

**THE EDUCATION VILLAGE ACADEMY  
TRUST**



**Remote Learning Policy**

## EVAT Version Control Document

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### Monitoring and review

This policy is reviewed **every two years** by the Policy Owner: **Andrew Hinnigan**  
The scheduled review date for this policy is **April 2025**.

## Values and Ethos

Our values and ethos are inclusive and child centred. Our Trust is founded on the principles of inclusivity, diversity and fairness, and they are fundamental to our delivery of exceptional learning experiences.

EVAT stands for:

- **E**xcellence and high standards
  - a can-do culture and no-excuses ethos
- **V**alues driven with a deep sense of purpose
  - putting children and young people first
  - behaving ethically
- **A**mbition and aspiration for all
  - irrespective of background or barriers – being truly inclusive
- **T**eamwork
  - we do more, better and faster, together

We are a village. We collaborate, with our learners, their families and our communities, to provide exceptional education so that all the children and young people we serve achieve the best possible outcomes.

Our Ethos is to:

- Create a nurturing and friendly atmosphere and provide an environment where everyone feels valued for who they are
- Bring out the best in every child and young person and meet the full range of their individual needs
- Provide different and unique experiences, challenges and activities
- Show tolerance and respect for each other
- Prepare our children and young people for lifelong learning
- Improve the life chances of every child and young person we serve.

**This policy, and its associated procedures and protocols, are based on these key principles.**

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**N.B. Where reference is made to an ‘Academy/school’ or a ‘School’ the intention is that the policy is universal and applies to both.**

**Any reference to Principal may also include another member of Executive Leadership Team (ELT) or Senior Leadership Team (SLT).**

## 1. Statement of intent

At EVAT, we understand the need to continually deliver high-quality education, including during periods of remote learning – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the teaching, learning resources and support they need to succeed.

Through the implementation of this policy, we aim to address the key concerns associated with remote learning, such as online safety, access to educational resources, data protection, and safeguarding.

This policy aims to:

- Minimise the disruption to pupils' education and the delivery of the curriculum
- Ensure provision is in place so that all pupils have access to high quality learning resources
- Protect pupils from the risks associated with using devices connected to the internet
- Ensure staff, parent, and pupil data remains secure and is not lost or misused
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.

## 2. Legal framework

2.1 This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Education Act 2004
- The General Data Protection Regulation (GDPR)
- Data Protection Act 2018

2.2 This policy has due regard to national guidance including, but not limited to, the following:

- DfE (2023) 'Providing remote education'
- DfE (2022) 'Keeping children safe in education'
- DfE (2021) 'Review your remote education provision framework: schools'
- DfE (2022) 'Working together to improve school attendance'
- DfE (2022) 'Health and safety: responsibilities and duties for schools'
- DfE (2018) 'Health and safety for school children'
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2016) 'Children missing education'

2.3 This policy operates in conjunction with the following Trust/Academy policies:

- Safeguarding and Child Protection Policy
- GDPR/Data Protection Policy

- Special Educational Needs and Disabilities (SEND) Policies
- Behaviour Policies
- Accessibility Policy
- Marking and Feedback Policies
- Curriculum Policies
- Assessment Policies
- E-Safety Policy
- Health and Safety Policy
- Code of Conduct

### 3. Roles and responsibilities

3.1 The EVAT Board of Trustees is responsible for:

- Ensuring that robust risk management procedures are in place.

3.2 The Chief Executive is responsible for:

- Ensuring that the Trust has a business continuity plan in place.
- Overseeing the work and managing the performance of the ELT in respect of implementing this policy.

3.3 The academy/school's Education Standards Committee (ESC) is responsible for:

- Evaluating the effectiveness of the academy/school's remote learning arrangements.

3.4 The **Principal** is responsible for:

- Ensuring that staff, parents and pupils adhere to the relevant policies at all times.
- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.
- Overseeing that the academy/school has the resources necessary to action the procedures in this policy.
- Reviewing the effectiveness of this policy on an annual basis and communicating any changes to staff, parents, and pupils.
- 'Review your remote education provision framework: schools'
- Arranging any additional training staff may require to support pupils during the period of remote learning.
- Conducting reviews on a weekly basis of the remote learning arrangements to ensure pupils' education does not suffer.

3.5 The **Chief Operating Officer** is responsible for:

- Overseeing and managing the performance of relevant Trust Support Team services and leads in respect of implementing this policy.

3.4 The Health and Safety Manager is responsible for:

- Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes, in collaboration with the Principal.

- Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning.
- Ensuring that pupils identified as being at risk are provided with necessary information and instruction, as required.
- Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.
- The **IT Team** - The Trust's IT service is outsourced to RM for Education. RM provides the Trust with all of its IT support and management services, they are responsible for:
  - Overseeing that all Trust-owned electronic devices used for remote learning have adequate anti-virus software and malware protection.
  - Ensuring all staff, parents, and pupils are aware of the data protection principles outlined in the GDPR.
  - Ensuring that any programmes or networks used for remote learning can effectively support a large number of users at one time, where required, e.g. undertaking 'stress' testing.
  - Ensuring that all computer programmes used for remote learning are compliant with the GDPR and the Data Protection Act 2018.
  - Overseeing that any ICT equipment used for remote learning is resilient and can efficiently recover lost data.

3.5 The Designated Safeguarding Lead (DSL) is responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Liaising with the IT Team to ensure that all technology used for remote learning is suitable for its purpose and will protect pupils online.
- Identifying vulnerable pupils who may be at risk if they are learning remotely.
- Ensuring that child protection plans are enforced while the pupil is learning remotely, and liaising with the Principal and other organisations to make alternate arrangements for pupils who are at a high risk, where required.
- Identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place.
- Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote working.
- Ensuring all safeguarding incidents are adequately recorded and reported.

3.6 The **SENDCo** is responsible for:

- Liaising with the IT Team 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 Principal and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs.
- Identifying the level of support or intervention that is required while pupils with SEND learn remotely.
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.
- Liaising with the Principal and LA in circumstances where delivering remote education to pupils with EHC plans proves to be challenging or impossible in order to find other ways to provide education.

3.7 The Trust Chief Operating Officer (COO) is responsible for:

- Arranging the procurement of any equipment or technology required for staff to teach remotely and for pupils to learn from home.
- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the Trust has adequate insurance to cover all Trust-owned technology used for remote working.

3.8 The Senior Leadership Team (SLT) is responsible for:

- Reviewing remote education provision to identify strengths and areas for improvement in conjunction with the Principal, as required.

3.9 **Staff members** are responsible for:

- Adhering to this policy at all times during periods of remote learning, in accordance with individual academy/school Remote Learning Guidance in appendices.
- Reporting any health and safety incidents to the health and safety officer and asking for guidance as appropriate.
- Reporting any safeguarding incidents to the DSL and asking for guidance as appropriate.
- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the Principal.
- Reporting any defects on Trust-owned equipment used for remote learning to the IT Team.
- Adhering to the Staff Code of Conduct at all times.

