

5.4.1.2. Monitoring the effectiveness of remote learning – through regular meetings with teachers and subject key stage leaders, reviewing work set and reaching out for feedback from pupils and parents. This will be accomplished via regular heartbeat meetings as well as 1:1 meetings between CLs and SLT links. Parents will be contacted on a regular basis to get feedback through the year group teams as well as via questionnaires sent out to parents.

5.4.1.3. Monitoring the security of remote learning systems, including safeguarding, data protection, on-line filtering and monitoring systems.

5.5. Designated safeguarding lead

5.5.1. Ensuring children, staff and parents are regularly reminded and given information on how to stay safe online

5.5.2. Ensuring all staff are aware of signs to look out for which may indicate a child is at risk

5.5.3. Monitoring the security of remote learning systems, including, data protection, on-line filtering and monitoring systems.

5.6. The SENCO

5.6.1. The SENCO is responsible for:

5.6.1.1. Liaising with the ICT technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.

5.6.1.2. Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs

5.6.1.3. Identifying the level of support

5.6.1.4. Providing guidance, strategies and advice to staff who are remotely educating SEND students.

5.7. IT staff

5.7.1. IT staff are responsible for:

5.7.1.1. Fixing issues with systems used to set and collect work

5.7.1.2. Helping staff and parents with any technical issues they're experiencing

5.7.1.3. Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection lead

5.7.1.4. Ensuring safeguarding filtering and monitoring systems are working effectively and efficiently

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

5.8. Pupils and parents

5.8.1. Staff can expect pupils learning remotely to:

5.8.1.1. Be contactable during the school day

5.8.1.2. Complete work to the deadline set by teachers

5.8.1.3. Seek help if they need it, from teachers or teaching assistants

5.8.1.4. Alert teachers if they're not able to complete work

5.8.1.5. Adhere to the code of conduct when on-line

5.8.1.6. Alert the school if they have any safeguarding concerns about themselves or their peers

5.8.1.7. Conduct themselves in a mature and considerate manner whilst learning remotely

5.8.2. Staff can expect parents with children learning remotely to:

5.8.2.1. Make the school aware if their child is sick or otherwise can't complete work

5.8.2.2. Seek help from the school if they need it

5.8.2.3. Be respectful when making any complaints or concerns known to staff

5.8.2.4. Alert the school if they have any safeguarding concerns about their child or another child at the school

5.9. Governing body and regional directors

5.9.1. The governing body and regional directors are responsible for:

5.9.1.1. Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible

5.9.1.2. Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

6. Who to contact

6.1. If staff have any questions or concerns about remote learning or the health and safety of pupils during a period of remote learning, they should contact the following individuals:

6.1.1. Issues in setting work – talk to the relevant subject lead or SENCO

6.1.2. Issues with behaviour – talk to the relevant head of phase or year

6.1.3. Issues with IT – talk to IT staff

6.1.4. Issues with their own workload or wellbeing – talk to their line manager

6.1.5. Concerns about data protection – talk to the data protection lead

7. Data protection

7.1. Accessing personal data

7.1.1.1. School resources and data will be available through the remote login section of the website.

7.1.1.2. If in school staff will use school devices to deliver lessons and resources. In the event of teachers not being in school, teachers will use personal devices in line with the guidance contained here within this policy and in accordance with the schools wider technology usage policies.

7.2. Processing personal data

7.2.1. Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. In line with GDPR, as long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen.

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

7.3. Keeping devices secure

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

7.3.1.1. 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)

7.3.1.2. 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

7.3.1.3. Making sure the device locks if left inactive for a period of time

7.3.1.4. Not sharing the device among family or friends

7.3.1.5. Installing antivirus and anti-spyware software

7.3.1.6. Keeping operating systems up to date – always install the latest updates

8.Safeguarding

8.1. All staff members must adhere to the following guidance:

8.1.1. Staff must be constantly vigilant to student behaviours- both acting out and withdrawn, which may indicate a safeguarding concern. This includes, but is not exclusively limited to: non-engagement with on-line lessons, work not handed in or substandard completion of work. Any concerns must be logged immediately via CPOMs. If they believe a child is at immediate risk of harm they should use the emergency contact system as follows: contact the academy immediately on the discovery of concern, to be connected to the duty safeguarding personnel.

8.1.2. Staff should adhere to professional standards as outlined in the school code of conduct and check with the participants that they are aware of the school's expectations – which can be found in the student code of conduct.

8.1.3. When delivering a live online lesson staff must:

▪ Dress appropriately
▪ Be in a professional location where personal information is not on show. It is recommended that laptop/desktop or tablet cameras are set to focus on the teacher from the shoulders up. Where possible, teachers should enable the 'blur background' function.
▪ Ensure that, where possible, student cameras are switched on at the start of the session in order to enable a visual safety check and to take an 'emotional temperature' check of each child. However, staff will need to exercise professional judgement over whether this is appropriate and ensure students are in a family room when cameras are on. Consideration should also be given to how students may feel about staff and other students being able to see their home environment. This could be mitigated against, if students are shown how to blur their backgrounds.

