



# EBORA ACADEMY TRUST

Policy Number

26NS

## Remote Teaching and Learning Policy

**Approved By:** CEO  
**Approval Date:** September 2020  
**Review Period:** Annually (or when required)  
**Review Date:** September 2021

**Date Created/updated:** September 2020

**Version Number:** 1

## 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 Sproatley Endowed C.E. 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 are only permitted to email students at their school issued address and from their own school account. *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:

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

**Through our Christian Values - Friendship, Compassion & Trust: We Encourage, Build & Hope together...no one left behind.**

Based on 1 Thessalonians 5-11

### **Sproatley Endowed C of E Primary Academy Remote Learning Offer** **September 2020**



‘Remote Teaching and Learning’ refers to the provision of learning activities, 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 Teaching and Learning**).
- An extended period of whole school closure (**A Period of School Closure**).
- A ‘bubble’ unable to attend school due to a period of advised self-isolation but who otherwise remain well (**Bubble remote teaching and learning**).
- A teacher unable to attend school due to a period of advised self-isolation but who otherwise remain well (**Teacher Led Remote Learning**).

#### **Individual Remote Teaching and Learning**

This section of the offer pack 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 or an absence that has been authorised by the school in advance.

Across the whole school class teachers will coordinate the relevant material during PPA and liaise where applicable with Specialist Teachers.

In **Nursery**, children will have access to optional learning opportunities linked to age appropriate skills that would normally be covered in school on Tapestry. Such skills may include listening opportunities, motor skills or maths skills. They will also have access to videos of stories read by staff members.

In **Reception**, children will have immediate access to teaching and learning through Tapestry. These activities will mirror (where possible) the face-to-face learning opportunities in school such

as daily phonics activities, maths and writing activities and some wider curriculum opportunities. Video lessons/inputs may also be shared through Tapestry. Paper packs may also be shared with parents and additional paper learning can be provided on a personalised basis until the student is able to return to school. The paper packs will mirror (where possible) the teaching and learning activities happening in the team that week.

In **Key Stage One**, children will have immediate access to teaching and learning through Google Classroom. These activities will mirror (where possible) the face-to-face learning objectives by providing the teaching input materials to follow as well as activities that children can complete using the online platform. Video lessons/inputs may also be shared through Google Classroom. Paper packs may also be shared with parents and additional paper learning can be provided on a personalised basis until the student is able to return to school. The paper packs will mirror (where possible) the teaching and learning activities happening in the team that week.

In **Key Stage Two**, children will be immediately able to access their learning through Google Classroom and where appropriate, students may be able to join the lessons remotely using Google Meet. The teaching and learning offer provided will include a range of independent learning activities the children can access and work through on their own, as well as the offer for them to join 'live' learning lessons with the class teacher (dependent on accessible and available support from adults at home in line with safeguarding policies). The independent activities provided through Google Classroom and the 'live' learning lessons will be based on the national curriculum and the long term curriculum design in place for Sproatley Endowed C of E Academy.

In preparation for home-learning, parents and children will receive logins and passwords for the following platforms :

- Google Classroom
- TT Rockstars
- Bug Books

Please ensure that these logins are stored securely at home so that in the event of remote learning these can be accessed quickly and easily.

### **A Period of School Closure/Bubble Isolation**

Sproatley Endowed C of E 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 10-14 working days) class teachers will coordinate the relevant material and liaise, where applicable, with Specialist Teachers remotely via Google drive. Immediate learning will be provided through Google Classroom and where appropriate, Google Meet. If no wifi or devices are available paper packs will be provided.

### **(b) Longer-Term Closure**

In the event that school or a bubble is closed for longer than 10-14 working days, we will move to a model by which the class teachers will set work for their bubble using Google Classroom and where appropriate, 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.

### **EYFS (Nursery tasks are provided but are optional)**

Teachers will plan remotely using Google Drive and add a weekly overview of the areas of learning to Tapestry each Monday. Daily/Weekly activities may include:

- A short daily Phonics sessions
- Maths activities
- Writing
- Stories read by staff
- Topic based activities linked to the wider curriculum

Parents will be encouraged to engage through Tapestry and add photos/feedback on their home learning. Staff will provide ongoing support for parents and children (as well as feedback on learning) through Tapestry. Feedback will be given for all work submitted by the child in the form of a comment.

### **Key Stage One**

Teachers will plan remotely using Google Drive and add a weekly overview of the areas of learning to Google Classroom each Monday. Activities will be scheduled throughout the week to be posted at 8:45am. Daily/Weekly activities may include:

- A short daily Phonics sessions
- Maths activities
- Writing
- Stories read by staff
- Topic based learning activities

Parents will be encouraged to add photos/feedback on their home learning. Staff will provide ongoing support for parents and children (as well as feedback on learning) through Google Classroom. Feedback will be given for all work submitted by the child either by an overall comment on the day's work submission or as comments within pieces of work.

Teachers will continue the teaching sequence/topic they were covering in school. Options for the tasks will be given with advice/tips for parents around ability. Teachers may often also post short teaching input videos for tasks that may require this to offer additional support.

### **Key Stage One weekly timetable will include:**

Phonics - Daily

Writing - x3

Maths - x5

Reading - x3

Theme, PE, Art, Science, Computing, RE, Music, Storytime and Family Fun Tasks x3 a week

Live lessons - (when appropriate)

Children (or parents) will be encouraged to share their learning through Google Classroom, along with any other important information, which teachers will then provide feedback or responses to.