3.10 **Parents** are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring their child is available to learn remotely at the times set out by the individual academy/school and that the work set is completed on time and to the best of their child's ability.
- Reporting any technical issues to the academy/school as soon as possible.
- Ensuring that their child always has access to remote learning material during the times set out by the individual academy/school.
- Reporting any absence in line with the terms set out in paragraph 9.6.
- Ensuring their child uses the equipment and technology used for remote learning as intended.

3.11 **Pupils** are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring they are available to learn remotely at the times set out by the individual academy/school and that their work is completed on time and to the best of their ability.
- Reporting any technical issues to their teacher as soon as possible.
- Ensuring they have access to remote learning material and notifying a responsible adult if they do not have access.
- Ensuring they use any equipment and technology for remote learning as intended.
- Adhering to the Behaviour Policy at all times.



## Resources

### 4. Learning materials

**The academy/school will accept a range of different teaching methods during remote learning to help explain concepts and address misconceptions easily. For the purpose of providing remote learning, the academy/school may make use of:**

- Work booklets
- Email
- Past and mock exam papers
- Current online learning portals
- Educational websites
- Reading tasks
- Live webinars via Microsoft Teams
- Pre-recorded video or audio lessons
- Use of Trust VLE

**Teachers will review the DfE's list of online education resources and utilise these tools as necessary, in addition to existing resources - [Link to resources](#)**

**Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning.**

**Teachers will ensure the programmes chosen for online learning have a range of accessibility features, e.g. voice-to-text conversion, to support pupils with SEND.**

**The academy/school recognises that lessons need to be effective in aiding pupils' motivation and academic progression and, to this effect, teachers will use a range of teaching methods that aiding pupils' motivation and academic progression, e.g. live class delivery with effective questioning, whole school digital assemblies and feedback.**

**Lesson planning will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning.**

**The academy/school will review the resources pupils have access to and adapt learning to account for all pupils needs by using a range of different formats, e.g., providing work on PDFs which can easily be printed from a mobile device.**

**Work packs may be made available for pupils who do not have access to a printer, or for whom digital learning is not appropriate – these packs may be collected or posted from the academy/school.**

**Where appropriate, books will be provided for pupils to do their written work in.**

**Teaching staff will liaise with the SENDCo and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period.**

**The SENDCo will arrange additional support for pupils with SEND which will be unique to the individual's needs, e.g. via weekly phone calls.**

**Any issues with remote learning resources will be reported as soon as possible to the relevant member of staff.**

- Springfield Academy – Richard Gartland
- Gurney Pease Academy – Alison Sinclair
- Marchbank Free School – Gemma Smith
- Beaumont Hill Academy – Adrian Lynch
- Haughton Academy – Andrew Hinnigan

**Pupils will be required to use their own or family-owned equipment to access remote learning resources, unless the academy/school agrees to provide or loan equipment, e.g. laptops.**

**For pupils who cannot access digital devices at home, the academy/school will, where possible, provide an electronic device for them to use.**

**Pupils and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources.**

**Teaching staff will oversee academic progression for the duration of the remote learning period and will mark and provide feedback on work in line with section 7 of this policy.**

**Where suitable, the academy/school arrangements for any 'live' classes, e.g. webinars, will be communicated no later than one day before the allotted time and kept to a reasonable length in line with the expectations in each academy/school.**

**The IT team are not responsible for providing technical support for equipment that is not owned by the academy/school.**

## **5. Food provision**

**The academy/school will signpost parents via communication towards additional support for ensuring their children continue to receive the food they need, e.g. FSM vouchers, food banks.**

**Where applicable, the academy/school may make the following provision for pupils who receive FSM:**

- Keeping the academy/school canteen open during lunchtimes
- Making food hampers available for delivery or collection
- Providing vouchers to families.

## **6. Costs and expenses**

**The academy/school will not contribute to any household expenses incurred while pupils learn remotely, e.g. heating, lighting, or Council Tax.**

**The academy/school will not reimburse any costs for travel between pupils' homes and the academy/school premises.**

**The academy/school will not reimburse any costs for childcare.**

**If a pupil is provided with Trust-owned equipment, the pupil and their parent will sign and adhere to the Technology Acceptable Use Agreement prior to commencing remote learning.**

## **7. Online safety**

**This section of the policy will be enacted in conjunction with the Trust's E-Safety Policy.**

**Where possible, all interactions will be text based and public.**

**Where appropriate, all staff and pupils using video communication must:**

- Communicate in groups – one-to-one sessions are not permitted, unless the Principal gives special permission.
- Wear suitable clothing – this includes others in their household.
- Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms, are not permitted during video communication. Where possible, disguise background using suitable feature in online learning environment, or have camera off.
- Use appropriate language – this includes others in their household.

- Maintain the standard of behaviour expected in academy/school.
- Use the necessary equipment and computer programmes as intended.
- Not to record, store, or distribute video material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they are visible.

**Where appropriate, all staff and pupils using audio communication must:**

- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in the academy/school.
- Use the necessary equipment and computer programmes as intended.
- Not record, store, or distribute audio material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they can be heard.

**The academy/school will consider whether one-to-one sessions are appropriate in some circumstances, based on needs, e.g. in some instances to provide support for pupils with SEND. These situations will be decided and approved by the Principal in collaboration with the SENDCO.**

**Pupils not using devices or software as intended will be disciplined in line with the individual Academy/school Behavioural Policy.**

**The academy/school will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.**

**The academy/school will consult with parents prior to the period of remote learning about what methods of delivering remote teaching are most suitable – alternate arrangements will be made where necessary.**

**The academy/school will ensure that all Trust owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required.**

**The academy/school will communicate to parents via letter about any precautionary measures that need to be put in place if their child is learning remotely using their own/family-owned equipment and technology, e.g. ensuring that their internet connection is secure.**

**During the period of remote learning, the academy/school will maintain regular contact with parents to:**

- Reinforce the importance of children staying safe online.
- Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.

- Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
- Direct parents to useful resources to help them keep their children safe online.

**The academy/school will not be responsible for providing access to the internet off the academy/school premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the academy/school.**

## **8. Safeguarding**

**This section of the policy will be enacted in conjunction with the Trust's Safeguarding and Child Protection Policy, which has been updated to include safeguarding procedures in relation to remote working.**

**All teaching staff will be made aware that the procedures set out in each Academy's Guidance apply at all times during the delivery of remote education. Parents will be made aware of what their children are being asked to do, including sites that the pupils will be using and staff they will be interacting with.**

**The DSL and Principal will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.**

**The DSL will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning.**

**Phone calls made to vulnerable pupils will be made using academy/school phones where possible.**

**The DSL will arrange for regular contact with vulnerable pupils once per week at minimum, with additional contact, including home visits, arranged where required.**

**All contact with vulnerable pupils will be recorded on paper and suitably stored.**

**The DSL and Home School Support Worker, will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.**

### **All home visits will:**

- Have at least one suitably trained individual present.
- Be undertaken by no fewer than two members of staff. Where only one staff member is available we would be mindful of the circumstances.

