# EBOR ACADEMY TRUST

**Policy Number**

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| Remote Teaching and Learning Policy<br>Staynor Hall Community Primary Academy |
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**Approved By:**        **CEO**

**Approval Date:**        September 2020

**Review Period:**        Annually (or when required)

**Review Date:**        September 2021

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1. **POLICY STATEMENT**

This policy applies to all schools within Ebor Academy Trust, which includes any students on roll. This policy is reviewed and updated annually (as a minimum). This policy is informed by the following guidance and advice:

- Keeping Children Safe In Education (September 2020) ('KCSIE')
- Working Together to Safeguard Children (July 2018)
- Risk Assessment: Ebor Live Learning (June 2020) LINK
- Ebor safeguarding and child protection statement of intent https://eboracademytrust.co.uk/wp-content/uploads/bsk-pdf-manager/2020/07/4-Safeguarding-and-Child-Protection-Statement-of-Intent-2020-V3-July-2020.pdf
- Ebor Safeguarding first principles https://eboracademytrust.co.uk/wp-content/uploads/bsk-pdf-manager/2020/07/4A-Safeguarding-First-Principles.pdf
- NSPCC https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/online-abuse/
- CEOP https://www.ceop.police.uk/safety-centre/

This policy also takes into account the guidance offered by City of York Council, North Yorkshire County Council, East Riding of Yorkshire Council and Hull City Council as part of the interagency safeguarding procedures set up by Local Safeguarding Children Boards.

2. **STATEMENT OF INTENT: Wellbeing & Pastoral Care**

At Ebor Academy Trust we are committed to safeguarding children and young people and we expect everyone who works in our Trust to share this commitment and join us in creating a culture of vigilance.

2.1 This policy has been created to ensure that all our pupils are effectively safeguarded whilst they access online learning opportunities from their homes.

2.2 Adults in our schools take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them and be confident that they will be listened to and taken seriously. We will always act in the best interests of the child and we recognise the importance of maintaining an attitude of 'it could happen here'.

2.3 We continue to take a whole school approach to safeguarding and child protection, so that awareness is raised within the entire school community. This policy defines a child as anyone under the age of 18 years and applies to all members of staff, including permanent, temporary and ancillary staff, Council Members, volunteers, contractors and external service or activity providers.

2.4 We teach pupils about safeguarding, including online, through various teaching and learning opportunities, as part of a broad and balanced curriculum. Ofsted guidance seeks to ensure that children 'recognise when they are at risk and how to get help when they need it'.

2.5 A secure and caring culture is essential in creating a safe learning environment for each child and we aim to create a caring, positive, safe and stimulating environment that promotes the social, physical, emotional and moral development of the individual child. We recognise that all Schools and the Trust play a significant part in the prevention of harm to our pupils and that creating an overall ethos of protection with good lines of communication are essential and will further support those children who may have heightened vulnerability within our Trust such as SEN-D children, those suffering peer-on peer abuse and those vulnerable to radicalisation or exposed to extremist views.

2.6 Safeguarding and child protection is everyone's responsibility. Everyone who comes into contact with children and families has a role to play. Our school is a community and all those directly

connected, staff members, parents, families and pupils, have an essential role to play in making it safe and secure.

2.7 Every Trust school has responsibility to maximise opportunity for the children to access learning at all times - a lack of technology should not be a barrier to any child

2.8 Expectations that all children will always participate in 'live' is to be balanced with opportunities to access recordings that better match parental employment (home working, for example) and wider family commitments

2.9 It is school SLT's responsibility to provide on-going staff CPD to support remote learning - Ebor Computing Specialist (JRK) will coordinate and provide a rich CPD offer

2.10 We ensure that information and support is available to all our parents and carers so that they are confident in ensuring children are protected from any online exploitation or criminal activity.

2.11 It is a continuous and rigorous process for every trust school to be aware, open to and proactive in the identification of any early signs of abuse, harm or maltreatment of a child.

3. **STAFF RESPONSIBILITIES for remote teaching**

**3.1 Online platforms:**

'Google' is the only permissible live platform for teaching online video-based lessons at Staynor Hall Community Primary Academy  'Google' will be used for live communication with parents when necessary.

In the instance of Teaching Staff delivering a lesson through 'Google' they will observe the following procedures:

a) Each teacher must initiate the session and start recording before children join the session - a new G meet must be used for each separate session.

b) Parents are made aware that the lessons are recorded and therefore need to give their written consent to the school generically once a year as part of the pack sent out by all schools for parental approval.

c) When staff are hosting an online lesson, it must be set up with an @ebor.academy or school domain email address.

d) Online classroom participants **must** consist of 2 or more students.

e) For certain children, one to one learning may be deemed necessary. In this instance the  teacher must:
   • DSL will have oversight of all children receiving 1:1 sessions
   • Sessions will always be recorded and retained for 6 years
   • Receive written confirmation from the student's parent in writing that they are happy for a 1 to 1 teaching session to be taught
   • Ensure that the child's parent is in the same room as their child or in close enough proximity to see and hear all interactions on all calls.
   • Meeting invite will always be shared with relevant SLT member

f) Once a teacher has scheduled an online classroom, the teacher must only send the link to the students' Ebor or school domain email account.

