



REMOTE EDUCATION POLICY

Approved and signed by the Board of Trustees during
virtual meeting

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CHANGES

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I. STATEMENT OF SCHOOL PHILOSOPHY

Discovery MAT has a curriculum designed from a STEM basis that means that all subject areas are broad and balanced and linked between subjects. All children are able to thrive through quality learning experiences, ensuring their readiness for the next stage in their learning. These wide ranging, linked experiences and contexts focus on knowledge and skills to become resilient, reflective and creative thinkers. Our remote learning policy enables quality learning experiences, linked to the classroom curriculum, that adapts to the home environment by using simple, secure and effective internet-based programmes to deliver learning opportunities to children in their own homes, delivered by class teachers with daily opportunities for contact and feedback.

2. AIMS

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 resources and daily opportunities for contact and feedback with a class teacher.
- Provide clear expectations to all members of the school community with regards to delivery high quality remote learning.
- Include continuous delivery of the school curriculum, as well as support of Motivation, Health and Well-Being, and dedicated e-safety resources for Parents
- Consider continued education for staff and parents, including CPD, a community platform for e-safety and support, dedicated resources for accessing and support for online platforms and up to date information communicated by email.
- Support effective communication between the school and families and support attendance.
- Provide clear and appropriate guidelines for the use and storage of personal data while working and learning remotely.

3. WHO IS THIS POLICY APPLICABLE TO?

- A child and any siblings also at the school are absent because they are awaiting test results and the household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal.
- A child's whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.
- School closure due to local or national restrictions for Covid-19.

Remote learning will be shared with families termly through our online platform eSchools, which is closely linked to in school curriculum.

4. CONTENT AND TOOLS TO DELIVER THIS REMOTE EDUCATION PLAN

Resources to deliver this Remote Education Plan include:

- Online tools for EYFS, KS1 and KS2 (eSchools, Tapestry, Microsoft Teams, Zoom, Timestable Rockstars), as well as for staff CPD and parent sessions.
- Use of recorded video, including teacher instruction, other instructional videos and assemblies.
- Phone calls home.
- Printed learning packs for those unable to access online learning in any capacity.
- Physical materials such writing tools and paper.

- Use of BBC Bitesize, Khan Academy, Twinkl, YouTube and other internet child linked resources as appropriate, fully checked by school staff before setting.
- In some cases, where home resources cannot facilitate the number of children requiring access to the internet, internet hotspots can be provided by the school. This is decided by HOS.

The detailed remote learning planning and resources to deliver this policy can be found here:

Resources to provide online learning for children who are self-isolating:

- Term overview of theme learning, maths and English learning with links to BBC Bitesize, as well as, theme linked to classroom curriculum uploaded onto eSchools at the start of each term.
- Children have accessed eSchools in school and shown around the platform.
- Parents have been informed of this arrangement on a newsletter and in the event of self-isolation, parents are reminded when they collect or phone the school.
- Children can message teachers through eSchools and daily contact and feedback is available to children.
- Printed packs are available to be posted for those children who demonstrate no capacity to access eSchools on any device at home. These mirror what is available online.

Resources to provide online learning for bubble closure:

- Weekly timetable of activities posted on eSchools, linked to Long Term curriculum planning, including reading, English and maths and theme topics as detailed in the Long Term plan. Planned by class or year group teachers.
- Separate work submissions posted under the Homework section of the eSchools platform for each subject/activity for children to access resources and links and submit their work.
- Resources used must not require the use of a printer at home.
- Short video clips of teaching or instruction uploaded to eSchools where appropriate.
- Daily feedback and marking from teachers and staff, including replying to messages.
- Printed packs to be collected from school only for those children whose work has been arranged in this way and because they have no access to any device for remote learning.
- SEND – work differentiated or scaffolding support as part of the main outline for the lesson. Separate work can also be allocated to certain children if required.
- Weekly collection of contact between school and families, followed by phone calls from class teachers to support engagement.

Resources to provide online learning for whole school closure:

- Expectations remain the same as for the above bubble closure with the exception of video clips.
- Live teaching will be hosted through Microsoft teams, with each child using their unique secure login to access the session
- This will happen every day for 2 x 1-hour sessions. These are split into Key Stage 1 and Key Stage 2 sessions to enable siblings where possible to share resources at home.
- Years 1-6 (inclusive)
- Sessions are split into 4 x 30min sessions – Phonics/English, Reading, Maths and Theme.
- Live teaching will facilitate, support and enhance the learning activities uploaded to eSchools.
- A register will be taken of children who access the session.