- Be suitably recorded on paper and the records stored so that the DSL has access to them.
- Actively involve the pupil.
- Only take place following the completion of a Home Visit Risk Assessment.

**Where appropriate, vulnerable pupils will be provided with a means of contacting the DSL, their deputy, or any other relevant member of staff – this arrangement will be set up by the DSL prior to the period of remote learning.**

**The DSL will meet (in person or remotely) with the relevant members of staff once per week to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.**

**All members of staff will report any safeguarding concerns to the DSL immediately.**

**Pupils and their parents will be encouraged to contact the DSL if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying. The academy/school will also signpost families to the practical support that is available for reporting these concerns.**

## **9. Data protection**

**This section of the policy will be enacted in conjunction with the Trust's Data Protection Policy.**

**Staff members will be responsible for adhering to the GDPR when teaching remotely and will ensure the confidentiality and integrity of their devices at all times.**

**Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.**

**Any data that is transferred between devices will be suitably encrypted or have other data protection measures in place so that if the data is lost, stolen, or subject to unauthorised access, it remains safe until recovered.**

**Parents' and pupils' up-to-date contact details will be collected prior to the period of remote learning.**

**All contact details will be stored in line with the Data Protection Policy.**

**The academy/school will not permit paper copies of contact details to be taken off the academy/school premises.**

**Pupils are not permitted to let their family members or friends use any Trust-owned equipment which contains personal data.**

**Any breach of confidentiality will be dealt with in accordance with the Trust's E-Safety Policy.**

**Any intentional breach of confidentiality will be dealt with in accordance with the relevant Behaviour Policy.**

## **10. Marking and feedback**

**All school work completed through remote learning must be completed in line with each individual academy/school guidance, which may include:**

- Returning completed work on or before the deadline set by the relevant member of teaching staff.
- Completing work to the best of the pupil's ability.
- The work produced must be the pupil's own work.
- Any feedback given is in line with the feedback/remote learning guidance in each academy/school.
- Work being returned to the pupil, once marked.

**The academy/school expects pupils and staff to maintain a good work ethic during the period of remote learning.**

**If there are problems submitting work on the remote platform or the work is not able to be submitted on the platform, pupils will use email to send work to teachers for review and feedback, and screenshots can be taken and emailed as attachments. The school will also consider alternative options where appropriate, e.g drop-off points at the school.**

**Pupils beyond primary age are accountable for the completion of their own academy/school work – teaching staff will contact parents if their child is not completing their academy/school work or their standard of work has noticeably decreased.**

**Teaching staff will monitor the academic progress of pupils with and without access to the online learning resources and discuss additional support or provision with the Principal as soon as possible.**

**Teaching staff will monitor the academic progress of pupils with SEND and discuss additional support or provision with the SENDCO as soon as possible.**

The academy/school accepts a variety of formative assessment and feedback methods, e.g. through quizzes and other digital tools from teachers, and will support them with implementing these measures for remote learning where possible.

The academy/school may log participation and pupil engagement with remote education, as well as motivation levels and progress, and this may be reported to parents if there is a concern.

The academy/school will consider ways to use feedback to secure consistent engagement with remote material, e.g. introducing a newsletter sent to parents and pupils which displays exemplary work and rewards engagement or outcomes.

## 11. Health and safety

This section of the policy will be enacted in conjunction with the Health and Safety Policy.

Teaching staff and IT will ensure pupils are shown how to use the necessary equipment and technology safely and correctly prior to the period of remote learning.

If using electronic devices during remote learning, pupils will be encouraged to take a five-minute screen break every two hours.

Screen break frequency will be adjusted to five minutes every hour for younger pupils or pupils with medical conditions who require more frequent screen breaks.

If any incidents or near-misses occur in a pupil's home, they or their parents are required to report these to the health and safety officer or other relevant member of staff immediately so that appropriate action can be taken.

## 12. School day and absence

In line with expectations set out by DfE ([link below](#)), children in KS1 (Years 1&2) should be working for approximately 3 hours a day. Children in KS2 (Years 3 – 6) should be working for approximately 4 hours a day. Children in KS3/4 (Year 7-11) should be working for approximately 5 hours a day.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/957766/Restricting\\_attendance\\_during\\_the\\_national\\_lockdown\\_schools.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/957766/Restricting_attendance_during_the_national_lockdown_schools.pdf)



**Pupils with SEND or additional medical conditions who require more frequent breaks, e.g. sensory breaks, are not expected to do academy/school work during their breaks.**

**Pupils who are unwell are not expected to be present for remote working until they are well enough to do so.**

**Parents will inform their child's academy/school if their child is unwell.**

**Absence and lateness will be monitored in each of the academies/school in line with attendance procedures.**

### **13. Communication**

**The academy/school will ensure adequate channels of communication are arranged in the event of an emergency.**

**The academy/school will communicate with parents as soon as possible. This may be in multiple forms that could include: Email, Letter, Text, School App, School Website, Social Media.**

**All communication that takes place via email between staff and pupils will be done via school email addresses.**

**The principal will communicate with staff as soon as possible via email about any remote learning arrangements.**

**The academy/school understands that staff and pupils have the right to privacy out-of-hours and should be able to separate their academy/school and home lives – communication is only permitted during academy/school hours.**

**Members of staff will have contact with their line manager once per week.**

**As much as possible, all communication with pupils and their parents will take place within the academy/school hours.**

**Pupils will have verbal contact with a member of teaching staff at least once per week via group phone call.**

**Parents and pupils will inform the relevant member of staff as soon as possible if academy/school work cannot be completed.**

**Issues with remote learning or data protection will be communicated to the pupils' teacher as soon as possible so they can investigate and resolve the issue.**

**The pupils' teachers will keep parents and pupils informed of any changes to the remote learning arrangements or the academy/school work set.**

**The Principal will review the effectiveness of communication on a weekly basis and ensure measures are put in place to address gaps or weaknesses in communication.**

#### **14. Monitoring and review**

**This policy will be reviewed on an annual basis by the policy holder.**

**Any changes to this policy will be communicated to all members of staff and other stakeholders.**

#### **15. Public Sector Equality Duty (Equality Act 2010)**

15.1 In preparing or amending this policy, the author has given due regard to the Public Sector Equality Duty; that is, they have considered any potential impact on people who share certain protected characteristics. These protected characteristics are defined as: race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment.

## Appendix 1 – Remote Learning Guidance Springfield Academy

### **Springfield Academy Teacher & Pupil Remote/Online Learning Guidance Document for Staff**

#### **Introduction**

This document sets out clear guidance for staff relating to what are the acceptable procedures to be followed and rules to be adhered to when engaging pupils in remote or online learning.