g) When teaching in an online classroom, staff need to be business-like when giving lessons:

presenting themselves as professionally as they would if they were giving a face-to-face lesson, in dress and in manner: Staff should remember that they need to observe their usual high professional standards at all times.

h) The broadcast should only take place from an appropriate communal area of their house or area of work. E.g. living rooms, kitchens, home offices and gardens. They must not take place in bedrooms or bathrooms. Protocols must be agreed before the session, e.g. sitting down

i) If delivering lessons from home, be aware of material that may be visible in the  background. Avoid revealing any personal teacher information or other sensitive data.

j) The teacher of the hosted classroom must remove any students from the online classroom who have not followed the school dress code or are deemed to be wearing inappropriate clothing. The student may join the classroom again once the issues have been resolved.

k) For the purpose of accountability and maintaining a safeguarding overview, each  remote lesson will be recorded. Should any issues arise, the video can be reviewed.

l) Recordings will be securely stored on a Google Drive  accessible to the safeguarding personnel only.

m) At the end of the retention period, the recordings will be deleted.

### 3.2  Emailing:

All lesson plans and work and communication is accessed through the agreed school platforms.

Staff will not email students or respond to messages via the Google Classroom. All email correspondence will be via the admin email address with the teachers name in the subject line. This will then be forwarded to the relevant staff member.*Individual emails should be focused on educational matters and another parallel colleague such as tutor, guardian or class teacher should always be copied in.* Any concerns arising of a wellbeing pastoral nature **MUST** be recorded on Cpoms.

### 3.3 School specific offer:

**IT Strategy Group will quality assure school specific offers annually and evaluate a sample of them as part of their annual work plan.**

# Staynor Hall Community Primary Academy:

# Remote Learning offer.

'Remote Learning' refers to the provision of work, teacher support, assessment and feedback from teachers to pupils in the event that normal lessons are unable to be delivered 'face-to-face' as normal.

Situations where this policy may apply include:

- Pupils unable to attend school due to a period of advised self-isolation but who otherwise remain well (**Individual remote learning**)
- An extended period of school closure (**A Period of School Closure**)
- When a member of staff is self isolating (but is well) and the children remain in school **(Teacher Led Remote Learning)**

## Individual Remote Learning

This section of this policy applies in situations where school remains open and working as normal, but an individual student is unable to attend lessons as normal, but is otherwise well and able to work, e.g. a period of advised self-isolation.

Across the whole school class, teachers will coordinate the relevant material during PPA and liaise where applicable with Specialist Teachers. These tasks will be shared with parents provided on a weekly basis until the student is able to return to school. An initial phone can happen with the class teacher to discuss access to remote learning and expectations of child, parent and teacher. The remote learning resources will mirror (where possible) the teaching and learning activities happening in the team that week. Weekly learning will be outlined and sent out to parents with a clear indication of when and how the teacher will contact the family. Books may be provided if needed for children to complete work in. Across the school, some sessions in the week will be 'live' and children are encouraged to attend through the use of google meet. In KS1 and KS2, children will be able to find timetables, google slides and work to complete in the google classroom.

## A Period of School Closure

Staynor Hall Community Primary Academy is committed to providing continuity of education for its children in the event of an extended school closure. While such situations are inevitably highly varied in their causes and ramifications, we will endeavour to provide continued learning for our students during any period of closure.

**(a) Short-Term Closure**

For a short-term closure (up to ten working days) class teachers will coordinate the relevant material and liaise, where applicable, with Specialist Teachers via google drive. Learning will be provided through google classroom, google meet, tapestry or seesaw dependent on the age range.

**(b) Longer-Term Closure**

In the event that the school / bubble / team is closed for longer than 10 working days, we will move to a model by which the four phases in school will set work for their bubble/teams using Tapestry (EYFS only), Google Classroom and google meet.

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

# A staff member is isolating (but is well) and the bubble remains in class

If a member of teaching staff is isolating, but is well, it is expected that they will teach all lessons via google meet. The assistant teacher will help support the learning in the classroom.

If an assistant teacher is isolating, but is well, their activities will be directed by the class/phase leader, and may include live teaching. If a member of staff does not have access to a computer with a webcam, then they need to request the use of a Chromebook from school.

## EYFS Tiny Steps and Nursery

Teachers will plan an overview / topic web of activities, for all areas of learning during their PPA time. This can then be sent out as required. It will include:

**Individual Isolation:**
- Parent hub message
- Phonics activities
- Maths activities
- Practical activities  in line with the theme.

**Bubble Closure:**
- Phonics activities
- Maths activities
- A daily pre-recorded story read by a member of staff

A letter to parents (sent out on Parent Hub)  will encourage them to engage through Tapestry and add photos on their home learning and will state when telephone contact will be made by staff.

## EYFS Reception

Teachers will plan remote learning alongside their class planning each week during PPA. A weekly timetable of home learning tasks will be available every Monday morning at 8.30am so that it can be distributed as required.

