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## Remote Education Policy: Covid-19

### Aims

This policy is to ensure the ongoing education of Meadow Park Academy pupils under unusual circumstances. This policy will future-proof against closures that could happen at any time due to school closure from Covid-19. It also covers the ongoing education of pupils who cannot be in school as a result of Covid-19 restrictions but are able to continue with their education when the school remains fully open.

This remote education policy aims to:

- set out and explain our approach to remote education during Covid-19 to the whole school community
- ensure consistency in the approach to remote education for pupils who are not in school
- set out expectations for all members of the school community with regards to remote education
- provide appropriate guidelines for data protection.

### Remote education

If one or more of the following events occur, remote education will be implemented by the School for all affected students:

- An individual student is awaiting a Covid-19 test result
- An individual student is self-isolating due to Covid-19
- A proportion of students from a class/year group/bubble are self-isolating due to Covid-19
- A whole class/year group/bubble is self-isolating due to Covid-19
- The school is only open to critical workers/vulnerable children due to Covid-19
- The school is closed due to Covid-19.

### Remote education minimum standards

Anthem commits to the following minimum standards for remote education provided in the above scenarios:

- Work will be provided for all affected students and will be accessible on our pre-agreed platform(s).
- Affected students will have access to remote education which is equivalent to core teaching every day.
- Affected students will be provided opportunities for feedback and assessment on a regular basis.
- Work provided will be ambitious and in line with the in-school curriculum.
- Affected students will have the opportunity for daily contact with a member of staff.

## Remote educational provision

For all students affected as above, we will provide access to a weekly timetable of remote education activities. The same provision will be provided for all affected students, whether an individual or a whole class is isolating or otherwise affected. This is to ensure equality of provision. Our remote learning offer will be shared through our online learning platform or communicated via direct contact to your home. This timetable will link to our long-term curriculum plans and the learning those in school will or would be doing, while remaining manageable for staff to prepare on top of their usual weekly workload. To do this, we will sometimes make use of a number of carefully selected and high-quality online materials such as quizzes from agreed platforms and carefully selected lesson videos.

We appreciate that some families won't be able to engage with the full timetable, and in this case we will expect the core lessons (Reading, English and Maths) to be complete each day. Staff will endeavour to view and feedback on as much of student's work as they are able, while balancing their workload inside of school.

We commit to putting in place remote education from the first day an affected student is off school, however please note there may initially be an interim period of one or two days before the whole program and normal ongoing support is accessible and ready.

## Platforms and how to access

Anthem-approved remote education platforms are Google Classrooms and Microsoft Teams.

Parents can contact the school if they have not logged on to Google Classroom to receive their child's username and password. A step by step login guide is accessible on the school website <https://www.meadowparkacademy.org/>.

## Support to enable students to access remote education

We understand that remote education during current times presents new challenges for many. We commit to the following to help support students to access remote education:

- Ensuring all students adhere to the E Safety Policy and E Safety rules as completed in school.
- Using class time to allow students to use IT equipment and practise using online learning platforms.
- Using IT lessons to upskill students in our online learning platform.
- Letters and visual guides sent home with instructions on how to access remote education.
- Phone calls from school staff as requested to guide students / parents through use of technology.
- Providing practical support with technology where possible.

## Roles and responsibilities

### Teachers

When providing remote education, teachers will be available between 08.30 and 15.30 daily. 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 and the school will attempt to cover their responsibilities.

When providing remote education, teachers are responsible for:

- Setting work:

- Work should be set for the teacher's own class (or set) to cover the school day.
  - A reading, English and maths task, as well as an afternoon task linked to the class timetable, should be set to be completed daily.
  - Work should either be set on the Monday for the whole week or scheduled to be uploaded by 8 am daily.
  - Work should be uploaded as assignments to Google Classroom with an appropriate due date for marking. If support is needed to complete this, staff should seek help from the Remote Learning Lead (Kirsty Hammond).
  - Teachers across year groups should liaise remotely to ensure consistency across the year groups regarding the work being provided.
- Planning lessons for their classes and making these available to students who are working remotely within 12 hours of the lesson having been taught in school (on agreed platform).
  - Following the school timetable, including any revised timetables in place in the event of tiered lock downs.
  - Working closely with other teachers and staff to support all students with accessing carefully planned lesson sequences.
  - Providing feedback on work:
    - Work should be uploaded to Google Classroom or emailed to class teacher.
    - Feedback should be through private comments on the work submitted.
    - All work should be marked for the previous week by the Monday of the next working week. Where work is submitted after the due date the teacher will mark this work as soon as is possible.
  - Looking carefully at work completed by students on agreed platforms and using this to inform planning.
  - Responding to quizzes or assignments completed online with praise, comments and next steps.
  - Keeping in touch with pupils who aren't in school and their parents:
    - Teachers are expected to be active on Google Classroom each day during their contact hours and need to contact pupils / parents who are not engaging either by email or phone call as appropriate.
    - Emails from pupils and parents would normally be answered within normal contact hours. There is no expectation that teachers should answer emails outside of working hours.
    - Teachers should handle any complaints or concerns shared by parents and pupils directly in the first instance but should seek advice where necessary from a member of SLT. For any serious concerns or any safeguarding issues, teachers must inform the Headteacher and / or the Deputy Headteacher immediately.
    - Where teachers have contacted pupils / parents regarding non- participation in Google classroom or completion of any work, this needs to be referred to your line manager.
  - Attending virtual meetings with staff, parents and pupils:
    - Teachers should be dressed professionally and appropriately for any virtual meetings.
    - Teachers should have a quiet working area available for virtual meetings and ensure their background is either blank, or appropriate to retain professionalism.