This document should be read in conjunction with the following Trust policies:

- E-Safety Policy
- Code of Conduct for Trust employees
- Disciplinary Policy
- Protecting Children from Extremism and Radicalisation Policy
- Safeguarding and Child Protection Policy
- Staff Social Media Policy
- GDPR Data Protection Policy

For the purposes of this document, remote or online learning refers to the delivery of any learning, intervention or support that involves direct communication between the teacher and pupil outside of school.

Springfield's Remote Learning Offer is predominantly delivered via the Trust's chosen Virtual Learning Environment (VLE), this is in development as the change from the previous VLE have given the opportunity to investigate the use of Microsoft Teams and Unify as the main drive for online learning.

#### **Communication with pupils**

Teachers may wish to support pupils through direct communication. All communication should be professional and should only be done through school email accounts or school approved learning platforms. In all cases, the conversation threads should be logged on the account/platform to allow monitoring and auditing as outlined in the Trust E-Safety policy. If a verbal conversation is required this will be arranged by the teacher and the child's parent/carer.

Personal mobile numbers, and links to social media accounts should not be shared with pupils, including personal YouTube channels and chat groups such as WhatsApp.

#### **Choice and Approval of Learning Platforms**

Teams and Unify as a VLE along with specific apps and programmes that have been agreed for purchase by the Principal should be considered approved platforms that are acceptable and safe. Staff should however consider any relevant points listed below when using any online resources, subject learning platforms or communicating with pupils outside of school regardless of the medium used.

Any teacher that wishes to engage pupils in remote or online learning other than Teams or agreed subject learning platforms should seek approval from the Principal.

## **Video Lessons**

Video lessons involves the sharing of instruction through pre-recorded video provided by the teacher or through an approved provider such as the Oak National Academy (DfE) or White Rose Maths.

As part of this, software used will often facilitate the use of discussion boards, group chat, peer-to-peer chat and file sharing. The following protocols should be applied:

- Prior to allowing pupils access to online lessons and live streaming in any given year, parents must be informed and expectations set out.
- Any video lessons should always take place through school approved platforms.
- Teachers and pupils should always access online learning using school accounts that are auditable and can be monitored as outlined in the Trust E-Safety policy.
- Where lessons are delivered using a remote learning product the preferred method of delivery should be the uploading of pre-recorded video instruction by the teacher.
- Live streaming will not be used in Springfield Academy.
- Pre-recorded videos prepared by teachers must have language which is professional and appropriate, including any family members in the background.
- Teachers should wear suitable clothing, as should anyone else in the house who may come into the view of the camera when recording.
- Any computers/devices used for recording by the teacher should be in an appropriate area of the house, where possible not in bedrooms, and against a neutral background to ensure nothing inappropriate or sensitive is in view.
- Any computers/devices used for recording by the teacher should not make visible any personal information related to the teacher/pupil or family i.e. nothing related to phone numbers or addresses.
- Whilst using the 'chat' function on Teams the teacher must ensure that they approve all comments prior to them being made 'public'.
  - Behaviours and expectations with reference to the school E-Safety policy they all signed.
  - Class/group or peer-to-peer chat requires the same behaviour expectations as in school, with group chats visible by all and peer-to-peer chats visible by the teacher.
  - Teachers should ensure that parents and children know how to report any inappropriate behaviour or content that they may experience whilst online and how to report any issues of bullying or safeguarding when working online.

## **Immediate Remote Education**

In order to be prepared for the sudden introduction of remote learning for an individual child or group of children:

- Teacher planning should be made available every day regardless of whether school is open or closed.
- Children should be provided with their login details and for KS1 and KS2 the children should be taught how to login and navigate Teams and Unify.
- Parents and carers will be contacted on day 1 of any absence related to COVID-19 to ensure that their child is able to access the platforms.

In the event of there being no appropriate device or internet access available, home learning workbooks will either be sent home with a child or personally delivered. The class teacher will set appropriate work linked to the curriculum in school.

Wherever possible, steps will be taken to provide a child with an appropriate device to use at home and assistance given with getting internet access in the home.

## **Curriculum**

The aim of Springfield's remote learning curriculum is no different from our in-school curriculum. Remote Learning is simply a different way of delivering our curriculum and is aligned to our classroom curriculum as much as possible. The sequencing of teaching remains the same to ensure that children receive the building blocks that they require to make progress. Teachers will ensure that curricular goals will be as explicit as they are in the classroom.

In line with expectations set out by DfE, children in KS1 (Years 1&2) should be working for approximately 3 hours a day. Children in KS2 (Years 3 – 6) should be working for approximately 4 hours a day.

Activities will be set on a daily basis and will encompass a blend of digital learning and paper or practical activities.

Springfield Academy will:

- Use recorded teaching including Oak National Academy lessons, White Rose Hub lessons and BBC Bitesize videos. These will be followed up with independent learning activities for the children to work through.
- Class teachers may record themselves reading stories, explaining concepts and providing motivational videos for their classes.
- Provide access to electronic reading books across all key stages.
- Provide access to online APP resources such as Lexia, Times Table Rockstars and Bedrock for all children in KS1 and KS2.
- Ensure reading books will be delivered to children's homes as required whilst children can order books from the Education Village Learning Resource Centre, which will also be delivered to your home.
- Ensure appropriate resources are delivered to children's homes if digital learning is not appropriate.

It is recognised that as learning isn't fundamentally different when done remotely, therefore feedback and assessment are crucial.

Teachers will:

- Track, on a daily basis, the engagement of the children in their class to remote working. This will be shared with the Principal on a weekly basis. If there are any concerns with engagement with work or a matter relating to safeguarding these will be shared immediately with a DSL.
- Provide feedback on a daily basis through the marking of work via 'assignments' on Teams , via Tapestry (EYFS), via email or by telephone.
- Provide general class feedback via the chat function on Teams.
- Monitor progress and attainment on Bedrock, Lexia and TTRS and intervene when appropriate.
- Monitor Accelerated Reader assessment data and intervene when appropriate.
- Treat each child and family as an individual and seek to cater for their needs with the support of colleagues and Trust resources.
- Liaise with the SENDCO to ensure that children with SEND are fully catered for and are making progress.
- Communicate with parents and carers to support and advise in terms of remote learning and wellbeing.

### **Access to appropriate devices**

Springfield Academy recognises that access to an appropriate device is crucial for children to engage with digital learning resources. Parents are told to contact school if they don't have an appropriate device to use at home. School will then endeavour to provide one.

Teachers, through monitoring of children's work, will also seek to identify if a child is not able to access an appropriate device and will alert the Principal to this. Steps will then be taken to discuss options with parents.

### **For queries related to Remote Learning please contact:**

#### ***General queries and access to devices –***

Richard Gartland [rgartland@educationvillage.org.uk](mailto:rgartland@educationvillage.org.uk)

#### ***Enquires related to School System –***

Peter Algie [palgie@educationvillage.org.uk](mailto:palgie@educationvillage.org.uk)

#### ***Enquiries related to children with additional needs –***

Kathryn White [kwhite@educationvillage.org.uk](mailto:kwhite@educationvillage.org.uk)

All staff above can be contacted on **01325 248153**

## Appendix 2 – Remote Learning Guidance Gurney Pease Academy

### **Gurney Pease Academy** **Teacher & Pupil Remote/Online Learning** **Guidance Document for Staff**

#### **Context**

This guidance document is to be used by each academy/school in the EVAT TRUST to supplement their individual Teaching & Learning Guidance Documents.

