



## Remote Education Policy: Covid-19

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## Remote Education Policy: Covid-19

### Aims

This policy is to ensure the ongoing education of Battle Primary Academy pupils under unusual circumstances. This policy will outline the procedures in place in line with any unexpected closures that could happen at any time due to Covid-19. This policy will also cover any process in place for any child that cannot be in school as a result of Covid-19, but are able to continue with their education and with the school being open.

This remote education policy aims to:

- Set out and explain our approach to remote education during Covid-19 to the whole school community.
- Ensure consistency in the approach to remote education for pupils who are not in school.
- Set out expectations for all members of the school community with regards to remote education.
- Provide appropriate guidelines for data protection.

### Remote education

If one or more of the following events occur, remote education will be implemented by the School for all affected students:

- An individual student is awaiting a Covid-19 test result.
- An individual student is self-isolating due to Covid-19.
- A proportion of students from a class/year group/bubble are self-isolating due to Covid-19.
- A whole class/year group/bubble is self-isolating due to Covid-19
- The school is only open to critical workers/vulnerable children due to Covid-19.
- The school is closed due to Covid-19.



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### Remote education minimum standards

The following minimum standards will be followed by Battle Primary Academy for remote education provided in the above scenarios:

- Work will be provided for all affected students and will be accessible on our pre-agreed platform(s).
- Affected students will have access to remote education which is equivalent to core teaching every day.
- Affected students will be provided opportunities for feedback and assessment on a regular basis.
- Work provided will be challenging and in line with the in-school curriculum.
- Affected students will have the opportunity for daily contact with a member of staff.

### The Provision of Remote Education

For all students affected as above, we will provide access to a weekly timetable of remote education activities. The same provision will be provided for all affected students, whether an individual or a whole class is isolating or otherwise affected. This is to ensure equality of provision. Our remote learning offer will be shared through our online learning platform, Class Dojo. This learning will link to our long-term curriculum plans and the learning those in school will or would be doing, while remaining manageable for staff to prepare on top of their usual weekly workload

The majority of core and foundation lessons will be placed onto Class Dojo with opportunities for the children to complete on whichever electronic device they have at home. If an electronic device is not accessible at home, children may complete their work in an exercise book, take a photo and post back to the teacher on Class Dojo for feedback. Staff will endeavour to view and feedback on as much of student's work as they are able, while balancing their workload inside of school.

We commit to putting in place remote education from the first day an affected student is off school, however please note there may initially be an interim period of one or two days before the whole program and normal ongoing support is accessible and ready.

### Platforms and how to access

All students, teachers and parents already have access to their class page on Dojo. Because of this, the transition to Remote Education should be smooth and quick. However, 1 or 2 days may be needed for the PowerPoints/resources to be adapted for home access.



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### Support to enable students to access remote education

Remote education can surface a few unexpected challenges such as time and technology and we, as a school, understand this. Therefore, we commit to the following to help support students to access remote education:

- Letters and visual guides/videos sent home with instructions on how to access remote education.
- Providing practical support with technology where possible.
- Ongoing use of Class Dojo for homework, communication, video tutorials so that our children and families remain familiar with it.
- Teachers to ensure all their class and parents have access to their Class Dojo page before a school closure

### Roles and responsibilities

#### Teachers

When providing remote education, teachers will be available between 9.00 – 3.00. If a teacher is 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. Lessons and resources for the week should be prepared the week before and submitted onto the teacher shared drive so another member of staff could submit on Dojo.

When providing remote education, teachers are responsible for:

- Planning lessons for their classes and making these available on Class Dojo to students who are working remotely in the morning of the same day these lessons will be taught.
- Following the school timetable, (most likely) any revised timetables in place in the event of tiered lock downs.
- Looking carefully at work completed by students on agreed platforms and using this to inform planning.
- Responding to and feeding back on learning completed online.
- Keeping in touch with pupils who aren't in school and their parents through daily emails or phone calls within the working day. If children fail to complete work, the Headteacher will be informed and will follow this up with families.
- Attending virtual meetings with staff, parents and pupils as and when necessary, considering their appearance and their location if they are appearing online.



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### Teaching assistants

When assisting with remote education, teaching assistants will be available between 9.00 – 3.00 for direct contact and support for the less able/SEN children.

If a teaching assistant is unable to work for any reason during this time, for example due to sickness or caring for a dependant, they should report this using the normal absence procedure.

When assisting with remote education, teaching assistants are expected to:

- Support pupils who aren't in school with learning remotely as and when asked.
- Assist with the tracking of IEPs
- Continue to focus on his/her group of children
- Perform interventions remotely by setting work to those specific children on Class Dojo
- Attend virtual meetings with staff, parents and pupils as and when necessary – considering their appearance and their location if they are appearing online.

### Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change/adapt to accommodate remote education.
- Monitoring the remote work set by teachers in their subject through access to Class Dojo (subject leads to have access to each class on Dojo).
- Alerting teachers to resources they can use to teach their subject remotely.

### Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote education approach across the school.
- Monitoring the effectiveness of remote education – through regular meetings with teachers, reviewing work set and regular contact with families and children.
- Provide regular evaluation of the current remote education process with the mindset of how to improve and develop. Taking into account the use of platforms, methods of communication, technology, timetables, utilisation of staff and feedback from parents.
- Maintain contact and communication to the wider school community
- Monitoring the security of remote education systems, including data protection and safeguarding considerations.



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### Designated safeguarding lead

Please refer to our Child Protection and Safeguarding Policy for information with regard this.

