

Ormiston Academies Trust

Ormiston Sandwell Community Academy Remote Learning and Intervention Policy

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<p>Linked policies/documents</p>	<ul style="list-style-type: none"> ▪ Child Protection & Safeguarding policy ▪ Covid addendum to Child Protection and Safeguarding Policy (latest iteration) ▪ Behaviour for Learning policy ▪ Disclosure and Barring Service (DBS) policy ▪ Data Protection and Freedom of Information Policy ▪ E-Safety & E-security policy ▪ SEND policy ▪ Allegations against staff policy ▪ Anti-bullying policy ▪ Technology Acceptable Use Policy (AUP) and Academy Staff Agreement ▪ KCSIE 2021 ▪ Pupil privacy notice and Workforce privacy notice ▪ Home-school agreement

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1. Statement of Trust philosophy

1.1. All schools in Ormiston Academies Trust align to our three core purposes, which are to teach and develop our pupils, while we effect change so that we can create schools where no one is disadvantaged. In addition, the OAT 8 identifies safeguarding as our number 1 priority and as a theme through everything that we do. Our strategy for remote learning and intervention continues this.

2. Aims

2.1. This Remote Education Policy aims to:

- Ensure consistency in the approach to remote learning for all pupils (Inc. SEND) who aren't in school through use of quality online and offline resources and teaching videos.
- Ensure the remote education provided is equivalent in length to the core teaching pupils would receive in school and will include both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently
- Provide clear expectations for members of the school community regarding the delivery of high quality interactive remote learning.
- Ensure continuous delivery of the school curriculum, so far as is possible.
- Consider continued education for pupils by staff and parents.
- Support effective communication between the school and families and support attendance.
- Ensure the safety of children and staff
- Comply with Government requirements

2.2. What is remote learning?

2.2.1. Typically 'remote education' is used to describe situations where children are being taught remotely in their own homes rather than at school in a classroom. However, 'remote education' also includes situations where a teacher is working remotely and teaching a class of pupils at school, e.g., the teacher is teaching from home because they are self-isolating or shielding.

2.2.2. 'Remote education' is often used to refer to teaching and learning that takes place online. However, it also covers teaching and learning using hard copy resources such as textbooks and worksheets.

2.2.3. 'Blended learning' refers to learning that involves a combination of face-to-face teaching and remote education which may be delivered online or through hard copy resources. It is a particularly important consideration in respect of those pupils who may need to attend school sites because they have been identified as vulnerable or are the children of key workers.

3. To whom does this policy apply?

3.1. All pupils, teachers, support staff and approved adults providing support/advice or guidance to children, as a result of having to access or deliver sessions remotely from home due to Covid related reasons i.e., National Lockdown, isolating, shielding, self-isolation etc.

4. Roles and responsibilities

4.1. Teachers

4.1.1. When providing remote learning, teachers must be available during their normal working school hours.

4.1.2. If they are 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.

4.1.3. When providing remote learning, teachers are responsible for:

4.1.3.1. Setting work for their classes which is commensurate with what they would normally set and in line with the school curriculum.

- Ensure work is ready each term (deadlines to be provided to staff) for the following term, ensuring students can be provided our Blended Learning throughout the academic year
- The overview document should be provided to the AP of Q of E via email – giving sufficient time for the guidance booklet to be created for students. Other resources should be saved to the appropriate folder on our student drive – clearly and accurately labelled. This folder is entitled Blended Learning. Inside this folder are subfolders for each subject area, year group, term and week.
- Staff should use allocated departmental time to coordinate with other staff in the development of these materials. These materials should be adapted from current SOL and lesson materials, limiting workload but also ensuring work from home reflects work in the classroom. Adaptations should also make materials mobile suitable and consider general limitations students may have when working from home- therefore some tasks and the layout of materials may be different from those used in class. These resources should also include some recorded PP (visual and audio or audio) which provide support and instruction for students.
- Providing 10-20 minute live clinics to their groups using Microsoft Teams. These clinics will ensure safeguarding (register/attendance) support engagement (attendance) provide support for using the blended learning materials and ensure students can have questions/queries responded to immediately

