



'ALIS VOLAT PROPRIIS'

SEATON HOUSE SCHOOL

Remote Education Policy

Date Reviewed: Sep 2021
Next Review Date: September 2022
Reviewed by: Head and SLT

POLICY

This policy and procedures apply to the whole school including the Early Years Foundation Stage.

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1. Aims

This remote learning policy aims to:

- Ensure consistency in the approach to remote learning for pupils who are not in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

2. Roles and responsibilities

Our recent experiences of remote learning have taught us that this way of learning can be challenging and that not all children have the same level of technology or adult support at home to enable them to learn remotely. The responsibility for remote learning is, therefore, a shared one. This policy is predominantly intended to be implemented in the event of a lockdown as seen in March 2020, November 2020 and January 2021. There may be occasions where remote learning is in place for an individual pupil, and this is covered in appendix B.

2.1 IT

The school uses Google Classroom as the primary platform for provision of Remote Education; each term, classes are set up for each Form to which all teachers, TAs, and Form pupils are invited. The timetable is established with a combination of live lessons, recorded lessons and work activities set for pupils. The Meet facility within Google Classroom is used to initiate the live sessions with pupils. The teacher will record the live sessions in Google Classroom to enable access by pupils if they are not able to join the lesson at the allotted time. The link to the recording is posted back into the lesson stream.

Each teacher has been issued with a laptop with built in webcam to allow visual view of pupils and teacher and vice versa. Classrooms in school also have webcams installed to enable teachers to record lessons on site for posting to Google Classroom or in partial lockdown situations where some pupils are in school and others remote to allow school activities to be streamed back to pupils' homes.

In addition to Google, the school uses other specific IT platforms, e.g. Century AI to provide homework that adapts questions to suit pupils' learning methods. BOFA is used for 11+ practice. Education City provides games, activities and learning screens for Early years and KS1

At the end of the Academic Year all work posted to Google Classroom will be made available to parents/pupils for a two-week period following the end of term to copy any required documents for their own retention. The school will then delete all such work.

The school will monitor attendance of pupils to each remote education session and look for signs that pupils are struggling to access the work. If it is felt that there is a shortage of IT devices in a household, then the school will offer an IT loan to provide a device to enable a pupil to attend lessons.

2.2 Teachers

When providing remote learning, teachers must be accessible between 8am and 4pm.

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.

When providing remote learning, teachers are responsible for:

Teaching:

- Teachers need to provide live teaching each day, following the coverage outlined in appendix A
- Specialist teachers need to provide learning opportunities as outlined in appendix A
- If there are materials that children require for the lesson, these must be uploaded by 5pm on the day before the lesson in order for children / parents to have time to make sure they have the relevant document on screen or printed out

Providing feedback on work:

- Pupils will submit work on Google Classroom
- Work submitted should be marked in a timely manner in keeping with the School's marking policy
- Work posted after the agreed deadline may not be marked until the following day
- Only end of term assessed work will require printing off and storing, all other work will remain in Google Classroom archive until the end of the Academic Year

Supporting pupil's pastoral needs:

- Form registration should take place via Google Classroom at the beginning of each day and the start of the afternoon session.

- Teachers should encourage children to attend assemblies and should be a visible presence there themselves
- If children are misbehaving on virtual lessons, or are not completing work, this should be addressed directly with the child in the first instance. If this does not resolve the matter, the teacher should speak to the child's parent. If needed, the Deputy Head should be informed, as appropriate

Supporting Parents:

- Teachers will answer emails from parents in a timely manner, ideally within 24hrs. Parents will be informed that teachers are not expected to respond to emails outside of office hours i.e. 8am-4pm.
- If a parent makes a complaint, this should be referred to a member of SLT

Attending virtual meetings with staff, parents and pupils:

- Staff should dress professionally
- The location should be chosen so that there is limited background noise. Staff should consider using a virtual background if this is more appropriate

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available during their usual working hours. It is possible that their working hours may need to be adapted slightly depending on need at the time. 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.

When assisting with remote learning, teachers may ask teaching assistants to provide remote support by:

- Listening to children read via Google Classroom using sites such as Oxford Owl
- Being present in small group sessions to help support children with their learning
- Work on specific programmes as they would have done in School

Attending virtual meetings:

- Staff should dress professionally
- The locations should be chosen so that there is limited background noise. Staff should consider using a virtual background.