### IT staff

IT staff 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 education systems and flagging any data protection breaches to the data protection officer.
- Research and stay on trend to any new developments with remote learning that could potentially be beneficial towards the school procedures

### Pupils and parents

#### Remote learning for Pupils:

- Be contactable during the school day; either by phone, email, Dojo message or electronic call – we understand that you may not always be in front of a device the entire time.
- Complete work to the deadline set by teachers and endeavour to complete to the best of your ability and work ethic as if you were in school.
- Seek help if you need it, from teachers or teaching assistants.
- Alert teachers if you are not able to complete work.
- When attending live meetings or conversations with school staff, to dress appropriately (no pyjamas or offensive images/wording) and to have an appropriate background (ideally a clear background with no other people in view, with no offensive imagery).
- Be kind, considerate and respectful when communicating with other students and school staff online, in line with the school's Behaviour Policy and Anti-Bullying policy.

#### Remote Learning for Parents:

- Make the school aware if your child is sick or otherwise can't complete work.
- Seek help from the school if you need it by contacting the correct member of staff
- Be respectful when making any complaints or concerns known to staff.
- Be aware of the Interim Online-Safety Policy for parents and pupils.
- Continue to provide feasible and constructive feedback on our remote education, whether positive or negative, to help improve our systems for the benefit of your child.
- Feedback may be given via emails, phone calls or messages on Dojo.



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### Live teaching

There is no expectation on schools to deliver live teaching. Live teaching will only be delivered if the following criteria can be met:

- It has to be safe
- It has to be inclusive
- It has to be the most effective approach to the learning

Live teaching will only be considered once basic access to lesson resources for all relevant students is in place. Where lessons are delivered live, the Live Teaching Protocol will be followed.

**\*\*In the first instance and the use of Class Dojo as our platform, it is probably more suited that lessons are posted and feedback is given electronically. This is in parallel with the assumption of the potential issues with resources, technology and connectivity at home. Therefore, we must make sure our PowerPoints and resources are adapted to be accessed and completed at home without the reliance of live teaching.**

### Children with SEND

It is primarily the role of the SENCo, to ensure all SEND needs are supported effectively and that appropriate resources are allocated and available to meet pupil need. However, all teachers and teaching assistants have a duty to support children with SEND and should deliver lessons with the appropriate differentiation level as they would in the classroom.

To support children with SEND and or learning difficulties with remote education, the SENCo will:

- Support teachers and teaching assistants should they need it with any advice on how to adapt resources.
- Ensure all IEPs are up to date, have been shared with families and are being completed at home.
- Ensure that statutory EHCP Part F school provisions are covered.

### Support will include:

- Researching and resourcing any additional resources necessary for personalised learning.
- Communication with teachers regarding how their SEND pupils are coping during remote learning and if they need any support.
- Liaison with outside agencies as appropriate.
- Attending virtual meetings with teachers, parents and pupils as necessary.

All SEND students should continue to receive allocated outside agency support remotely where appropriate and possible (provided by agencies) and time will need to be allocated to co-ordinating this work also.



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Communication between staff and pupils/families must be through the authorised school systems above and not through email, personal social media accounts, nor personal phones. It should follow the usual rules outlined in the Staff Code of Conduct, Home School Agreement, Remote Education Agreement, Online Safety Policy and Acceptable Use Agreements.

### Safeguarding and remote education

With the increased use of digital technologies that comes with remote education, safeguarding implications need careful consideration. Parents are advised to spend time speaking with their child(ren) about online safety and reminding them of the importance of reporting to an adult anything that makes them feel uncomfortable online. Please refer to the Online Safety Policy for further information.

If parents or students have any concerns over any online content related to the school or Trust they can contact the school or the Trust via email.

If parents have any safeguarding concerns that need discussing, they should contact the Headteacher. Staff should continue to be vigilant at this time and follow our usual Online Safety for Staff and Child Protection and Safeguarding Policy and procedures. This may include, long notable absences, a dip in character or personality, lack of communication, lower level in effort and completion of work and any other signs which may seem irregular, but worth making a note of.

### Data protection

#### Accessing personal data

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

- Use their school laptops or PCs.
- Follow the Acceptable Use Agreement and the Interim Online Safety policy for staff.

### Processing personal data

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

Staff will only collect and/or share as little personal data as possible online and will be reminded to be vigilant when sharing personal data outside of school.



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### Keeping devices secure

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

- Keeping the device password-protected – strong passwords are at least eight characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol).
- 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.
- Making sure the device locks if left inactive for a period of time.
- Not sharing the device among family or friends.
- Installing antivirus and anti-spyware software.
- Keeping operating systems up to date – always install the latest updates.
- Only using the devices for educational/school/work purposes.

### Monitoring arrangements

This policy will be reviewed every year by the Trust. The Senior Leadership Team will monitor the implementation of this policy.

### Links with other policies

This policy is linked to our:

- Accessibility Statement
- Charging and Remissions Policy
- Complaints Procedure
- Data Protection Policy
- Educational Visits Policy
- Equality Information and Objectives
- Freedom of Information Policy
- Health and Safety Policy
- Privacy Notice for Parents/Carers
- Prevent Duty Action Plan
- Preventing Extremism and Radicalisation
- Safeguarding and Child Protection Statement
- SEND Policy Statement
- Statement for Dealing with Allegations and Abuse against Staff
- Volunteers Policy
- Whistle Blowing Policy