Partial Closure and live clinics:

- Form Tutors will establish a tutor session with their year group. This session will ensure a register is taken, expectations for the day are established and questions answered. Elements of the planned assembly/L4S topic may also be discussed.
- If any tutors are unavailable/unwell a HOH will take responsibility each day for ensuring all students have one live clinic tutor period

Full Closure and Live Clinics

- Form tutors will establish expectations for the day, take register and answer logistical questions/give notices/share assemblies.
- Staff will then follow their timetable – ensuring their classes receive an invite for a live clinic for each lesson, through Microsoft Teams (24 hours ahead of time is good practice)
- Staff will spend 10/20 minutes ensuring students know what to do, going over key learning and answering questions via chat/hands up and then be available for question.

4.1.3.2. Providing feedback on work:

Small groups of isolating students:

Students will be asked to complete work and bring in completed work after their isolation time is complete. This can be sent to individual subject staff via e mail if this is more appropriate/easier for the student.

Staff are expected to respond to questions and queries via academy e mail (within business hours) while a student is isolating, to enable them to complete assignments set.

Feedback on the quality of work completed will be provided after students return to the academy. This would follow the academy marking and feedback procedure.

Full closure/Lockdown:

Whole class feedback detailing common misconceptions and improvements is part of our academy marking and feedback policy and will be provided by staff during live clinics. Verbal feedback can also be provided during live clinics. Significant pieces of work will receive feedback via email from the class teacher.

Staff will set appropriate quizzes, tests and assessments during lockdown. This may be through MS Forms or via other platforms. Quizzes, and short tests will provide immediate feedback and/or allow for self-marking. Other platforms will mark automatically – providing feedback.

NON IT Students

These students will be able to post significant assignments/assessment back into the academy, which will then be marked, and feedback will be provided via phone call. This process takes longer due to the time required for postage/distribution etc.

When providing feedback for KS4 students all staff need to ensure that feedback is appropriate and meets the exam board requirements and limitations. This may be different from GCSE, BTEC, V certs etc. Please check your specification for advice.

4.1.3.3. Keeping in touch with Students who aren't in school and their parents:

- All vulnerable and SEN students will have regular KIT calls from specific pastoral staff and mentors – this is organized by the pastoral team and, depending on the student, will be daily, twice weekly or weekly.
- For a 2 week isolation contact between students and staff is not expected, apart from answering any emails providing clarification and/or more detailed instructions so students can complete work set (and via live clinics.) This should always be via academy email.
- For extended period of isolation for all students (such as the first lockdown) Form tutors will make KIT calls ,as established previously.
- In partial lock down this becomes more difficult. Pastoral team will make KIT calls when staffing re allocation is sufficient to enable them time to complete these calls.
- Staff are not expected to answer emails outside of normal business/working hours. However, all staff have different work patterns that are applicable to them so this can be done if it suits you. Staff should not email students before 7am and after 9pm to try and maintain a work/life balance for both the staff member and student
- Staff should ensure they refer to established policies, such as safeguarding and GDPR when communication with students/parents, as well as the guidance in the OSCA staff handbook on appropriate and professional expectations on communication with home

4.1.4. If there is a concern around the level of engagement of a pupil or students' the parents should be contacted via phone to assess whether school intervention can assist engagement.

4.1.5. Any complaints or concerns shared by parents or students should be reported to Head of House– for any safeguarding concerns, refer immediately to the DSL.

4.2. Teaching assistants

4.2.1. When assisting with remote learning, teaching assistants must be available between 8:20 – 3:00

4.2.2. If they are 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.

4.2.3. When assisting with remote learning, teaching assistants are responsible for:

4.2.3.1. Supporting Students who are not in school with learning remotely:

- Providing suitable SEN learning materials as part of blended learning resources
- Adapting blended learning materials from subject areas for SEN students

- Providing different/differentiated resources across subject areas for SEN students
 - Providing adapted/differentiated instructions/support for SEN students
 - Providing live clinics to offer specific support for K+/EHP students when possible
- 4.2.3.2. Attending virtual meetings with teachers, parents and students.