Depending on the reason for remote learning, some teaching assistants may be required in School to support groups of children there.

2.3 Senior leadership Team

Alongside any teaching responsibilities, the SLT are responsible for:

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

2.4 Designated Safeguarding Lead

The DSL is responsible for:

- Ensuring that the safeguarding policy is being effectively implemented

- Responding to safeguarding concerns
- Keeping all relevant documents related to safeguarding up to date
- Attending relevant safeguarding training

2.5 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although consider they may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they are not able to complete work
- Alert teachers when children are absent for any reason e.g. music lessons and be aware that the child is responsible for catching up the work missed.
- Have their camera on at all times for Google Classroom sessions
- Be seated at a table or desk, inside the house with all items needed for learning
- Be appropriately dressed, with hair tied back
- Be sensible and well behaved, as they would be in the classroom
- Staff can expect parents with children learning remotely to:
- Make the school aware if their child is sick or otherwise cannot complete work
- Seek help from the school if they need it – if you know of any resources staff should point parents towards if they are struggling, include those here
- Be respectful when making any complaints or concerns known to staff
- Be aware that teaching staff start work at 8am and finish at 4pm. Emails sent or work submitted outside of these times will not be dealt with until the next working day

2.6 Key Worker Children

Should the School be closed but remain open to Key Worker and vulnerable children, the following rules are in place:

- A child is classed as a Key Worker if one parent is on the Government Key Worker / Essential Worker list and neither parent is able to work from home
- A child is classed as vulnerable if the family has an allocated social worker, if the child is on the safeguarding register or if the Designated Safeguarding Lead deems it safer for the child to be in School than at home

2.7 Governing board

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

3. Who to contact

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

- Issues in setting work or behaviour – talk to the Deputy Head for Early Years & KS1 (SM), and Senior Teacher for KS2 (MS)
- Issues with IT – talk to Bursar or Cygnet

Issues with their own workload or wellbeing – talk to their line manager. i.e.

Teachers – Deputy Head/Headteacher

TA's – Deputy Head

Admin, Support & Facilities - Bursar

- Concerns about data protection – talk to the Bursar
- Concerns about safeguarding – talk to the DSL

4. Data protection

4.1 Accessing personal data

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

- Access the server via the VPN (RM/SSL Connect, from home or directly if in School)
- Use a School laptop or iPad
- Personal data will only be displayed on screen and not transferred onto any other device or recorded in any other way

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals will not need to give permission for this to happen.

However, staff are reminded to collect and/or share as little personal data as possible online and to only use their Seaton House email address.

4.3 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

5. Safeguarding

The School's safeguarding policy can be found on the School website as well as on the shared drive with all other policies. This has been updated in light of remote learning and a separate Safeguarding Policy Addendum for Remote Learning has been created. The staff have been trained on recognising issues during Remote Education periods. Additional focus on Form Times at the start and end of each day and allowing pupils the opportunity to discuss if they have issues is important. The school will continue to offer remote counselling/support sessions on a 1:1 basis with the schools designated counsellor. Parents will provide

consent for such meetings.

6. Monitoring arrangements

This policy will be reviewed every term or as required by the Pandemic Response by the SLT. At every review, it will be approved by Education Committee of the Governing Body.

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Safeguarding Policy and Safeguarding Policy Addendum for Remote Learning
- Privacy Notice – Parents and Pupils
- E-Safety policy

APPENDIX A – Remote learning arrangements by Year Group

General Principles:

- The plans set out in this policy rely on all staff being available to teach remotely. The assumption is that no staff are on furlough and there are a limited number of Key Worker children in School who can be supervised by teaching assistants. Depending on the reason for School closure, this may or may not be the case. Plans may, therefore, need to be adapted based on the circumstances at the time of closure
- All year groups should have a registration session at the beginning of the morning and afternoon sessions
- Children in Early Years should have a weekly celebration session, where they are able to talk about their successes for the week. Depending on the age of the children and the number of children in the class, this could be on a rota basis, or with each child contributing
- Children in Early Years will be given a suggested weekly timetable to follow
- Where possible, teaching input needs to be delivered live via Google Classroom
- Ideally, children should not require parental support during live teaching sessions. For children in Year 1 and above, parents should not sit and ‘observe’ lessons
- Children who arrive late to the lesson may not be able to have a re-cap. This will depend largely on the ongoing commitments of the teacher. For teachers who have small groups to teach (Kindergarten and Nursery) it is highly unlikely that a re-cap can take place

Early Years

Children in Nursery will have a login to google classroom and can access daily activities and recorded lessons. A live registration/story time will also be available for the children.