Where teachers are still teaching in school but needing to provide remote education for some of their pupils, the above guidelines will be adhered to around the normal working day wherever possible. The school will attempt to provide extra time / support in order to complete extra duties wherever possible.

## Teaching assistants

When assisting with remote education, teaching assistants will be available between 08.30 and 15.30.

If a teaching assistant is unable to work for any reason during this time, for example due to sickness or caring for a dependant, they should report this using the normal absence procedure.

When assisting with remote education, teaching assistants are responsible for:

- Supporting pupils who aren't in school with learning remotely:
  - Working with particular pupils who they will need to support as identified by the teacher through Google classroom and via private comments
  - Marking and commenting on work as directed by the class teacher
  - Creating resources for lessons as directed by the teacher
- As requested and where necessary, attending virtual meetings with teachers, parents and pupils:
  - Teaching Assistants should be dressed professionally and appropriately for any virtual meetings.
  - Teaching Assistants should have a quiet working area available for virtual meetings and ensure their background is either blank, or appropriate to retain professionalism.

If teaching assistants are also working in school, any responsibilities as above will be directed by the teacher.

## Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether there are easily accessible subject resources which would support any aspects of the subject curriculum.
- Working with senior leaders to make sure work set remotely across all subjects is appropriate and consistent.

## Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote education approach across the school via the Remote Education Lead.
- Monitoring the effectiveness of remote education including through meetings with teachers reviewing work set or reaching out for feedback from pupils and parents.
- Reporting any potential or real security issues with the remote education system, including data protection and safeguarding considerations.

## Designated safeguarding lead

The DSL is responsible for:

- Ensuring that the Anthem Remote Education Guidance guidelines are followed and any issues arising are reported to the Headteacher and the Trust as appropriate.

- Ensuring that staff and pupils are following the normal school procedures with regards to reporting safeguarding issues.
- Reporting safeguarding concerns to the correct agencies / organisations as appropriate.

## Pupils and parents

We expect pupils learning remotely to:

- Be contactable during the school day – although we understand that you may not always be in front of a device the entire time.
- Complete work to the deadline set by teachers.
- Seek help if you need it, from teachers or teaching assistants.
- Alert teachers if you are not able to complete work.
- When attending live lessons or conversations with school staff, to dress appropriately (no pyjamas or offensive images/wording) and to have an appropriate background (ideally a clear background with no other people in view, with no offensive imagery).
- To be kind, considerate and respectful when communicating with other students and school staff online, in line with the school's Behaviour Policy and Anti-Bullying policy.
- To complete the Anthem Remote Education Agreement and be aware of the Interim Online-Safety Policy for parents and pupils.

We expect parents with children learning remotely to:

- Make the school aware if your child is sick or otherwise can't complete work.
- Seek help from the school if you need it.
- Be respectful when making any complaints or concerns known to staff.
- Be aware of the Interim Online-Safety Policy for parents and pupils.

## Anthem

The Trust is responsible for:

- Working across all schools in the Trust to develop a remote education strategy, as set out within this remote education policy.
- Setting up CPD for remote education.
- Enabling peer support on remote education between schools across the Trust, for example via the PLN network.
- Monitoring the school's approach to providing remote education to ensure education remains as high quality as possible.
- Ensuring that staff are certain that remote education systems are appropriately secure, for both data protection and safeguarding reasons.

## Live teaching

There is no expectation on schools to deliver Live teaching. Online lessons may be recorded, or they may be delivered live. Live teaching will only be delivered if the following criteria can be met:

- It has to be safe
- It has to be inclusive
- It has to be the most effective approach to the learning

Live teaching will only be considered once basic access to lesson resources for all relevant students is in place. Where lessons are delivered live, the Live Teaching Protocol will be followed.

## Children with SEND

It is primarily the role of the SENCo (Mrs L Clark – [Lclark@meadowpark.anthemtrust.uk](mailto:Lclark@meadowpark.anthemtrust.uk)) to ensure all SEND needs are supported effectively and that appropriate resources are allocated and available to meet pupil need. However, all teachers and teaching assistants have a duty to support children with SEND. Teachers should ensure that work is differentiated as required for all learners when setting online tasks.