#### **Introduction**

Gurney Pease Academy Offer is predominantly delivered via the Trust's chosen Virtual Learning Environment (VLE), this is in development as the change from the previous VLE have given the opportunity to investigate the use of Microsoft Teams and Unify as the main drive for online learning. This document sets out clear guidance relating to what is acceptable, procedures to be followed and rules to be adhered to when engaging pupils in remote or online learning.

This document should be read in conjunction with the following Trust policies:

- E Safety Policy
- Code of Conduct for Trust employees
- Disciplinary Policy
- Protecting Children from Extremism and Radicalisation Policy
- Safeguarding and Child Protection Policy
- Staff Social Media Policy
- GDPR Data Protection Policy

Within this document the definition of 'school' refers to both an academy and Free School.

For the purposes of this document, remote or online learning refers to the delivery of any learning, intervention or support that involves direct communication between the teacher and pupil outside of school.

#### **Communication with pupils**

Teachers may wish to support pupils through direct communication. All communication should be professional and should only be done through school email accounts or school approved learning platforms. In all cases the conversation threads should be logged on the account/platform to allow monitoring and auditing as outlined in the Trust E-Safety policy. If a verbal conversation is required this will be arranged by the teacher and the child's parent/carer.

Personal mobile numbers, and links to social media accounts should not be shared with pupils, including personal YouTube channels and chat groups such as WhatsApp.

#### **Choice and Approval of Learning Platforms**

MS Teams as a VLE along with specific apps and programmes that have been agreed for purchase by the Principal should be considered approved platforms that are acceptable and safe. Staff should however consider any relevant points listed below when using any online resources, subject learning platforms or communicating with pupils outside of school regardless of the medium used.

Any teacher that wishes to engage pupils in remote or online learning other than Team and Unfiy or agreed subject learning platforms, should seek approval from the Principal.

## **Video Lessons**

Video lessons involves the sharing of instruction through pre-recorded video provided by the teacher or through an approved provider such as the Oak Academy (DfE) or White Rose Maths.

As part of this, software used will often facilitate the use of discussion boards, group chat, peer-to-peer chat and file sharing. The following protocols should be applied:

- Any video lessons should always take place through school approved platforms.
- Teachers and pupils should always access online learning using school accounts that are auditable and can be monitored as outlined in the Trust E-Safety policy.
- Where lessons are delivered using a remote learning product, the preferred method of delivery should be the uploading of pre-recoded video instruction by the teacher.
- Live streaming will not be used in Gurney Pease Academy.
- Pre-recorded videos prepared by teachers must have language, which is professional and appropriate, including any family members in the background.
- Teachers should wear suitable clothing, as should anyone else in the house who may come into the view of the camera when recording.
- Any computers/devices used for recording by the teacher should be in an appropriate area of the house, where possible not in bedrooms, and against a neutral background to ensure nothing inappropriate or sensitive is in view.
- Any computers/devices used for recording by the teacher should not make visible any personal information related to the teacher/pupil or family i.e. nothing related to phone numbers or addresses.
- Whilst using the 'chat' function on Teams the teacher must ensure that they approve all comments prior to them being made 'public'.
  - Behaviours and expectations should be in line with the Trust's E-Safety Policy. Acceptable Use agreements have been signed by staff and parents.
  - Teachers should ensure that parents and children know how to report any inappropriate behaviour or content that they may experience whilst online and how to report any issues of bullying or safeguarding when working online.

## **Immediate Remote Education**



In order to be prepared for the sudden introduction of remote learning for an individual child or group of children:

- Children should be provided with their login details and for KS1 and KS2 the children should be taught how to login and navigate Teams and Unify.
- Parents and carers will receive an email or telephone call on Day 1 of any absence related to COVID-19 to ensure that their child is able to access the platforms.

In the event of there being no appropriate device or internet access available, home learning workbooks will either be sent home with a child or personally delivered. The class teacher will set appropriate work linked to the curriculum in school.

Wherever possible, steps will be taken to provide a child with an appropriate device to use at home and assistance given with getting internet access in the home.

## **Curriculum**

The aim of Gurney Pease's remote learning curriculum is no different from our in-school curriculum. Remote Learning is simply a different way of delivering our curriculum and is aligned to our classroom curriculum as much as possible. The sequencing of teaching remains the same to ensure that children receive the building blocks that they require to make progress. Teachers will ensure that curricular goals will be as explicit as they are in the classroom.

In line with expectations set out by DfE, children in KS1 (Years 1&2) should be working for approximately 3 hours a day. Children in KS2 (Years 3 – 6) should be working for approximately 4 hours a day.

Activities will be set on a daily basis and will encompass a blend of digital learning and paper or practical activities.

Gurney Pease Academy will:

- Use recorded teaching including Oak National Academy lessons, White Rose Hub lessons and BBC Bitesize videos. These will be followed up with independent learning activities for the children to work through.
- Class teachers may record themselves reading stories, explaining concepts and providing motivational videos for their classes.
- Provide access to electronic reading books across all key stages.
- Provide access to online APP resources such as Lexia, Times Table Rockstar's, EdShed, Espresso and Manga High for all children in KS1 and KS2.
- Ensure reading books will be delivered to children's homes as required.
- Ensure appropriate resources are delivered to children's homes if digital learning is not appropriate.

It is recognised that as learning isn't fundamentally different when done remotely, therefore feedback and assessment are crucial.

Teachers will:

- Track, on a daily basis, the engagement of the children in their class to remote working. This will be shared with the Principal on a weekly basis. If there are any concerns with engagement with work or a matter relating to safeguarding these will be shared immediately with a DSL.
- Provide feedback on a daily basis through the marking of work via 'assignments' on TEAM, via Tapestry (EYFS), via email or by telephone.
- Provide general class feedback via the chat function on Teams.
- Monitor progress and attainment on Lexia, Manga High and TTRS and intervene when appropriate.
- Monitor Accelerated Reader assessment data and intervene when appropriate.
- Treat each child and family as an individual and seek to cater for their needs with the support of colleagues and Trust resources.
- Liaise with the SENDCO to ensure that children with SEND are fully catered for and are making progress.
- Communicate with parents and carers to support and advise in terms of remote learning and wellbeing.

### **Access to appropriate devices**

Gurney Pease Academy recognises that access to an appropriate device is crucial for children to engage with digital learning resources. Parents are told to contact school if they don't have an appropriate device to use at home. School will then endeavour to provide one.

Teachers, through monitoring of children's work, will also seek to identify if a child is not able to access an appropriate device and will alert the Principal to this. Steps will then be taken to discuss options with parents.

