



Extend Learning
Academies Network

Remote Education Policy

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1.0	09/2020		New policy
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1. Preamble

Extend Learning Academies Network (ELAN) is committed to providing a safe environment for online education. During any period of remote education our expectations of staff and pupils also remain the same, and the principles and practices of the school's Safeguarding and Child Protection Policy, ICT and Online Safety Policy, Staff Code of Conduct and Acceptable Use Agreements for staff and pupils will continue to apply, both to existing and **any** new online and distance education arrangements introduced. Staff and pupils must review these policies and ensure that they adhere to them **at all times**.

2. Aims

This remote learning policy for staff aims to:

- Ensure everybody in school will work together to ensure that remote learning is delivered in line with current government guidance. Follow link
<https://www.gov.uk/government/publications/providing-remote-education-guidance-for-schools>
- 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
- Ensure that child protection, safeguarding and staff and children's wellbeing are always a consideration in any form of remote education activity undertaken.

3. Providing a safe system

Where the site remains open, the school will continue to ensure that appropriate filters and monitoring systems are in place to protect children when they are online on the school's IT systems or recommended resources.

- For the purposes of remote education, the primary platforms used across ELAN schools are Microsoft, 'tapestry' and any trust-agreed platforms that may be currently in use or adopted in future.
- The platforms are restricted to individual schools and their users only and permissioned accordingly. The online safety implications of any platform are carefully considered before use.
- The school and the ELAN network both have technical support dedicated to maintaining a safe and operational online environment.
- The school's Designated Safeguarding Lead (DSL) and the Online Safety Lead have day to day responsibility for online safety and will maintain an active oversight of the management of remote education from a safeguarding perspective. Procedures will be kept under review and action will be taken swiftly if concerns about the use of technologies arise.
- The school will keep in regular contact with parents, updating them as appropriate with information on how the school is providing remote education, how they can keep their children safe online, and any new developments.

4. Protocols for staff in relation to remote education

- Only use school approved platforms; do not use social media in communicating with pupils
- As part of the wider safeguarding curriculum, staff will reinforce online safety messages regularly.
- Be mindful of the situation that has led to remote education being actioned and how this may affect children and families when setting expectations of pupils.
- Consider online safety when sharing resources – vet websites and videos/apps/software carefully and bear in mind that the remote environment will not have the same content filtering systems as at school. If introducing new apps and resources, ensure these meet GDPR requirements. Contact your line manager/online safety lead/network manager for further guidance.
- If concerned about online safety/resources, check with IT support/online safety lead
- Ensure that passwords and secure information – such as log-ins for our MIS and CPOMS are kept confidential
- Adhere to copyright and GDPR guidelines
- Continue to look out for signs that a child may be at risk – which may differ from typical triggers in a school environment. Report any concerns to the DSL or deputy without delay in the usual way
- Do not provide pupils or parents with personal contact details – email, home or mobile numbers, details of web-based identities etc.
- Do not arrange to meet students or ask them to deliver work to your home
- Remain professional and objective in all email and other forms of correspondence

5. Protocols for staff in relation to live online teaching

- Keep a record/log of live online lessons – date and time, attendance, what was covered, any incidents. Any incidents should be reported immediately to the headteacher, DSL or a member of Senior Leadership Team.
- Maintain professional conduct during live streaming – dress appropriately, consider your surroundings (background, other household members who may come into view etc.) and blur if necessary, and remember that your microphone may be on and conversations you have ‘off camera’ may be overheard.
- Maintain the same boundaries and insist on the same standard of behaviour as in a school setting. Make specific protocols clear at the outset, e.g. muting of microphones at appropriate times, use of the chat function
- 1:1 teaching and guidance are an important part of school provision for some pupils and this should be maintained as far as possible during remote education. 1:1 sessions that would have been in place in school in normal circumstances (e.g. pastoral meetings and SEN support,) may continue online, at the headteacher’s discretion. This should be discussed and approved by the headteacher to assess any risks. When considering risk there may be helpful solutions, such as including a parent or additional staff member in the call. All 1:1 teaching sessions must be recorded. Support and pastoral 1:1 session must be recorded unless the pupil is unhappy about this, in which case it is acceptable for detailed notes to be kept instead.

6. Use of remote learning

Remote education is not viewed as an equal alternative to attendance in school.

Remote education will not be provided when absences are unauthorised.

We will consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance.

This might include:

Occasions when we decide that opening our school is either:

- Not possible to do safely
- Contradictory to guidance from local or central government

7. Remote education due to school closure

The school will consider the most appropriate format for remote education on a case-by-case basis. This may include the following:

- A range of activities to deepen pupil's knowledge and understanding of the world.
- Posting activities for pupils at regular intervals, with pupils posting responses
- Providing recorded material (asynchronous education).
- Directing pupils to web-based resources and activities they can engage with on or offline.
- Providing hardcopy learning resources.