Code of Contact for Video Clip Recording

- No longer than 8 mins (to allow upload to eSchools) (bubble closure only)
- No personal information about the teacher or children.
- Background should be neutral.
- Background noise kept to a minimum.
- School dress code to be followed.
- Teachers to review before posting.
- Content is relevant to the subject.

Code of Conduct for Live Teaching

- No personal information about the teacher or children should be visible during live teaching sessions.
- If other children are in the classroom during live teaching, their faces should not be shown, however they are able to be heard asking questions or giving answers.
- Background should be neutral.
- Background noise kept to a minimum.
- School dress code to be followed.
- Content is relevant to the subject.
- A recording of the live teaching will be available for children to access through Microsoft Teams at a later date if they are unable to log in at the designated time.

Code of Conduct for parent phone calls in the event of a direct request or no contact.

- Use 141 to disguise phone number.
- If no answer, leave a short message to say who is calling and why.
- Refer contact to the school office or eSchools messages.
- Do not give out school email or personal phone numbers.
- Explain no contact this week and ask if anything can be done to support.
- Record conversation on contact sheets and Behaviour Watch if necessary.
- Support to offer: accessing eSchools or other online resources; ideas for parents to support online learning (timing, encouragement, rewards); further communication if appropriate.
- Record any Safeguarding concerns on Behaviour Watch and directly to DSL.

Teacher Code of Conduct for Microsoft Teams

- Messaging/virtual meetings between professionals
- Virtual meetings of groups of children arranged via eSchools messages organised by Class or Year Group teachers.
- Code of Conduct for Video Clip recording to be followed.
- No recording of any kind will take place.
- Record of contact to be updated when children take part.
- A Teams meeting may be held to support wellbeing, to explain a lesson, an opportunity to see each other and share experiences or learning.

5. HOME AND SCHOOL PARTNERSHIP

Discovery MAT is committed to working in close partnership with families and recognises each family is unique and because of this remote learning will look different for different families in order to suit their individual needs.

Discovery MAT will provide a refresher session for children termly and to check access to eSchools and Microsoft Teams. Parents are reminded about eSchools via the newsletter or phone calls where appropriate. In the event of bubble or whole school closure, a text message or email will be sent to parents and carers to detail Home Learning.

Children have access to their log in details in their Reading Journals. In the event these are left at school, parents can email to request log in information.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. Discovery MAT would recommend that each 'school day' maintains the structure shown on the daily timetable, with at least 30mins each given to each activity.

We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration.

Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on a case-to-case basis.

To support the use of online resources, each school and parents in the MAT have access to the National Online Safety platform. All teaching staff have accessed CPD using this platform. Lesson plans are used to deliver content on eSafety at school and this will continue up to the event of a bubble or whole school closure. Parents are directed to this site by class teachers, the newsletter and eSchools.

All children sign an 'Acceptable Use Policy' at school to ensure they are responsible users and stay safe when using the internet and other digital resources whilst working at home.

6. ROLES AND RESPONSIBILITIES

Teachers

Discovery MAT provides point of need training sessions to support new and existing teachers to use eSchools, Tapestry and Microsoft Teams.

In the event of self-isolation:

- Teachers will contact pupils on eSchools through messages and direct to the termly resources.
- Teachers will respond to any messages sent via eSchools during normal working hours.

In the event of bubble or whole school closure:

- During remote learning, teachers are available between normal school teaching hours and should respond to child learning at least once every two days as a minimum.
- If they are 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. Support for the children affected will be delivered via year group or team leader.

When providing remote learning, teachers are responsible for:

Setting work:

- Teachers will set work for the pupils in their classes. This includes those responsible for streamed groups in Year 6.
- Work will be uploaded weekly, by Monday at 9.00am, all Homework and resources allocated and the weekly timetable uploaded to the Group and Class pages of eSchools.
- The work set should follow the usual timetable for the class had they been in school, wherever possible
- Children will submit their work via eSchools. This will be marked by teachers at least every two days.
- Teachers in EYFS will set a weekly timetable and record submitted work on Tapestry.