### **For queries related to Remote Learning please contact:**

#### ***General queries and access to devices –***

Alison Sinclair [asinclair@gurneypease.org.uk](mailto:asinclair@gurneypease.org.uk)

#### ***Enquires related to MS Teams –***

Alison Sinclair [asinclair@educationvillage.org.uk](mailto:asinclair@educationvillage.org.uk)

#### ***Enquiries related to children with additional needs –***

Paula Skilbeck [pskilbeck@educationvillage.org.uk](mailto:pskilbeck@educationvillage.org.uk)

All staff above can be contacted on **01325 380790**

## Appendix 3 – Remote Learning Guidance Marchbank Free School

### **Marchbank Free School Teacher & Pupil Remote/Online Learning Guidance Document for Staff**

#### **Context**

This guidance document is to be used by each academy/school in the EVAT TRUST to supplement their individual Teaching & Learning Guidance Documents.

#### **Introduction**

The Trust continues to use Teams and Unify , while individual subjects use a wide range of online learning platforms to support pupils with their learning.

With a national increase in schools/teachers sharing lesson resources, delivering online lessons, hosting YouTube channels and communicating with pupils using collaboration platforms such as Google Classroom and Microsoft Teams some teachers may wish to support in a similar way.

This policy sets out clear guidance relating to what is acceptable, procedures to be followed and rules to be adhered to when engaging pupils in remote or online learning.

This policy should be read in conjunction with the following Trust policies:

- E Safety Policy
- Code of Conduct for Trust employees
- Disciplinary Policy
- Protecting Children from Extremism and Radicalisation Policy
- Safeguarding and Child Protection Policy
- Staff Social Media Policy
- GDPR Data Protection Policy Within this policy the definition of 'school' refers to both an academy and Free School.

For the purposes of this policy, remote or online learning refers to the delivery of any learning, intervention or support that involves direct communication between the teacher and pupil outside of school.

#### **Communication with pupils**

Teachers may wish to support pupils through direct communication. All communication should be professional and should only be done through school email accounts or school approved learning platforms. In all cases the conversation threads should be logged on the account/platform to allow monitoring and auditing as outlined in the Trust E-Safety policy.

Personal mobile numbers, and links to social media accounts should not be shared with pupils, including personal YouTube channels and chat groups such as WhatsApp.

#### **Choice and Approval of Learning Platforms**

Teams and Unify to be used as a learning platform any others that have been agreed for purchase by the Principal should be considered approved platforms that are acceptable and safe. Staff should however consider any relevant points listed below

when using any online resources, subject learning platforms or communicating with pupils outside of school regardless of the medium used.

Any teacher or department that wishes to engage pupils in remote or online learning other than the agreed subject learning platforms should seek approval from the Principal.

### **Video Lessons and Live Streaming**

Video lessons and live streaming involves the sharing of instruction through live or pre-recorded video provided by the teacher through a video/learning. As part of this, software used will often facilitate the use of discussion boards, group chat, peer-to-peer chat and file sharing. The following protocols should be applied:

- Prior to allowing pupils access to online lessons and live streaming in any given year, parents must be informed, expectations set out and consent given.
- Any video lessons or live streaming should always take place through school approved platforms.
- Teachers and pupils should always access online learning using school accounts that are auditable and can be monitored as outlined in the Trust E-Safety policy.
- Where the live streaming of lessons/difficult concepts will be a better medium to help the pupils learn the material the time of the session should be pre-arranged with pupils, and limited to 30 minutes of live teacher/pupil interaction.
- Senior Leaders may request to access any live lessons for monitoring purposes.
- Live streaming or video chat should not take place between one teacher and one pupil unless this is in an open area where there can be supervision by other staff.
- Live streaming or video chat should ideally be arranged for a whole class, but if individual conversations need to take place with a pupil another staff member should be present.
- Where live streaming is taking place, pupils must have adult supervision at home to support behaviour and engagement.
- Language must be professional and appropriate, including any family members in the background.
- Teachers and pupils should wear suitable clothing, as should anyone else in the house who may come into the view of the camera.
- Any computers/devices used for recording or live streaming by the teacher or by the pupils should be in an appropriate area of the house, where possible not in bedrooms, and against a neutral background to ensure nothing inappropriate or sensitive is in view.
- Any computers/devices used for recording or live streaming by the teacher or by the pupils should not make visible any personal information related to the teacher/pupil or family i.e. nothing related to phone numbers or addresses.
- Where pupils join a live stream and the teacher deems the location of the camera or clothing of the pupil inappropriate the teacher must employ one of the following options:
  - Ask the pupil or parent to leave and re-join the session once the location or clothing is changed.
  - Switch off the camera for the pupil .
  - Remove the pupil from the live session.

- Staff should contact parents prior to any live session and ensure that they understand the protocols for safe engagement through TEAMS. This slide provides guidance.

**Online Learning Rules**

Join the session with and microphone turned off.

**Any bullying issues:**  
Report in the usual way

Language should always be appropriate. This include any individual in the background.

Appropriate day time clothing should always be worn during the session.

Any devices used for the session should be in an appropriate area of the house.

A member of SLT may request to drop into any lesson, just as they would walk round the school. Please keep a register of your lesson and identify pupils who regularly do not attend.

**Any safeguarding issues:**  
Report in the usual way

Pupils should not record or broadcast these sessions.

## Appendix 4 – Remote Learning Guidance Beaumont Hill Academy

### **Beaumont Hill Academy Teacher & Pupil Remote/Online Learning Guidance Document for Staff**

#### **Context**

This guidance document is to be used by each academy/school in the EVAT TRUST to supplement their individual Teaching & Learning Guidance Documents.

#### **Introduction**

The Trust continues to use FROG as a VLE, while individual subjects use a wide range of online learning platforms to support pupils with their learning.

With a national increase in schools/teachers sharing lesson resources, delivering online lessons, hosting YouTube channels and communicating with pupils using collaboration platforms such as Google Classroom and Microsoft Teams some teachers may wish to support in a similar way.

This policy sets out clear guidance relating to what is acceptable, procedures to be followed and rules to be adhered to when engaging pupils in remote or online learning.

This policy should be read in conjunction with the following Trust policies:

- E Safety Policy
- Code of Conduct for Trust employees
- Disciplinary Policy
- Protecting Children from Extremism and Radicalisation Policy
- Safeguarding and Child Protection Policy
- Staff Social Media Policy
- GDPR Data Protection Policy Within this policy the definition of 'school' refers to both an academy and Free School.

For the purposes of this policy, remote or online learning refers to the delivery of any learning, intervention or support that involves direct communication between the teacher and pupil outside of school.

#### **Communication with pupils**

Teachers may wish to support pupils through direct communication. All communication should be professional and should only be done through school email accounts or school approved learning platforms. In all cases the conversation threads should be logged on the account/platform to allow monitoring and auditing as outlined in the Trust E-Safety policy.

Personal mobile numbers, and links to social media accounts should not be shared with pupils, including personal YouTube channels and chat groups such as WhatsApp.

