Oriel Academy

Remote Education Policy 2022/23

(Date of renewal: September 2023)

1. Aims

This remote education policy aims to:

- Ensure consistency in the school approach to remote education for pupils who are unable to attend school due to a class bubble needing to self-isolate or where an individual child is self-isolating at home with their family
- Set out expectations for all members of the school community with regards to remote education in accordance with government guidance

  https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19

  https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirusoutbreak/guidance-for-full-opening-schools#res

- Provide appropriate guidelines for data protection

2. Our school approach to remote education:

Our programme of remote education will be broad, meaningful and ambitious. It is continuing to evolve but will include:

•Planned, well-sequenced lessons linked to our school curriculum and vision that build on prior learning

•Use of high quality remote education resources including teaching videos to help model and explain new concepts

•Online tools that will be consistently used across the school in order to allow teacher/pupil interaction, assessment and feedback

(We recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and that learning activities and resources may need to be adapted accordingly.)

3. An outline of remote education provision

Each week, a timetable of remote education expectations will be uploaded to Google Classroom and communicated to parents/carers. As part of our remote education provision, we will use a combination of the following approaches to teach pupils remotely:

Live sessions- this will be delivered via Google Classroom and recorded for later use; typically, these sessions will feature guidance and support towards your child's independent tasks to be carried out in English, Maths and Topic/No Limits.

Recorded sessions- in some instances, teachers may upload pre-recorded sessions or utilise Oak National Academy lessons; these sessions will remain on Google Classroom for all to access, alongside the required resources.

Independent tasks- these will be set for each session and will require the children to complete in accordance with the timetable, and upload to Google Classroom when complete. (Should your child require further support with their independent task, please contact your child's class teacher.)

Resources- these are created for each independent task and are differentiated accordingly; resources will change and adapt based on the needs of the learners and will be available via Google Classroom.

Feedback- teachers will provide meaningful feedback when required to each child's independent tasks; feedback is designed to recognise the effort and value demonstrated by each child, as well as suggest improvements and give next steps where necessary.

Printed paper packs- teachers will produce work that recreates or runs alongside current curriculum expectations; packs will be distributed weekly and be subject to the same feedback mentioned above.

(Teachers will also be posting - by video - various messages to maintain contact and support learning; virtual assemblies will take place in some form for all year groups to celebrate success and share key messages.)

4. Roles and responsibilities

4.1 Teachers

When providing remote education, teachers must be available between their usual working hours.

If a teacher is unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure (by telephoning the Principal).

When providing remote education, teachers are responsible for:

Setting work

- Setting of work for their own class bubble, and other class bubbles if required due to staff absence
- The amount of work will be of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers
- Work will be set by 8.45am each day
- Work should be uploaded via Google Classroom including modelling videos and links to a range of high-quality resources to support learning
- Teachers should co-ordinate with Senior Leaders and Subject Leaders to ensure consistency across the year/subject
- Teachers should co-ordinate with Senior Leaders to make sure pupils with limited access to devices have the opportunities to engage with set work. (This may require a digital device to be loaned by the school, or printed resources to be provided for pupils who do not have suitable online access.)

Providing feedback on work set

- Completed work from pupils will be accessed via Google Classroom and responded to in a timely fashion
- Paper packs will be returned to school weekly when the next pack is due to be collected; feedback will be given via email/phone call and in the agreed form
- Teachers will assess how well pupils are progressing by using effective feedback strategies including questions and suggestions/next steps to enable further progress

Keeping in touch with pupils who are not in school and their parents

- Regular contact should be made by email or telephone call
- Emails from parents and pupils should be responded to as promptly as possible (ideally the same day, but teachers should not respond to emails outside of working hours, and within 24 hours)
- Any complaints or concerns shared by parents and pupils should be referred to Senior Leaders immediately
- Any behavioural issues or safeguarding concerns, such as pupils failing to complete work, should be referred to Senior Leaders immediately

Attending virtual meetings with staff, parents and pupils

- Dress should be appropriate for a school setting
- Locations for meetings should provide appropriate settings and avoid, where possible, locations that contain background noise or have other individuals within view

4.2 Teaching assistants

When assisting with remote education, teaching assistants must be available between their usual 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 dependent, they should report this using the normal absence procedure (by telephoning the Principal).

When assisting with remote education, teaching assistants' responsibilities should include:

- Supporting pupils who are not in school with learning remotely. Teachers will confirm which pupils they need to support and how they should provide that support
- Providing feedback to pupils to help support or extend their learning
- Providing support, as appropriate, to support pupils' mental health and wellbeing

4.3 Subject leaders; SENCO

Alongside their teaching responsibilities, subject leaders are responsible for:

- Identifying any aspects of the subject curriculum need to change to accommodate remote education
- Working with teachers to make sure all work set is appropriate and consistent
- 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

4.4 Senior Leaders and Phase Leaders

Senior Leaders and Phase Leaders are responsible for:

- Co-ordinating the remote education approach across the school
- Monitoring the effectiveness of remote education – such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents
- Monitoring the security of remote education systems, including data protection and safeguarding considerations

4.5 Pupils and parents/carers

Staff can expect pupils who are learning remotely to:

- Be contactable during the school day
- Complete work to the timetable set by teachers, where possible
- Seek help if they need it, from teachers or teaching assistants

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it and access resources and links on Google Classroom signposted by the teacher
- Be respectful when making any comments or concerns known to staff

In order to satisfy safeguarding concerns, the following protocols (that have been produced after consultation with best practice guidance issued by the Department for Education and Ofsted) are for all our pupils/parents/carers to adhere to:

-all students will join live sessions with their cameras disabled and microphones muted;

-live sessions may not be recorded by anyone other than designated staff for the purpose of uploading to Google Classroom;

-the chat function must only be used by pupils to ask the teacher relevant or important questions regarding session content;

-parents/carers may not participate in or communicate via these sessions, but should instead use the appropriate and usual channels to contact teaching staff.

(Any breaches of this protocol by students is likely to result in sanctions being applied in accordance with the school's behaviour policy.)

5. Who to contact

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

- Issues in setting work – Phase Leaders/Subject Leaders
- Issues with IT or data protection– School Business Manager
- Issues with their own workload or wellbeing – Senior Leaders
- Concerns about safeguarding – DSL or Deputy DSL

6. Data protection

6.1 Accessing personal data

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

- access the data through a secure personal log-in to a secure cloud (Google Classroom)
- all teachers and teaching assistants must use school devices to access the data rather than their own personal devices

6.2 Processing personal data

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

6.3 Keeping devices secure

All staff members will 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 8 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
- Keeping operating systems up to date (always install the latest updates)

7. Links with other policies

This policy is linked to our:

Behaviour policy

Safeguarding policy and coronavirus addendum to our Safeguarding policy

Data protection policy and privacy notices

ICT and internet acceptable use policy