Providing feedback on work:

- Work to be marked/feedback delivered within at least 2 days of submission. Work received at the weekend will be marked on a Monday.
- Weekly timetabling will show use of this feedback by supporting gaps or supporting individual children by adapting provision and learning set.
- Teachers will keep their contact record up to date, by 3pm on Friday.

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

- If there is a concern around the level of engagement of a pupil/s parents should be contacted via phone by the class teacher to see if school intervention can assist engagement.
- Concern around children who cannot be reached should be shared with HOS/AHOS and will be directed to INCO or FSA as appropriate.
- All parent/carer emails should come through the school admin account beechwood.office@discoverymat.co.uk, oakwood.office@discoverymat.co.uk or westonmill.office@discoverymat.co.uk.
- 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.

Teachers are also responsible for supporting access to eSchools and resources, with support from HOS/AHOS or IT support where necessary.

Subject Leaders

Alongside the teaching responsibilities, outlined above, subject leaders are responsible for:

- Monitoring the work set by classes / year groups to ensure full coverage remains for their subject while pupils are working remotely.
- Support other members of staff with queries.
- Maintain up to date or topical links with staff to promote subject.

Teaching Assistants

Teaching assistants must be available during usual school working hours.

If they are 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.

During the school day, teaching assistant must complete tasks as directed by a member of the SLT, including CPD tasks.

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school including daily monitoring of engagement.
- Monitoring the effectiveness of remote learning – explain how they'll do this, such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- Ensuring the continuity of learning for pupils in the event of staff illness.
- Continuing with Safeguarding role, including the safety of online school systems.
- Vulnerable pupils will be called weekly – CP/EHCP/identified pupils, this will be done by SENCO/DSL.

Designated safeguarding lead

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

IT Technicians

IT technicians are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff with any technical issues they're experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer

The SENCO

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.

- 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.
- Continuing with remote support for EHATs where possible alongside outside agencies.
- Monitoring SEND online engagement and learning from eSchools and contact sheets.

Facilities Manager

- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.

Pupils and parents

Staff can expect pupils learning remotely to:

- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers
- Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it. Make contact initially by email or phone call to the school, where help can be directed.
- Be respectful when making any complaints or concerns known to staff

Governing Board

The governing board is responsible for:

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

7. DATA PROTECTION

Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:

- eSchools is the remote learning platform which is fully secured and monitored by teachers and Senior Leadership Team. The platform is only accessible through username and passwords directed by the school and school retains full control of each child's access.
- All teachers have access to Behaviour Watch to record concerns about a child, this is accessed via a secure password. Ensure staff log out after use.
- Teachers are able to access parent contact details via Behaviour Watch. They will not share these details with third parties.
- School laptops are the school's preferred devices to be used when accessing personal information of parents or pupils.

Sharing personal data

While working remotely, staff members may be offered personal data from parents/carers such as their emails or phone numbers to support their pupil as part of the remote learning system. This collection of personal data will be used for the explicit function of facilitating the remote learning for the pupil and verbal or written permission given.

Staff are reminded to collect and/or share as little personal data as possible online.

Keeping devices secure

All staff members using school devices will take appropriate steps to ensure devices remain secure, including:

- Ensuring the hard drive is encrypted (bit-locked) and device password protected.
- Making sure the device is locked if left inactive for a period of time.

- Not sharing the device among family or friends.
- Keeping all antivirus and anti-spyware software up to date

8. WHO TO CONTACT (SCHOOL STAFF)

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

- Difficulties in setting work – contact the relevant subject lead/Team Leader/INCO/SLT.
- Difficulties with behaviour – contact the INCO/SLT.
- Difficulties with IT – contact log support via email, or AHOS/HOS if directly impacting ability of pupils to learn online.
- Concerns with own workload or wellbeing – contact Team Leader/SLT.
- Concerns about data protection – contact Academy data protection officer
- Concerns about safeguarding – contact DDSL /DSL.

All contact can be made via the school email addresses.

9. LINKS WITH OTHER POLICIES AND DEVELOPMENT PLANS

This policy is linked to our:

- Safeguarding
- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Online safety acceptable use policy
- Digital and hardware Development Planning