#### **Choice and Approval of Learning Platforms**

FROG as a VLE along with subject learning platforms that have been agreed for purchase by the Principal should be considered approved platforms that are acceptable and safe. Staff should however consider any relevant points listed below

when using any online resources, subject learning platforms or communicating with pupils outside of school regardless of the medium used.

Any teacher or department that wishes to engage pupils in remote or online learning other than FROG or agreed subject learning platforms should seek approval from the Principal.

### **Video Lessons and Live Streaming**

Video lessons and live streaming involves the sharing of instruction through live or pre-recorded video provided by the teacher through a video/learning. As part of this, software used will often facilitate the use of discussion boards, group chat, peer-to-peer chat and file sharing. The following protocols should be applied:

- Prior to allowing pupils access to online lessons and live streaming in any given year, parents must be informed, expectations set out and consent given.
- Any video lessons or live streaming should always take place through school approved platforms.
- Teachers and pupils should always access online learning using school accounts that are auditable and can be monitored as outlined in the Trust E-Safety policy.
- Where the live streaming of lessons/difficult concepts will be a better medium to help the pupils learn the material the time of the session should be pre-arranged with pupils, and limited to 30 minutes of live teacher/pupil interaction.
- Senior Leaders may request to access any live lessons for monitoring purposes.
- Live streaming or video chat should not take place between one teacher and one pupil unless this is in an open area where there can be supervision by other staff.
- Live streaming or video chat should ideally be arranged for a whole class, but if individual conversations need to take place with a pupil another staff member should be present.
- Where live streaming is taking place, pupils must have adult supervision at home to support behaviour and engagement.
- Language must be professional and appropriate, including any family members in the background.
- Teachers and pupils should wear suitable clothing, as should anyone else in the house who may come into the view of the camera.
- Any computers/devices used for recording or live streaming by the teacher or by the pupils should be in an appropriate area of the house, where possible not in bedrooms, and against a neutral background to ensure nothing inappropriate or sensitive is in view.
- Any computers/devices used for recording or live streaming by the teacher or by the pupils should not make visible any personal information related to the teacher/pupil or family i.e. nothing related to phone numbers or addresses.
- Where pupils join a live stream and the teacher deems the location of the camera or clothing of the pupil inappropriate the teacher must employ one of the following options:
  - Ask the pupil or parent to leave and re-join the session once the location or clothing is changed.
  - Switch off the camera for the pupil.
  - Remove the pupil from the live session.

- Staff should contact parents prior to any live session and ensure that they understand the protocols for safe engagement through TEAMS. This slide provides guidance.

**Online Learning Rules**

Join the session with audio and microphone turned off.

**Any bullying issues:**  
Report in the usual way

Language should always be appropriate. This includes any individual in the background.

Appropriate day time clothing should always be worn during the session.

Any devices used for the session should be in an appropriate area of the house.

A member of SLT may request to drop into any lesson, just as they would walk round the school. Please keep a register of your lesson and identify pupils who regularly do not attend.

**Any safeguarding issues:**  
Report in the usual way

Pupils should not record or broadcast these sessions.



## Appendix 5 – Remote Learning Guidance Haughton Academy

### **Haughton Academy Teacher & Pupil Remote/Online Learning Guidance Document for Staff**

#### **Context**

This guidance document is to be used by each academy/school in the EVAT TRUST to supplement their individual Teaching & Learning Guidance Documents.

#### **Introduction**

The Trust new system of Office 360 as its main way of collaboration in addition to support pupils with their learning.

With a national increase in schools/teachers sharing lesson resources, delivering online lessons, hosting YouTube channels and communicating with pupils using collaboration platforms such as Microsoft Teams some teachers may wish to support in a similar way.

This policy sets out clear guidance relating to what is acceptable, procedures to be followed and rules to be adhered to when engaging pupils in remote or online learning.

This policy should be read in conjunction with the following Trust policies:

- E Safety Policy
- Code of Conduct for Trust employees
- Disciplinary Policy
- Protecting Children from Extremism and Radicalisation Policy
- Safeguarding and Child Protection Policy
- Staff Social Media Policy
- GDPR Data Protection Policy Within this policy the definition of 'school' refers to both an academy and Free School.

For the purposes of this policy, remote or online learning refers to the delivery of any learning, intervention or support that involves direct communication between the teacher and pupil outside of school.

#### **Communication with pupils**

Teachers may wish to support pupils through direct communication. All communication should be professional and should only be done through school email accounts or school approved learning platforms. In all cases the conversation threads should be logged on the account/platform to allow monitoring and auditing as outlined in the Trust E-Safety policy.

Personal mobile numbers, and links to social media accounts should not be shared with pupils, including personal YouTube channels and chat groups such as WhatsApp.

#### **Choice and Approval of Learning Platforms**

Office 365 along with subject learning platforms that have been agreed for purchase by the Principal should be considered approved platforms that are acceptable and safe. Staff should however consider any relevant points listed below when using any online resources, subject learning platforms or communicating with pupils outside of school regardless of the medium used.

Any teacher or department that wishes to engage pupils in remote or online learning other than what is an agreed subject learning platforms should seek approval from the Principal.

### **Video Lessons and Live Streaming**

Video lessons and live streaming involves the sharing of instruction through live or pre-recorded video provided by the teacher through a video/learning. As part of this, software used will often facilitate the use of discussion boards, group chat, peer-to-peer chat and file sharing. The following protocols should be applied:

- Prior to allowing pupils access to online lessons and live streaming in any given year, parents must be informed, expectations set out and written consent given.
- Any video lessons or live streaming should always take place through school approved platforms.
- Teachers and pupils should always access online learning using school accounts that are auditable and can be monitored as outlined in the Trust E-Safety policy.
- Where lessons are delivered using a remote learning product the preferred method of delivery should be the uploading of pre-recorded video instruction by the teacher.
- Where the live streaming of lessons involves difficult concepts, direct live teaching will be a better medium to help the pupils learn the material. The time of the session should be pre-arranged with pupils, recorded and limited to 30 minutes of live teacher/pupil interaction.
- The subject leader or line manager should be informed of any sessions that are due to take place and upon request should be invited to join for monitoring purposes.
- Any live streaming sessions should be recorded to enable any necessary review later.
- Live streaming or video chat should not take place between one teacher and one pupil.
- Live streaming or video chat should ideally be arranged for a whole class, but if individual conversations need to take place with a pupil another staff member should be present.
- In the event of an individual conversation being beneficial or necessary, using live stream or video, permission will be sought directly from the Principal.
- Language must be professional and appropriate, including any family members in the background.
- Teachers and pupils should wear suitable clothing, as should anyone else in the house who may come into the view of the camera.
- Any computers/devices used for recording or live streaming by the teacher or by the pupils should be in an appropriate area of the house, where possible not in bedrooms, and against a neutral background to ensure nothing inappropriate or sensitive is in view.
- Any computers/devices used for recording or live streaming by the teacher or by the pupils should not make visible any personal information related to the teacher/pupil or family i.e. nothing related to phone numbers or addresses.
- Where pupils join a live stream and the teacher deems the location of the camera or clothing of the pupil inappropriate the teacher must employ one of the following options:

- Ask the pupil to leave and re-join the session once the location or clothing is changed.
- Switch off the camera for the pupil (if the platform allows this control).

