

Together with God, we love, learn and grow



Riston Church of England Primary Academy

Remote Teaching and Learning Policy

Approved By:

Approval Date: September 2020

Review Period: Annually (or when required)

Review Date: September 2021

Introduction

Riston is a Voluntary Controlled, Church of England Primary Academy offering a comprehensive Christian primary education to families in the East Riding. The School is a caring community built on Christian values and beliefs, which permeate all aspects of School life. The curriculum, including the National Curriculum, is presented within a Christian worldview. Such a world view gives perspective and meaning to all learning at Riston.

We seek to foster the belief that together with God we love, learn and grow, using our core values of love, trust and friendship to achieve our vision. 'I have come so that they can have life and have it to the full.' John 10:10.

Our aim is that all children reach their full potential, not just academically, but also spiritually, physically, socially, and aesthetically. This is the context in which this policy is written.

Date Created/updated: *September 2020 / Updated January 2021*

Version Number: 2

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.

1. 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.

2. STAFF RESPONSIBILITIES for remote teaching

3.1 Online platforms:

'Google' is the only permissible live platform for teaching online video-based lessons at Riston Church of England 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:

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

‘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)**

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 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. These tasks will be shared with parents via the online learning platforms set up for each class (Tapestry/Seesaw/Google Classroom). Where access to online learning is unavailable, school will aim to resolve this by the offer of a Chromebook or support to access the internet. If needed paper packs can be provided on a weekly 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 class that week.

A Period of School Closure

Riston Primary Academy is committed to providing continuity of education for its students 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.

School Closure:

In the event that the school is closed, the teachers will set work for their class using Tapestry, Seesaw and Google Classroom. A minimum of 3 hours learning time will be expected each day.

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

EYFS

Tapestry will be used.

- Daily videos of activities to continue at home which would have been the child's input that day.
- Phonics
- Maths
- Stories

Parents will be encouraged to engage through Tapestry and add photos / feedback on their home learning. Staff will provide ongoing support for parents through Tapestry..

Key Stage 1

Teachers will plan remotely using Google drive and add a weekly overview of the areas of learning to Seesaw each Monday.

Seesaw will be used, providing a daily timetable

- Phonics
- Maths
- English
- Topic

Verbal/written instructions will be given for tasks and marking by the teacher will also be in this manner, Daily activities including the core lessons that would have taken place in the classroom, such as PE, History PSHE etc.

Communication with parents is via Seesaw.

Parents will be encouraged to engage through Seesaw and add photos / feedback on their home learning. Staff will provide ongoing support for parents and children (as well as feedback on learning) through Seesaw. Feedback will be given for all work submitted by the child. 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 2

Teachers will plan remotely using Google drive and add a weekly overview of the areas of learning to Seesaw each Monday.

Chromebooks will be made available to loan to a class or bubble closed down for more than 10 working days.

3/4 In Bluebirds: Seesaw will be used. Each day will include

- English
- Maths
- Foundation subjects will be posted in topics, one task per day.

TTRockstars - children are encouraged to go on this for 10minutes per day.

Communication with parents is via Seesaw. Work will be marked with a written or verbal comment from the teacher.

5/6 In the Highflyers: Seesaw will be used.

- English,
- Maths
- Topic lessons will be posted daily.

Tasks will include key skills, with differentiation according to ability. Learning will follow the sequence planned for the term and cover all subjects in the Primary curriculum. Communication with parents is via Seesaw.

Parents will be encouraged to engage through Seesaw and add photos / feedback on their home learning. Staff will provide ongoing support for parents and children (as well as feedback on learning) through Seesaw. Feedback will be given for all work submitted by the child against the learning objective. Teachers will continue the teaching sequence/topic they were covering in school and where possible this will reflect normal classroom routines with which children are familiar. 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.

If a family is not actively engaging with remote learning, the class teacher will contact by telephone to offer advice and support. If, despite support, the child is unable to access online learning, provision will be discussed with the Headteacher and a place in school may be offered. Children will be encouraged to complete the work as independently as possible, so that an accurate assessment can be made by the class teacher of the standard at which the child is learning and provide a bespoke, tailored learning experience.

Expectations of Students

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

- Complete all work set for them and submit work which is requested for feedback promptly
- Check Seesaw / Google Classroom regularly and read and respond to communication from the school
- Ensure that 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.

Expectations of Staff

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

- Ensure that work for each day is set and made available on Seesaw or Google Classroom and that sufficient resources are made available to students via electronic means to allow them to carry out this work at home.
- To be familiar with the use of Seesaw and Google Classroom
- To set, assess and return work to students promptly by electronic means
- To alert SLT of any pupils not engaging with remote learning

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. 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@rp.ebor.academy

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.

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 phase leader or designated delegated colleague.

Safeguarding

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

SEND

It is crucial that work is accessible to ALL children and takes into account different levels of learning or learning needs; including children with SEND & those with other additional needs. In order to do this, teachers have been given a range of resources and support. Seesaw is particularly accessible for SEN children due to voice recording features. Pupils with SEND will have access to a place in school and the additional support required if needed.

Links to these resources can be found here:

https://docs.google.com/document/d/1YoB7SjD52f3Kif_4g1O93mYZxQI8JLYVm2gbqqcs598/edit

Monitoring arrangements

This offer pack will be reviewed termly by the computing lead and Headteacher. At every review, it will be approved by the full 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.