8. Remote education due to occasions when individual pupils, for a limited duration, are unable to physically attend school but are able to continue learning, for example because:

- They have an infectious illness
- They are preparing for or recovering from some types of operation
- They are recovering from injury and attendance in school may inhibit such recovery
- Their attendance has been affected by a special educational need or disability (SEND) or a social emotional or mental health issue

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- Posting activities for pupils at regular intervals, with pupils posting responses
- Providing recorded material (asynchronous education).
- Directing pupils to web-based resources and activities they can engage with on or offline.
- Providing hardcopy learning resources.
- 1:1 live learning sessions (synchronous education)

To enable this to happen we will:

- Gain mutual agreement of remote education by the school, parents/carers, pupils, and if appropriate, a relevant medical professional. If the pupil has an education, health and care (EHC) plan or social worker, the local authority (LA) will also be involved in the decision
- Put formal arrangements in place to regularly review it and identify how to reintegrate the pupil back into school
- Identify what other support and flexibilities can be put in place to help reintegrate the pupil back into school at the earliest opportunity
- Set a time limit with an aim that the pupil returns to in-person education with appropriate support

9. Remote education during a suspension or permanent exclusion

As outlined in the Suspension and Permanent Exclusion guidance, headteachers should take steps to ensure that work is set and marked for pupils during the first five school days of a suspension or permanent exclusion.

Remote education should not be used as a justification for sending pupils home due to their misbehaviour. Any time a pupil is sent home due to disciplinary reasons, this is a suspension and must be done in line with the law on disciplinary suspensions. This is the case even if they have been asked to log on or access online education while suspended. After a period of off-site direction or suspension, a pupil is expected to attend full-time.

10. Reporting an issue for staff

- Any child protection or safeguarding concern must be reported to the DSL without delay
- Concerns about the safety of procedures, behaviours or use of technology should be referred to the DSL
- Routine queries about the use of apps or online materials should be addressed to your line manager or IT support depending on the nature of the issue
- SWGFL Professionals Online Safety Helpline is a good source of external advice.
<https://swgfl.org.uk/services/professionals-online-safety-helpline/>

11. Protocols for pupils in relation to remote education

- Do not make recordings, take screenshots/screengrabs or photographs, or store footage of teachers or other pupils
- Be aware that some live online sessions may be recorded by the teacher
- Dress appropriately for online lessons
- Ensure that you have a safe and appropriate place to participate from. It is best practice to always blur your background
- Follow the school rules for conduct during online lessons as if you were in school
- Do not undermine in any way the technology used to offer video lessons
- If you have concerns about online safety, or if you feel you are being bullied, or feel unsafe in any way, talk to someone you trust

12. The role of parents

- It is the responsibility of parents to ensure that pupils are monitored in their use of technology for remote education as they would ordinarily do when their children are using technology at home.
- While students are working from home they are connected to their home broadband so their traffic doesn't go through the school's filtering and monitoring systems, – parents will therefore need to ensure that age-appropriate filtering or safe search is enabled at home. Information on setting this up can be found at: <https://www.internetmatters.org/parental-controls/>
- Communication during online education is between student and teacher: parents should communicate with school/staff in the usual manner, via school email or telephone during a period of remote education
- Any parent wishing to supplement the school's remote education with support from online companies or individual tutors should be mindful of the importance of using reputable organisations or individuals who can provide evidence that they are safe and can be trusted to have access to children – further information can be found in the sources of support below
- Social media, networking apps and gaming platforms are particularly popular. Parents are advised to be mindful of age restrictions and to oversee their child's social media activity
- The school will update parents regularly on online safety matters. Parents are requested to heed the school's advice and contact the school if they have concerns or encounter risk
- Parents will be asked to sign an acceptable use agreement to state that they understand the expectations relating to home learning and that sessions will be recorded for monitoring and safeguarding purposes

13. Links with other policies

- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy

14. Other sources of support and advice

- UK Safer Internet Centre <https://www.saferinternet.org.uk/> - includes a range of activities for children of different ages
- CEOP / Thinkuknow <https://www.thinkuknow.co.uk/> - includes a range of remote activity packs
- National Online Safety <https://nationalonlinesafety.com/> - Good guides for parents and staff
- Parent Information <https://parentzone.org.uk/> - specifically aimed at parents
- Internet Matters <https://www.internetmatters.org/> - specifically aimed at parents
- Net Aware <https://saferinternet.org.uk/blog/net-aware-update-from-the-nsppcc> - NSPCC's advice on online matter