Children in Reception can log into the daily live sessions at the beginning and end of each day. There will also be a daily timetable of recorded lessons, activities and resources available on google classroom. These will include:

- Letter sounds & Formation
- Mathematical activities
- Creative activities
- Activities to support Understanding of the World
- Physical activities
- Circle time/PSED activities

KS1 & KS2

In addition to the information in ‘General Principles’, teaching will be as follows:

- As far as possible, a daily English lesson. The teaching input will last for approximately 20 minutes. The teacher will then remain available to answer questions. Children who have not finished their work may choose to continue if they wish. All work should be submitted via Google Classroom.
- As far as possible, a daily maths lesson. The teaching input will last for approximately 20 minutes. The teacher will then remain available to answer questions. Children who have not finished their work may choose to continue if they wish. All work should be submitted via Google Classroom.
- Other lessons such as French, PE, Geography, History, RS, Art are also arranged in the same way.

- Class teachers or TAs will aim to hear each child read once a week. They will use reading books that have been sent home or Oxford Owls.
- Specialist teachers will teach live lessons according to their COVID-19 timetables which are held in the timetables folder on the Shared drive. This may involve remaining online throughout, or live teaching for 20 minutes and then setting tasks for the remainder of the lesson.

APPENDIX B – Remote learning arrangements for individual children

In the event that most children are learning in the classroom, but one individual child or a small group of children are learning from home, the following procedures are in place:

Nursery – Remote learning will be very limited. The child will be able to use Google Classroom to access a story session each day and additional activities and resources will be provided on google classroom.

Main School and Reception

It should be noted that the scenario where the majority of the class are in School and one child or a small group remain at home is by far the most difficult to manage logistically. The child(ren) at home will be given a time to access into class via Google Classroom, but it has to be noted that the class may be late back from another lesson or break time, meaning the child might have to wait. Equally, the class cannot wait for the child at home to arrive on Google Classroom before the lesson starts. If they are not present when the lesson begins, the lesson will start without them. It is unlikely that the teacher will have time to go back and re-cap. However, teaching and learning resources will be available on Google Classroom.

APPENDIX C – Sample timetable for Forms

Form 1

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8.45-9.00	<i>Form time</i>	Form time	Form time	Form time	Form time
9.00-9.30	English recorded	English recorded	English recorded	Maths recorded	Maths recorded
9.30-10.00	English TASK	English TASK	English TASK	Maths TASK	Maths TASK
10.00-10.30	Reading	Reading	Maths recorded	Assembly: recorded	Reading
10.30-11.00	BREAK	BREAK	BREAK	BREAK	BREAK
11.00-11.30	Maths recorded	Maths recorded	French LIVE	English recorded	Phonics recorded
11.30-12.00	Maths TASK	Maths TASK	French TASK	English TASK	Phonics TASK
12.00-1.15	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1.00-1.30	Topic: recorded	Topic: recorded	Topic recorded	Reading	Show and tell PSHE: LIVE
1.30-2	Topic: TASK	Topic: TASK	Topic TASK	PE LIVE/recorded PC	Show and tell PSHE: LIVE
2.00-2.30	PE fitness challenge	PE: recorded PC	PE fitness challenge	Music: recorded lesson	PE fitness challenge
2.30-3pm	Yogabugs	Yogabugs	Yogabugs	Yogabugs	Yogabugs
3-3.15pm	Story LIVE SM	Story LIVE	Story LIVE	Story LIVE	Story LIVE

APPENDIX D – Use of Teaching and Nursery Assistants in the event of School Closure

In the event that School is closed, teaching and nursery assistants will have one of two roles. They will either be asked to supervise Key Worker Children in School, or they will be listening to children read via Google Classroom from home. Proposed timetables are held on the School computer system to be used in the event of a closure.

REVIEW

This policy will be reviewed annually or every term during Pandemic situations.

Reviewed September 2021

Judith Evans
Chair of Governors