8.1.4. Pupils will be informed, that when engaging, in a live online lesson they should be in a safe and open family space and appropriately dressed. They should not be alone in their bedroom. The kitchen table or family room would be an ideal place for the live online lesson to take place.

8.1.5. At the start of each live online lesson, the teacher should ensure that pupils understand the rules and expectations. This will ensure the safeguarding of both teacher and pupils. 1:1 lessons between pupil and teacher should not take place unless they meet the guidelines below. If a live online lesson has been set and only one pupil is waiting in the lobby the staff member will need to reschedule the session to a later date with more pupils.

8.2. 1:1 Sessions, break out rooms, and conducting counselling or other confidential services on-line

8.2.1. In some circumstances, 1:1 sessions are necessary and appropriate. This may be the case where pupils are undertaking specialist interventions such as reading intervention, tutoring, peripatetic music tuition, careers advice and guidance or receiving counselling support etc. To ensure children are protected from harm, and staff are protected from false allegations the following safeguards and mitigations will be considered, on a case by case basis, and risk assessments carried out.

8.2.2. No 1:1 Sessions will be conducted without SLT/DSL risk assessment and consent.

8.2.3. SLT/DSL should ask, as part of their assessment of risk:

- Is it appropriate and possible for another adult be present, e.g., a parent or a colleague?
- Can the session/lesson be rearranged to a more suitable time to allow another adult to be present?
- Could the session/lesson be conducted over the phone rather than a meeting involving video?
- Can a 1:1 session be delivered to another child at the same time?
- Does the adult delivering the session have appropriate safeguarding knowledge, skills and understanding?
- Has the school obtained written consent from the child, parent and staff member that they are happy to proceed with a 1:1 session, that they understand the benefits and risks and are clear as to the purpose? (NB – DSLs must ensure that no parent is contacted about supportive or intervention sessions if it will put the child at risk ie – where a child, who is Gillick/Fraser competent, has agreed to, for example counselling or receiving sexual health advice, but does not wish a parent/carer to be informed (see Gillick competence and Fraser guidelines | NSPCC Learning | NSPCC Learning for more information)
- The academy should make it clear, that where appropriate, the session will be recorded and the recording held for 30 days, SLT/line managers will complete unannounced drop ins/listen ins
- Where lesson links are sent to pupils, the lesson link is also sent to their line manager and a member of SLT who may access the lesson at any time.

8.3. Recorded lessons

8.3.1. If staff are recording lessons, they must ensure that they have sent the GDPR compliance letter to pupils, parents and carers found in the Teaching and Training > Remote Learning > Resources for Parents section on OATnet.

8.3.2. Staff should only circulate recorded lessons if they are appropriate for use.

8.3.3. To comply with GDPR all recorded lessons should be deleted after 30 days unless they are required for safeguarding or another legitimate reason. The reason for keeping the recording needs to be documented clearly.

8.3.4. Where the hosting platform provides the functionality for customised retention periods, these should be set to avoid recordings being kept for longer than 30 days

8.4. Confidential on-line sessions

8.4.1. Children's emotional and mental health, particularly during periods of lockdown, is of great concern and it may be necessary to offer on-line counselling to a small number of children. In addition, some children may require access to confidential health advice and support which can only be accessed on-line through an academy. Careers advice and guidance is most effective when tailored to an individual's needs and where a child feels comfortable in sharing information. In all of these cases the academy will have, at the forefront of its practice, a child's safety.

8.5. Counselling

8.5.1. All the above safeguards should be in place and counsellors should adhere to the British Association for Counselling and Psychotherapy, Ethical Framework for Counselling Professions BACP Ethical Framework for the Counselling Professions

8.6. Use of online break out rooms

8.6.1. Where 'break out' rooms are used, staff will have in place a plan to ensure they are 'safe spaces' and are regularly monitored.

8.6.2. Staff should be vigilant to any signs of abuse or bullying in these rooms and act on any concerns immediately, in line with the school policies on behaviour for learning, anti-bullying and Safeguarding and Child protection

9.Useful links/resources

- Safeguarding and remote education during coronavirus (COVID-19) - GOV.UK (www.gov.uk)
- Undertaking remote teaching safely during school closures | NSPCC Learning

- CEOP - for advice on making a report about online abuse
- Childline - for support
- Childnet - a toolkit to support parents and carers to start discussions about their child's online life
- Internet matters - for support for parents and carers to keep their children safe online
- Let's Talk About It - advice for parents and carers to keep children safe from online radicalization
- London Grid for Learning - for support for parents and carers to keep their children safe online
- Net-aware - for support for parents and careers from the NSPCC
- NHS Coronavirus webpages
- Parent info - for support for parents and carers to keep their children safe online
- Report Harmful Content - to report and remove harmful online content
- Support to stay safe online includes security and privacy settings, blocking unsuitable content, and parental controls
- Thinkuknow - for advice from the National Crime Agency to stay safe online
- Support for parents and carers to keep children safe from online harms, includes advice about specific harms such as online child sexual abuse, sexting, and cyberbullying
- UK Safer Internet Centre - advice for parents and carers