To support children with SEND and or learning difficulties with remote education, the SENCo will:

- know which students they are expected to support
- have a good knowledge of ‘their’ student need, the barriers they may face and how best to support
- share access to Pupil IEPs, SEND or EHCP plans to ensure successful strategies and interventions are used to support
- ensure that statutory EHCP Part F school provisions are covered where possible.

Support will include:

- Liaising with Teaching staff and Learning Support Assistants to ensure resources are deployed effectively
- Ensuring pupils can access all necessary learning platforms and know what is expected of them.
- Ensuring EHCP Risk Assessments are known, adhered to.
- Researching and resourcing any additional materials necessary for personalised learning.
- Liaison with outside agencies as appropriate.
- Attending virtual meetings with teachers, parents and pupils as necessary and directed by SENCo.
- Monitoring that class/subject resources and lessons on Google classroom are accessible and appropriately differentiated as part of Quality First Teaching by all staff on all occasions.
- Support and contact for class/subject staff on a personalised basis as appropriate.

All SEND students should continue to receive allocated outside agency support remotely where appropriate and possible (provided by agencies) and time will need to be allocated to co-ordinating this work also.

## Who to contact

If you have any questions or concerns about remote education, please contact the following individuals:

- Issues with aspects of Google classroom including uploading / marking work etc. – Remote Learning Lead
- Issues in setting work for children with EHCPs / high level SEND - SENCo
- Issues with behaviour – Headteacher
- Issues with their own workload or wellbeing – talk to line manager
- Concerns about data protection – talk to the Operations Manager
- Concerns about safeguarding – talk to the DSL
- If parents and/or students require support with gaining digital access at home, please speak to Remote Learning Lead

If any pupil has worries or concerns during this period of remote teaching then they should contact their class teacher at the school or, alternatively, they can contact Childline via the following website:  
<https://www.childline.org.uk/get-support/contacting-childline/>

Communication between staff and pupils/families must be through the authorised school systems above and not through personal email, personal social media accounts, nor personal phones. It should follow the usual rules outlined in the Staff Code of Conduct, Home School Agreement, Remote Education Agreement, Online Safety Policy and Acceptable Use Agreements.

## Safeguarding and remote education

With the increased use of digital technologies that comes with remote education, safeguarding implications need careful consideration. Parents are advised to spend time speaking with their child(ren) about online safety and reminding them of the importance of reporting to an adult anything that makes them feel uncomfortable online. Please refer to the Interim Online Safety Policy for further information.

While we will be doing our best to ensure links shared are appropriate, there may be tailored advertising which displays differently in your household or other changes beyond our control. If parents or students have any concerns over any online content related to the school or Trust they can contact the school or the Trust via [enquiries@anthemtrust.uk](mailto:enquiries@anthemtrust.uk).

If parents have any safeguarding concerns that need discussing, they should contact the Headteacher ([Headteacher@meadowpark.anthemtrust.uk](mailto:Headteacher@meadowpark.anthemtrust.uk)) or the Deputy Headteacher ([LAtkinson@meadowpark.anthemtrust.uk](mailto:LAtkinson@meadowpark.anthemtrust.uk)). Staff should continue to be vigilant at this time and follow our usual Online Safety for Staff and Child Protection and Safeguarding Policy and procedures.

## Data protection

### Accessing personal data

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

- Ensure that the data is safe at all times and not accessible or shared with anyone else.
- Use the normal systems for accessing personal data e.g. Integris or CPOMS and use these systems in line with data protection policies.
- Access data via devices you've been provided with via the school, such as laptops etc. Staff should not access data on their own personal devices.
- Follow the Acceptable Use Agreement and the Interim Online Safety policy for staff.

### 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 processing is necessary for the school's official functions, individuals won't need to give permission for this to happen.

Staff will only collect and/or share as little personal data as possible online.

### Keeping devices secure

All staff members are expected to 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 eight 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.
- Installing antivirus and anti-spyware software.
- Keeping operating systems up to date – always install the latest updates.

## Monitoring arrangements

This policy will be reviewed every year by the Trust. The Education Executive Team will monitor the implementation of this policy.

## Links with other policies

This policy is linked to our:

- Behaviour Policy and Covid-19 Addendum
- Anti-bullying Policy
- Child Protection and Safeguarding Policy
- Data Protection Policy and Privacy Notices
- Home-School Agreement
- E-Safety Policy
- SEND Policy
- Acceptable Use Agreement – all staff and students using school digital technologies must have signed and must follow this agreement
- Staff Code of Conduct
- Interim Online Safety Policy for staff
- Interim Online Safety Policy for parents and pupils
- Anthem Remote Education Agreement