Remove the pupil from the live session

- At the start of each session slides should be shared with pupils that inform them of the following:
  - All activity is recorded and monitored to protect the teacher and safeguard the pupils.
  - Behaviours and expectations with reference to the school E-Safety policy they all signed.
  - Class/group or peer-to-peer chat requires the same behaviour, expectations as in school, with group chats visible by all and peer-to-peer chats visible by the teacher.
  - How to report any issues of bullying or safeguarding when working online.
  - Protocol and etiquette of online lessons – When and how to talk and use chat.

**Online Learning Information**

- Join the session with camera and microphone turned off.
- Language should always be appropriate. This include any individual in the background.
- Appropriate day time clothing should always be worn during the session.
- Any devices used for the session should be in an appropriate area of the house.
- Do not share personal information during session.
- Pupils should not record or broadcast these sessions. However, teaching/support sessions will be recorded for the safeguarding and future learning/review.

**Any safeguarding issues:**  
[sugill@educationvillage.org.uk](mailto:sugill@educationvillage.org.uk)

**Any bullying issues: Contact HOY**

## **Delivery for Pupils in Isolation**

Whether there are whole year groups in isolation or individual pupils, Haughton academy aims to provide remote learning that ensures pupils continue to make progress while working at home and do not fall behind their peers who are still in school.

### **Remote learning for small groups of pupils in isolation (individuals or not all of a teaching group)**

All staff will be kept up to date about which pupils are isolating (year groups, classes and individuals). Teachers are expected to provide quality remote learning when pupils in their class are in isolation in line with the guidance below:

- The teacher should use the MS class TEAM as a way to communicate and provide work and support the remote learning of those pupils isolating in their teaching groups.
- Work/learning activities set by the teacher should enable pupils to achieve the same success criteria they would in school but from home (they should not be disadvantaged by the quality of the work/learning activities provided).
- The work/learning activities provided should ensure there is no 'catch-up' required when they return, although the usual intervention may be necessary if they have struggled to understand something.
- All of the work should be uploaded to MS TEAMS classes daily and in advance of any lessons taught. Pupils in isolation will be expected to follow their normal in-school timetable when working at home.
- Lesson PowerPoints should be adapted in a way that will enable the pupil to go through the slides and understand any new content/skill development independently.
- Tasks should be set that are as close as possible to what is taking place in the classroom and allow them to practise as they would in the classroom.
- For any independent tasks set, a mark scheme or success criteria should be provided so the pupil can self-assess their own work and learning progress.
- Sometimes the nature of the work and success criteria would make it difficult for the pupils to learn by following an adapted PowerPoint. In such a case the teacher should provide an alternative resource/activity in place of or in addition to the PowerPoint in order to support them reaching the same learning goal. Alternative resources/activities should always include explanation/instruction about the new content/learning and provide pupils with the same opportunities to achieve as their peers still in school.
- In addition to the PowerPoints/resources/activities adapted and provided by the teacher a link to the correct/appropriate lesson from the Oak National Academy should also be provided to provide pupils with additional support.
- An MS TEAMS survey (template provided) could be issued for every remote session so the pupil can give feedback on their learning. The teacher can then use this to provide additional advice/adapt future work and consider any intervention needed for the pupil when they return to school.
- If a pupil does not complete the MS TEAMS Survey the assumption should be made that the pupil has not undertaken the work. The teacher should then phone home to advise the parent/career of this and the requirement to be working when in isolation. If there are any issues with this or the pupil continues

to not complete the work/return the survey the head of year should be informed so they can follow this up.

- Where the work being undertaken in school is coursework and it is appropriate for pupils to complete this at home, the teacher should communicate with the individual pupil prior to the lesson regarding what progress should be made with the work. The pupil should be instructed to submit work via MS TEAMS for the teacher to check and where appropriate provide feedback.
- Should the pupil not engage and improve/submit coursework as expected in any given session the teacher should then phone home to advise the parent/career of this and the requirement to be working when in isolation. If there are any issues with this or the pupil continues to not improve/submit coursework as expected the head of year should be informed so they can follow this up.
- Where the work being undertaken in school is coursework and it is not appropriate for pupils to complete this at home, the teacher should expect the pupil to undertake some Seneca activities/revision/creation of flash cards for the exam in this subject or other subjects.

#### Remote learning for large groups of pupils in isolation (full teaching groups/year groups)

- The teacher should use MS TEAMS in conjunction with the remote learning policy to deliver live online remote sessions.
- Remote sessions should aim to ensure pupils meet the same success criteria as if the pupils were in school being taught.
- It is recommended that a low stakes quiz is displayed at the start of the live session as a structured start/daily review. Due to the increased challenge of learning remotely this kind of review is even more important than in class as it will allow the teacher to go over some assumed prior learning/knowledge so the teacher is confident pupils have the foundations to build upon during the session.
- For each one-hour lesson, the teacher should plan and deliver a live session that lasts a maximum of 30 minutes. During this time the teacher should focus on instruction, modelling, checking pupil understanding and setting independent work.
- For the second 30 minutes the teacher should set work/tasks/activities for the pupils to complete independently and provide mark schemes/success criteria for self-assessment purposes.
- The teacher should remain available on MS TEAMS throughout the remainder of the lesson time for pupils to make contact via the class page or chat should they have questions or need support.
- Any double/triple lessons on the timetable should be treated as individual sessions, with the teacher scheduling a live session for the first 30 minutes of each lesson and setting independent work as outlined above.
- A MS TEAMS survey should be issued for every remote session for the pupil to give feedback on their learning. The teacher can then use this to provide additional advice/adapt future sessions and consider any intervention needed for individuals once back in school.
- If the subject/session is coursework focused, the teacher can use their own judgement to allow pupils ample time to focus on completing and submitting work.

- The minimum requirement in this instance is at least two live check-in points in each hour even if 5/10 minutes each time to give instructions/check there are no questions.
- For the remainder of the lesson time the teacher should remain available on MS TEAMS to check work/give feedback or for pupils to make contact via the class page or chat should they need support.
- Where pupils are working on coursework and there is an ongoing dialogue between teacher and pupil there is no need for pupils to complete a MS TEAMS survey after each session, although this may be a useful way for pupils to feedback on their progress and request support.
- For all live sessions the teacher should download an MS TEAMS register and check attendance.
- The teacher should monitor attendance and should phone home after either one or two missed sessions. The teacher should advise the parent/career of the lack of attendance and the requirement to be attending the MS TEAMS sessions and completing work. If there are any issues with this or the pupil continues to not attend sessions the head of year should be informed so they can follow this up.