The above needs to be fairly and evenly distributed across the SEN team, and link to areas of expertise and/or work within the academy

4.3. Curriculum Leaders:

4.3.1. Alongside their teaching responsibilities, curriculum leads are responsible for:

- 4.3.1.1. Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- 4.3.1.2. Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- 4.3.1.3. 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
- 4.3.1.4. Monitoring the remote work set by teachers in their subject – through regular meetings with teachers and/or by reviewing work set
- 4.3.1.5. Alerting teachers to resources they can use to teach their subject remotely
- 4.3.1.6. Ensuring clinics take place for students whose teacher is sick during a full closure.
- 4.3.1.7. Ensuring work set for all KS4 students meets requirements, and limitations, of the specification. Any work which is required to be done in a controlled environment or under exam conditions by the exam board cannot be set to be completed remotely.

4.4. Senior leaders

4.4.1. Alongside any teaching responsibilities, senior leaders are responsible for:

- 4.4.1.1. Co-ordinating the remote learning approach across the school
- 4.4.1.2. Monitoring the effectiveness of remote learning – through regular meetings with teachers and curriculum leaders, reviewing work set (including live clinics) and reaching out for feedback from Students and parents
- 4.4.1.3. Monitoring the security of remote learning systems, including data protection and safeguarding considerations

4.4.1.4. Ensuring publication of the remote learning approach, with supporting documents, on the academy website

4.4.1.5. Ensuring work set for all KS4 students meets requirements, and limitations, of the specification through link management meetings/discussions. Any work which is required to be done in a controlled environment or under exam conditions by the exam board cannot be set to be completed remotely

4.5. Designated safeguarding lead

4.5.1. The DSL is responsible for:

4.5.2. Ensuring staff know how to recognise and report concerns that arise during on-line learning sessions and/or email communication

4.5.3. Ensuring staff are aware of the code of conduct, particularly in relation to the delivery of on-line learning and also appropriate communication with students/parents (see section 7 below)

4.6. The SENCO

4.6.1. The SENCO is responsible for:

4.6.1.1. Liaising with the ICT technicians to ensure that the technology used for remote learning is accessible to all Students and that reasonable adjustments are made where required.

4.6.1.2. Ensuring that Students with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organizations to make any alternate arrangements for Students with EHC plans and IHPs

4.6.1.3. Identifying the level of support required by SEN students

4.6.1.4. Ensuring LSPs are organized to regularly and effectively contribute to OSCA's blended learning, as detailed above

4.6.1.5. To monitor the quality of work and contributions towards our Blended Learning materials made by the LSPs

4.7. IT staff

4.7.1. IT staff are responsible for:

4.7.1.1. Fixing issues with systems used to set and collect work

4.7.1.2. Helping staff and parents with any technical issues they're experiencing by providing a range of how to guides and responding to individual concerns

4.7.1.3. Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection lead

4.7.1.4. Assisting Students and parents with accessing the internet or devices by responding to individual concerns and providing how to guides

4.8. Students and parents

4.8.1. Staff can expect Students learning remotely to:

4.8.1.1. Be contactable during the school day

4.8.1.2. Complete work to the deadline set by teachers

4.8.1.3. Seek help if they need it, from teachers or teaching assistants

4.8.1.4. Alert teachers if they are not able to complete work before the due date

4.8.2. Staff can expect parents with children learning remotely to:

4.8.2.1. Make the school aware if their child is sick or otherwise cannot complete work

4.8.2.2. Seek help from the school if they need it

4.8.2.3. Be respectful when making any complaints or concerns known to staff

4.8.2.4. Encourage students to complete work, attend live clinics and send work to the academy to get feedback

4.9. Governing body and regional directors

4.9.1. The governing body and regional directors are responsible for:

4.9.1.1. Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible

4.9.1.2. Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

5. Who to contact

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

5.1.1.1. Issues in individual subjects- Curriculum Leader/AP Qof E – Arif Nedjat

- 5.1.1.2. Issues with IT – IT staff/IT helpdesk
- 5.1.1.3. Issues with their own (staff) workload or wellbeing – talk to their line manager
- 5.1.1.4. Concerns about data protection – talk to the data protection lead – David Dumbell
- 5.1.1.5. Concerns about safeguarding – talk to the DSL – Gaynor Garner

