

Author	Claire Pannell	Target group	All employees, consultants and volunteers
Issued	December 2021		
Approved by	Education Executive Team	Next review	December 2022

Remote Education Policy

Aims

This policy is to ensure the ongoing education of Mount Street Academy pupils under unusual circumstances. This policy will future-proof against closures that could happen at any time due to school closure from Covid-19. It also covers the ongoing education of pupils who cannot be in school as a result of Covid-19 restrictions but are able to continue with their education when the school remains fully 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 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 unable to open due to a high number of staff off work due to Covid-19
- The school is otherwise closed due to Covid-19.

Remote education minimum standards

Anthem commits to the following minimum standards 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 ambitious and in line with the in-school curriculum.
- Affected students will have the opportunity for daily contact with a member of staff.
- Wherever possible and reasonably practical, lessons will be taught live via Microsoft Teams and/or Google Classrooms, the Anthem-approved remote education platforms. Wherever possible and

reasonably practical, these lessons will be delivered by the designated class teacher as per each student's timetable.

Remote educational provision

For all students affected as above, we will provide access to a weekly timetable of remote education activities. Equivalent 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 Tapestry, Parent hub or email. This timetable 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. To do this, we will sometimes make use of a number of carefully selected and high-quality online materials such as quizzes from agreed platforms and carefully selected lesson videos.

We appreciate that some families won't be able to engage with the full timetable, and in this case we will highlight the core lessons students should aim to complete each day, whilst also providing stretch opportunities. 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

Anthem-approved remote education platforms are Google Classrooms and Microsoft Teams.

At Mount Street the remote learning will be sent to you via Tapestry, Parent Hub or email depending on year group.

Support to enable students to access remote education

We understand that remote education during current times presents new challenges for many. We commit to the following to help support students to access remote education:

- Ensuring all students complete an Anthem Remote Education Agreement prior to accessing the online learning platforms. At Mount Street we will use Tapestry for Nursery and Reception. This agreement is signed when your child starts school. In Year 1 and 2 we will use Parent hub or email which is the parents' responsibility to sign up to.
- Letters and visual guides/videos sent home with instructions on how to access remote education.
- Virtual information sharing events for parents.
- Providing practical support with technology where possible.

Roles and responsibilities

Teachers

When providing remote education, teachers will be available between 8.30am-3.30pm if they can be released from the classroom. Government expectation is three hours of learning a day for our age children (for Nursery it is two hours a day):

- We are no longer sharing a whole week grid for planning with parents.
- Work will be all video input that children can then respond to by uploading to Tapestry or emailing to enquiries or they can write in the books/whiteboards they have at home.

Nursery - daily

Video:

- Listening and Attention/Speaking activity.
- Simple maths/counting activity.
- Physical activity – Gross and Fine Motor (please remember not everyone has playdough or facilities to make it at home!).

One written (not on video) provision activity – e.g. one of the following type activities:

- Water/sink play activity.
- PSED – e.g. link to love monster etc.
- Construction challenge.

Nursery – each keyworker group once a week

- A short hello and how are you video or a story you read to them.
- A phone call to vulnerable children and anyone who was receiving pastoral/nurture support from the SENDCo, Pastoral team or leadership in your class (who are not in).

Nursery – each keyworker every two weeks

A phone call to children in your class (who are not in).

Reception – daily

Video:

- Phonics (Phonics leads).
- Maths.
- Prime Area Activity (gross/fine motor/CLL/PSED).
- Segmenting for writing/handwriting – you can decide the number of each you do e.g. two handwriting and three segmenting for writing etc.

One written (not on video) provision activity – e.g. one of the following type activities:

- Water/sink play activity.
- PSED – e.g. link to love monster etc.
- Construction challenge.

Reception – each class once a week

- A short hello and how are you video or a story you read to them.
- A phone call to vulnerable children and anyone who was receiving pastoral/nurture support from SENDCo or Pastoral team in your class (who are not in).

Reception – each class every two weeks

A phone call to children in your class (who are not in).

Year 1 – daily:

Video:

- Phonics – (Phonics leads)
- English
- Maths
- SPAG/Segmenting for writing/handwriting

One written (not on video) topic/subject activity (alternate topic each day):

- e.g. Oak Academy history/geography; art tutorial; music lesson; PE with Joe; Cosmic kids etc.

Year 1 – once a week:

- Guided Reading Written (not on video) activity – see example sheet.
- A short hello and how are you video or a story you read to them.
- A phone call to vulnerable children and anyone who was receiving pastoral/nurture support from SENDCo or Pastoral team in your class (who are not in).

Year 1 – each class every two weeks

A phone call to children in your class (who are not in).

Year 2 – daily:

Video:

- Phonics
- English
- Maths
- SPAG/Segmenting for writing/handwriting

One written (not on video) topic/subject activity (alternate topic each day):

- e.g. Oak Academy history/geography; art tutorial; music lesson; PE with Joe; Cosmic kids etc.

Year 2 – once a week:

- Guided Reading Written (not on video) activity – see example sheet.
- A short hello and how are you video or a story you read to them.
- A phone call to vulnerable children and anyone who was receiving pastoral/nurture support from SENDCo or Pastoral team in your class (who are not in).

Year 2 – each class every two weeks

- A phone call to children in your class (who are not in).
- Teachers must follow the Online Safety – Staff guidance.

Teaching assistants

When assisting with remote education, teaching assistants will be available according to their individual working hours.

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 responsible for:

- Supporting pupils who aren't in school with learning remotely in accordance with their role and responsibility. e.g. providing pastoral support or support with targets on EHCP in consultation with the SENDCo.
- Attending virtual meetings with teachers, parents and pupils.
- Teaching assistants working in school will support children in groups at the direction of the teacher in charge.
- Teaching assistants must follow the Online Safety – Staff guidance.

Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote education.
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent.
- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other.
- Monitoring the remote work set by teachers in their subject –through regular meetings with teachers or by reviewing work set.
- 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. Assistant heads to monitor EYFS and KS1.
- Monitoring the effectiveness of remote education –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 education systems, including data protection and safeguarding considerations.

Designated safeguarding lead

The DSL is responsible for:

- Ensuring that vulnerable pupils are contacted more regularly during any period away from school.
- Ensuring staff know what their safeguarding responsibilities are in relation to remote learning and particularly the use of online materials.

Pupils and parents

We expect pupils learning remotely to:

- Be contactable during the school day – although we understand that you may not always be in front of a device the entire time.
- Complete work to the deadline set by teachers.
- Seek help if you need it, from teachers or teaching assistants.
- Alert teachers if you are not able to complete work.
- To 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.
- To complete the Anthem Remote Education Agreement and be aware of the Online Safety Policy for parents and pupils.

We expect parents with children learning remotely to:

- Make the school aware if your child is sick or otherwise can't complete work.
- Seek help from the school if you need it.
- Be respectful when making any complaints or concerns known to staff.
- Be aware of the Anthem Remote Education Agreement and Online Safety Policy for parents and pupils.

Anthem

The Trust is responsible for:

- Working across all schools in the Trust to develop a remote education strategy, as set out within this remote education policy.
- Setting up CPD for remote education.
- Enabling peer support on remote education between schools across the Trust, for example via the PLN network.
- Monitoring the school's approach to providing remote education to ensure education remains as high quality as possible.
- Ensuring that staff are certain that remote education systems are appropriately secure, for both data protection and safeguarding reasons.

Live teaching

There is no expectation on schools to deliver live teaching. The reasons for this include:

- Some pupils do not have internet access (often the most disadvantaged) and so gaps in their learning will get even wider.
- Pupils and parents require a certain amount of tech-savviness to access online meeting platforms. This could be a barrier to some of our families.
- Where pupils do have internet access they would need to be online at a set time. This is very restrictive for pupils and their parents who may be working from home. There may also be the added complication of siblings needing to use the ICT equipment too.
- Children would have to be supervised at all times by an adult in order to safeguard them whilst in the live lesson.

- Teaching is a sociable experience that requires a unique personal connection between the pupil and teacher. This is simply not possible using live lessons.
- Every child has their own needs academically and it is impossible to address all of these through live lessons.
- Taking away the ability for pupils to work at their own pace.
- Many of our teachers have their own small children to care for at home and so delivering live lessons would be extremely difficult.

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. Teachers should ensure that work is differentiated as required for all learners when setting online tasks. To support children with SEND and or learning difficulties with remote education, the SENCo will:

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.

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

- Know which students they are expected to support.
- Have a good knowledge of ‘their’ student need, the barriers they may face and how best to support.
- Share access to Pupil Passports, SEND or EHCP plans to ensure successful strategies and interventions are used to support.
- Ensure that statutory EHCP Part F school provisions are covered. Support will include:
 - Deploying Teaching and Learning Support Assistants effectively.
 - Ensuring pupils can access all necessary learning platforms and know what is expected of them.
 - Ensuring EHCP Risk Assessments are known, adhered to.
 - Delivering interventions and teaching individuals as directed by the SENDCo.
 - Researching and resourcing any additional resources necessary for personalised learning.
 - Liaison with outside agencies as appropriate.
 - Attending virtual meetings with teachers, parents and pupils as necessary and directed by SENDCo.
 - Ensuring class/subject resources are accessible and appropriately differentiated as part of Quality First Teaching by all staff on all occasions.
- Support and contact from class/subject staff on a personalised basis as appropriate. 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.

Who to contact

If you have any questions or concerns about remote education, please contact the following individuals:

- General concerns about our remote learning offer – Assistant Heads and Key Stage leads Mrs Oaten or Mrs Paine.
- Issues in setting work – Key Stage Leads

- Issues with behaviour – Key Stage Leads or SENDCo
- Issues with IT – Mr Ottewell
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – Mr Ottewell, School Data Protection Lead
- Concerns about safeguarding – Mrs Horn, DSL

If any pupil has worries or concerns during this period of remote teaching then they should contact our DSL, Mrs Horn at the school or, alternatively, they can [contact Childline via the website](#).

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 Interim Online Safety Policy for further information.

While we will be doing our best to ensure links shared are appropriate, there may be tailored advertising which displays differently in your household or other changes beyond our control. 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 enquiries@anthemtrust.uk.

If parents have any safeguarding concerns that need discussing, they should contact 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.

Data protection

Accessing personal data

When accessing personal data for remote education purposes, all staff members will follow the Acceptable Use Agreement and the Interim Online Safety Policy. They will use school owned devices to access personal data.

Processing personal data

Staff members may need to collect and/or share personal data such as email addresses 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.

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.

Monitoring arrangements

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

Links with other policies

This policy is linked to our:

- School Behaviour Policy and Covid-19 Addendum
- Anti-bullying Policy
- Child Protection and Safeguarding Policy
- Data Protection Policy and Privacy Notices
- Home-School Agreement
- E-Safety Policy
- SEND Policy
- Acceptable Use Agreement – all staff and students using school digital technologies must have signed and must follow this agreement
- Staff Code of Conduct
- Online Safety Policy for staff
- Online Safety Policy for parents and pupils
- Anthem Remote Education Agreement
- Live teaching and other live online school sessions protocol