**Individual Isolation:**
- Parent hub message
- Phonics activities
- Maths activities
- Practical activities  in line with the theme.

**Bubble Closure:**
- A daily Phonics lesson
- Daily Maths activities
- Practical activities in line with the theme
- A daily story read by a member of staff
- Independent reading on Bug Club

A letter to parents (sent out on Parent Hub)  will encourage them to engage through Tapestry and add photos on their home learning and will state when telephone contact will be made by staff.

## Key Stage 1

Teachers will plan remote learning alongside their class planning each week during PPA. A Parenthub message will be sent home as required which will outline the timetable for the week. The following activities will be included:

**Individual Isolation:**
Parent Hub message
Oak Academy Maths, English
Bug Club/ Phonics Catchup videos
Suggested ideas for topic related activities.
(All on the sheet sent via parent hub)

**Bubble Closure:**
-Daily check-in
- Daily Phonics lesson
- SPAG input/basic skills lesson for English
-Independent Reading from Bug Club, Teach Your Monster To Read
-Maths lesson to be shared via oak academy
- Activities related to the creative curriculum
-Daily PE lesson link
- Live story session and end of day summary

## Key Stage 2

**Individual Isolation:**

A parent google doc will show which children will, in the event of COVID related absence, require a Chromebook to be loaned from school. Serial numbers of Chromebooks on loan will be recorded on the class spreadsheet.

Teachers will plan remote learning during PPA alongside the class learning and it will be available by 8.30am on Monday morning on the Google Classroom for distribution as required. A weekly timetable will be provided outlining the weeks learning. These tasks will be as closely linked as possible to the class learning.

- Writing: grammar and punctuation skills that link to whole class learning.
- Reading: 5x daily task. This will be a combination of Bug Club and what is being taught in class.
- Maths: a minimum of 4 Oak Academy  lessons that are closely linked to what is being taught in class.
- Wider curriculum: a minimum of 2 sessions comprising of tasks from the following areas: History, Geography, Science, R.E, Music, Computing, PSHE, Art or D.T
- P.E: access a daily PE challenge

**Bubble Closure:**

- Daily check-in
- Live input for English GPS work, followed by a task to complete.
- Independent reading on Bug Club
- Daily Maths from Oak Academy
- Daily PE task
- Activities related to the wider curriculum
- Live story session and end of day summary

During periods of remote learning the teaching staff at our school will:

- Ensure that work is set and made available at the start of each week to cover the calendar week ahead, and that sufficient resources are made available to children  via electronic means to allow them to carry out this work at home.
- Within 2 to 3 days check in with children and parents to ensure that the learning activities are fully understood.
- Provide feedback on the remote learning.

## Expectations of Children
Assuming they are well enough to work, children are expected to:
- Complete all work set for them to the best of their ability and in line with school presentation expectations.
- On the phone call within the first 2-3 days of absence, ask any questions about aspects of the work they don't understand.
- Take part, with a parent, in a Google meet with the class teacher at the start of their second week of absence (this day and time will be specified on the remote learning letter that is sent home) and they need to be ready to share their learning and seek clarification if required on any of the learning tasks.
- Make sure their device/chromebook is charged daily to complete their learning.


## Expectations of Parents and Carers
Assuming the children are well enough supervising adults are expected to:
- Provide an appropriate device for the children  to use to access the internet. This may include registering on the school document for a Chromebook on loan from school.
- Ensure that children remain safe online at all times.
- Ensure that the children are appropriately dressed
- Provide a suitable working space and resources including a pen or pencil and the child's Remote Learning Book.
- Listen to the children read daily
- Encourage the children to take part in the daily physical exercise activity.
- Ensure that the children  complete all set activities.

- Be available at the stated times to take part in Google Meet or telephone conversation with teaching staff in a public area of the home ie lounge or kitchen but not a bedroom.
- Ensure the Remote Learning book is returned to school at the end of the isolation period.
- Contact the school if they have any questions regarding the remote learning activities either by leaving a phone message with the admin team or sending an email to:

admin.shs@ebor.academy
Please put the teacher's name in the subject line.

**Any online contact between children and staff must only take place through official school channels, which are:**

- During the google meets to which they will be invited.
- Via email to the admin email address using the teachers name in the subject line.

**Contact between children and staff through personal telephones or personal email accounts, or any other third-party messaging software or video conferencing software (e.g. WhatsApp, Skype etc.), is strictly prohibited.**

## Staff Illness.

When staff are unwell during a period of school closure, they should follow the usual absence procedure and contact the phase lead and School Business Manager via a telephone call, before 7am.

## Safeguarding

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

**SEND Provisions:**

Copy the links below to access KS1 and KS2 SEND support

**https://docs.google.com/document/d/1YoB7SjD52f3Kif_4g1O93mYZxQI8JLYVm2gbqqcs598/edit?usp=sharing**

**https://docs.google.com/document/d/11cbmhXNlH2DV8h0bzJm3ZWT42sgZFS_fTPYwP7_yZts/edit?usp=sharing**