6. Data protection

6.1. Accessing personal data

6.1.1. When accessing personal data for remote learning purposes, all staff members will:

- 6.1.1.1. Be able to access data via our remote access system and MS Teams folders
- 6.1.1.2. Staff should use devices provided by the academy (laptops etc) or if using personal phones for KIT calls ensure their number is blocked by using 141

6.2. Processing personal data

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

6.2.2. However, staff are reminded to collect and/or share as little personal data as possible online.

6.3. Keeping devices secure

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

- 6.3.1.1. 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)
- 6.3.1.2. 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
- 6.3.1.3. Making sure the device locks if left inactive for a period of time
- 6.3.1.4. Not sharing the device among family or friends
- 6.3.1.5. Installing antivirus and anti-spyware software

6.3.1.6. Keeping operating systems up to date – always install the latest updates

7. Safeguarding

7.1. All staff members must adhere to the following guidance:

- 7.1.1. Staff must be constantly vigilant to student behaviours- both acting out and withdrawn, which may indicate a safeguarding concern. This includes, but is not exclusively limited to: non-engagement with on-line lessons, work not handed in or substandard completion of work. Any concerns must be logged immediately via CPOMs. If they believe a child is at immediate risk of harm they should use the emergency contact system as follows: Call SLT on duty rota in school that day, who can inform the DSL who will then contact you.
- 7.1.2. Staff should adhere to professional standards as outlined in the school code of conduct and check with the participants that they are aware of the school's expectations.
- 7.1.3. When delivering a live online lesson staff must:
- Dress appropriately
 - Be in a professional location where personal information is not on show. It is recommended that laptop/desktop or tablet cameras are set to focus on the teacher from the shoulders up. Where possible, teachers should enable the 'blur background' function.
 - Ensure that, where possible, student cameras are switched on at the start of the session in order to enable a visual safety check and to take an 'emotional temperature' check of each child. However, staff will need to exercise professional judgement over whether this is appropriate and ensure students are in a family room when cameras are on. Consideration should also be given to how students may feel about staff and other students being able to see their home environment. This could be mitigated against, if students are shown how to blur their backgrounds.
- 7.1.4. Pupils will be informed, that when engaging, in a live online lesson they should be in a safe and open family space and appropriately dressed. They should not be alone in their bedroom. The kitchen table or family room would be an ideal place for the live online lesson to take place.
- 7.1.5. At the start of each live online lesson, the teacher should ensure that pupils understand the rules and expectations. This will ensure the safeguarding of both teacher and pupils. 1:1 lessons between pupil and teacher should not take place unless they meet the guidelines below. If a live online lesson has been set and only one pupil is waiting in the lobby the staff member will need to reschedule the session to a later date with more pupils.

7.2. 1:1 Sessions, break out rooms, and conducting counselling or other confidential services on-line

- 7.2.1. In some circumstances, 1:1 sessions are necessary and appropriate. This may be the case where pupils are undertaking specialist interventions such as reading intervention, tutoring, peripatetic music tuition, careers advice and guidance or receiving counselling support etc. To

ensure children are protected from harm, and staff are protected from false allegations the following safeguards and mitigations will be considered, on a case by case basis, and risk assessments carried out.