If a family is not actively engaging with the learning provided the class teacher will contact them, by telephone, to offer advice and details around how to collect a paper pack - weekly.

**If you do not have any wifi or devices to facilitate the above, school will provide paper resources.**

### **Key Stage Two**

Chromebooks will be made available to loan to a class or bubble closed down for more than 10-14 working days. This loan is subject to a signed agreement which would be made available if this situation was to occur.

Teachers will plan remotely using Google Drive. All learning will be provided through Google Classroom and where appropriate, Google Meet. A mixture of independent learning (asynchronous) and 'live' learning (synchronous) will be provided. All learning will continue to follow our current curriculum design and will be based on the national curriculum. Independent learning activities may include, hyperdocs (weekly documents covering a range of learning for children to work through at their own pace), interactive activities or Google Slides to replicate teacher input materials. Feedback will be provided on all learning completed either by an overall comment on the day's work submission or inline comments within pieces of work.

'Live' learning will be offered through Google Meet and children can choose to join this if they have the adequate resources and adult support (consent must also have been given and all concerned must have an understanding of safety procedures).

Activities will be scheduled throughout the week to be posted daily at 8:45am.

### **Key Stage Two weekly timetable will include:**

Reading - Daily

Writing - x3

Maths - x5

Theme, PE, Art, Science, Computing, Music, RE, Storytime and Family Fun Tasks x3 a week

Live lessons - (as and when appropriate)

Parent Pay messages or phone calls will be used to communicate with parents. If any child is not engaging with the remote teaching and learning offer, school will be in contact.

**If you do not have any wifi or devices to facilitate the above, school will provide paper resources.**



## **Expectations of Students**

Assuming they are well enough to work, students are expected to:

- Complete all work set for them and submitting work which is requested for feedback promptly
- Check Google Classroom/Tapestry regularly and read and respond to communication from the school.
- Ensure that (if allocated) their school Chromebook is at home with them and is fully charged at the start of each day. Where students experience problems with IT systems they should proactively inform the school admin team.
- Procedures from the consent form must be adhered to. eg/ appropriate conduct and appropriate written and verbal language used (see consent form).

## **Expectations of Staff**

Assuming they are well enough to work, staff are expected to:

- Ensure that work is set and made available on Google Classroom or Tapestry and that sufficient resources are made available to students via electronic or paper means to allow them to carry out their learning at home.
- Class teachers are responsible for the setting of tasks from Nursery to Y6. Additionally, SLT are required to maintain oversight of the appropriateness and quality of the work set across their phase.
- To be familiar with the use of Google Classroom, Google Meet and Tapestry.
- To set, assess and return work to students promptly by electronic means.
- Provided feedback on learning completed at home using written comments (this applies to electronic learning only).
- Subject leaders will ensure technology is used as a platform to facilitate learning across all areas of the curriculum.

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

xxx@ebor.academy email address only. No personal email addresses must be used by either staff or pupils.

Google Classroom, Google Meet and Tapestry.

Any live contact between students and staff must only take place through official school channels.

This includes emails from students to teachers, which should only be sent from students email address xxx@se.ebor.academy

### **Staff will only communicate with children and parents within the normal working hours (8:30am - 3:30pm).**

#### **Staff links**

In order to support remote learning, we will provide links for parents. (01482 811499 and ask for :)

IT support link- Mr S Marshall

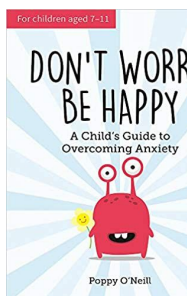
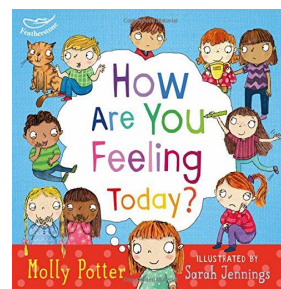
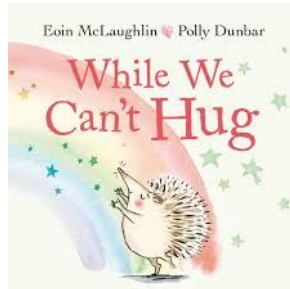
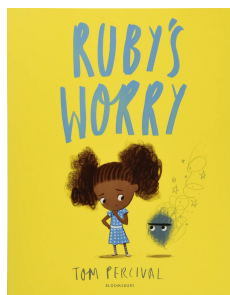
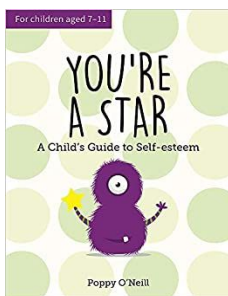
Behaviour link- Mrs G Pepper

Well-being link – Mrs R Towner  
SEN link- Mr C Devaney/ Mrs G Pepper  
Online Work - Specific Class Teacher

**Contact between students 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.**

## Wellbeing

Mrs R Towner is the wellbeing lead support in school, she works with our children on a needs basis and is here for you if your child ever has a struggle to adjust to working from home once again. We have a range of books in school to support children's wellbeing. Here are some of our favourites:



## Staff Illness.

When staff are unwell during a period of school closure, they should follow the usual absence procedure and contact the school via a telephone call, before 7am. If they are able to set work for any lessons that require it then they should do so, otherwise responsibility for work falls to the SLT or designated delegated colleague.

## Safeguarding

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

## Attached documents

Google Meet Documentation:

Consent Form

[Google Meet - Guide](#)