7.2.2. No 1:1 Sessions will be conducted without SLT/DSL risk assessment and consent.

7.2.3. SLT/DSL should ask, as part of their assessment of risk:

- Is it appropriate and possible for another adult be present, e.g., a parent or a colleague?
- Can the session/lesson be rearranged to a more suitable time to allow another adult to be present?
- Could the session/lesson be conducted over the phone rather than a meeting involving video?
- Can a 1:1 session be delivered to another child at the same time?
- Does the adult delivering the session have appropriate safeguarding knowledge, skills and understanding?
- Has the school obtained written consent from the child, parent and staff member that they are happy to proceed with a 1:1 session, that they understand the benefits and risks and are clear as to the purpose? (NB – DSLs must ensure that no parent is contacted about supportive or intervention sessions if it will put the child at risk ie – where a child, who is Gillick/Fraser competent, has agreed to, for example counselling or receiving sexual health advice, but does not wish a parent/carer to be informed (see [Gillick competence and Fraser guidelines | NSPCC Learning](#) | NSPCC Learning for more information)
- The academy should make it clear, that where appropriate, the session will be recorded and the recording held for no more than 30 days, SLT/line managers will complete unannounced drop ins/listen ins
- Where lesson links are sent to pupils, the lesson link is also sent to their line manager and a member of SLT who may access the lesson at any time.

7.3. Recorded lessons

7.3.1. If staff are recording lessons, they must ensure that they have sent the GDPR compliance letter to pupils, parents and carers found in the Teaching and Training > Remote Learning > Resources for Parents section on OATnet.

7.3.2. Staff should only circulate recorded lessons if they are appropriate for use.

7.3.3. To comply with GDPR all recorded lessons should be deleted after 30 days unless they are required for safeguarding or another legitimate reason. The reason for keeping the recording needs to be documented clearly.

7.3.4. Where the hosting platform provides the functionality for customised retention periods, these should be set to avoid recordings being kept for longer than 30 days

7.4. Confidential on-line sessions

7.4.1. Children's emotional and mental health, particularly during periods of lockdown, is of great concern and it may be necessary to offer on-line counselling to a small number of children. In addition, some children may require access to confidential health advice and support which can only be accessed on-line through an academy. Careers advice and guidance is most effective when tailored to an individual's needs and where a child feels comfortable in sharing information. In all of these cases the academy will have, at the forefront of its practice, a child's safety.

7.5. Counselling

7.5.1. All the above safeguards should be in place and counsellors should adhere to the British Association for Counselling and Psychotherapy, Ethical Framework for Counselling Professions [BACP Ethical Framework for the Counselling Professions](#)

7.6. Use of online break out rooms

7.6.1. Where 'break out' rooms are used, staff will have in place a plan to ensure they are 'safe spaces' and are regularly monitored.

7.6.2. Staff should be vigilant to any signs of abuse or bullying in these rooms and act on any concerns immediately, in line with the school policies on behaviour for learning, anti-bullying and Safeguarding and Child protection

8. Useful links/resources

- [Safeguarding and remote education during coronavirus \(COVID-19\) - GOV.UK \(www.gov.uk\)](#)
- [Undertaking remote teaching safely during school closures | NSPCC Learning](#)

- [CEOP](#) - for advice on making a report about online abuse
- [Childline](#) - for support
- [Childnet](#) - a toolkit to support parents and carers to start discussions about their child's online life
- [Internet matters](#) - for support for parents and carers to keep their children safe online
- [Let's Talk About It](#) - advice for parents and carers to keep children safe from online radicalization
- [London Grid for Learning](#) - for support for parents and carers to keep their children safe online
- [Net-aware](#) - for support for parents and careers from the NSPCC
- [NHS Coronavirus](#) webpages
- [Parent info](#) - for support for parents and carers to keep their children safe online
- [Report Harmful Content](#) - to report and remove harmful online content
- [Support to stay safe online](#) includes security and privacy settings, blocking unsuitable content, and parental controls
- [Thinkuknow](#) - for advice from the National Crime Agency to stay safe online

- [Support for parents and carers to keep children safe from online harms](#), includes advice about specific harms such as online child sexual abuse, sexting, and cyberbullying
- [UK Safer Internet Centre](#) - advice for parents and carers