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## Remote Education Policy: Covid-19

### Aims

This policy is to ensure the ongoing education of Queensbury 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 their daily timetable.
- 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 (Microsoft Teams). This timetable will link to our long-term curriculum plans and the learning those in school will or would be doing, whilst 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 would expect students to prioritise core subjects to 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 and students can access the school's remote education offer here:

<https://www.queensburyacademy.com/> - Queensbury Academy Portal – Student

This will bring up all of the relevant online pages to visit, including Microsoft 365 (for Teams), EduLink, and GCSE Pod.

## 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 complete an Anthem Remote Education Agreement prior to accessing the online learning platforms.
- Enabling students to use IT rooms and practise using online learning platforms.
- Using IT/Computer Science lessons to upskill students in our online learning platform through delivering all elements of the lesson through this platform.
- Providing audio and video guides which can be accessed from home to support students and parents with accessing MS Teams.
- Letters and visual guides/videos sent home with instructions on how to access remote education.
- Providing practical support with technology where possible.

## Roles and responsibilities

### Teachers

When providing remote education, teachers will be available in line with the school day and their contracted 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.

When providing remote education, teachers are responsible for:

- Planning lessons that are accessible, personalised and challenging for all students, 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 Teams.

- 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.
- Using Teams to feedback to students either individually or as whole class.
- 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, scores or next steps.
- Attending virtual meetings with staff, parents and pupils making sure you
  - dress as you would for work.
  - protect yourself and your families by ensuring meetings are held, where possible in a quiet living area room without background noise or inappropriate backgrounds. The use of backgrounds is recommended if staff working areas are not able to be ‘anonymous’.
  - follow agreed protocols when a virtual meeting with a pupil is authorised by DSL.
- Contact members of their tutor group weekly
- To reply to parent and student emails within 48 hours of receipt.
- To manage complaints or concerns shared by parents and pupils, seeking advice and support from line manager or ALT as necessary.
- Any safeguarding concerns to be logged on CPOMs, alerting DSL by phone if there are immediate concerns about a child’s safety.
- If self-isolating,
  - set work for your cover lessons using agreed format
  - set work for students working remotely using agreed Academy procedures
  - liaise with HOD / line manager to support departmental planning for remote learning
  - any other necessary tasks relevant to teaching and learning.

Teachers must follow the Online Safety at home during Covid-19 – Staff Guidance.

## Teaching assistants

When assisting with remote education, teaching assistants will be available in line with the school day and their usual working hours, or flexibly as agreed by the SENCo to meet the needs of SEND students.

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 to the SENCo who will deploy them according the principles outlined in section titled Children with SEND (page 5).

Teacher Assistants must follow the Online Safety at home during Covid-19 – Staff Guidance

## Heads of Department

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote education.
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent.

- 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.
- Monitoring the remote work set by teachers in their subject through regular meetings and spot checks in Teams.
- Monitoring and reviewing student engagement, feedback and progress.
- Alerting teachers to resources they can use to teach their subject remotely.
- Directing staff who are self-isolating on how to develop the departmental plan for remote learning.

## Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote education approach across the school
- Monitoring the effectiveness of remote education through regular meetings with teachers and subject leaders, reviewing work set and considering feedback from pupils and parents.
- Monitoring the security of remote education systems, including data protection and safeguarding considerations.
- Reviewing workload considerations for all staff when a blended learning approach is necessary.

## Designate safeguarding lead

The DSL is responsible for:

- Ensuring all staff understand the symptoms of child abuse and neglect
- Making sure all staff are aware how to raise safeguarding concerns.
- Referring any concerns to social care when appropriate.
- Monitoring children who are designated as 'vulnerable' and ensuring regular contact when not in school.
- Maintaining accurate and secure child protection records.
- Ensuring school remote learning platforms are as secure as possible.
- Monitoring online activity of students on school sites and using devices
- Support staff and families as appropriate

## IT staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work.
- Helping staff and parents with any technical issues they're experiencing.
- Reviewing the security of remote education systems and flagging any data protection breaches to the data protection officer.
- Assisting pupils and parents with accessing the internet or devices.

## Pupils and parents

We expect pupils learning remotely to:

- Complete the Anthem Remote Education Agreement and be aware of the Online-Safety Policy for parents and pupils.
- 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 necessary, from teachers or teaching assistants.
- Alert teachers if unable to complete work.
- When attending live lessons or conversations with school staff, to dress appropriately (no pyjamas or offensive images/wording) and have an appropriate background (ideally a clear background with no other people in view, with no offensive imagery).
- To be kind, considerate and respectful, upholding the school's CARE values, when communicating with other students and school staff online, in line with the school's Behaviour Policy and Anti-Bullying policy.

We expect parents with children learning remotely to:

- Promote a positive environment and support their child's engagement with online learning, seeking the support from the school when necessary.
- Make the school aware if their child is sick or otherwise can't complete work.
- Be respectful when communicating with staff.
- Be aware of the Remote Education Agreement and 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 or staff 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 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 and other live online school sessions protocol will be followed.

## Children with SEND

It is primarily the role of the SENCo Sian Jones ([sjones@queensbury.anthemtrust.uk](mailto:sjones@queensbury.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 Passports, SEND or EHCP plans to ensure successful strategies and interventions are used to support
- ensure that statutory EHCP Part F school provisions are covered.

Support will include:

- Deploying Teaching and Learning Support Assistants effectively
- Ensuring pupils can access all necessary learning platforms and know what is expected of them.
- Reviewing T&L resources from subject staff on TEAMS to ensure engagement is possible.
- Checking the work to be completed each day and any deadlines and sharing this with pupils.
- Ensuring EHCP Risk Assessments are known, adhered to.
- Delivering interventions and teaching individuals as directed by the SENCo.
- Researching and resourcing any additional resources necessary for personalised learning.
- Liaison with outside agencies as appropriate.
- Attending virtual meetings with teachers, parents and pupils as necessary and directed by SENCo.
- If teaching assistants will also be working in school, where relevant explain who will cover the responsibilities above during this time.
- Ensuring class/subject resources and lessons on Teams are accessible and appropriately differentiated as part of Quality First Teaching by all staff on all occasions.
- Support and contact from 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 (staff)

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

- Issues in setting work – talk to the relevant subject lead or SENCo
- Issues with behaviour – talk to the relevant head of year
- Issues with IT – talk to IT staff
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the school data protection lead
- Concerns about safeguarding – talk to the DSL

## Who to contact (Parents & Pupils)

If parents and/or students require support with gaining digital access at home, please speak to IT support ([helpdesk@queensbury.anthemtrust.uk](mailto:helpdesk@queensbury.anthemtrust.uk))

If any pupil has worries or concerns during this period of remote teaching, then they should contact their tutor through Teams or email.

If you or your child is concerned about their emotional well-being or safety, please contact [safeguarding@queensbury.anthemtrust.uk](mailto:safeguarding@queensbury.anthemtrust.uk).

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, 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 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 [safeguarding@queensbury.anthemtrust.uk](mailto:safeguarding@queensbury.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:

- Use remote desktop to access Sims.
- Use Outlook via 365 to communicate with students and parents if necessary.
- Will use a school device if possible.
- 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
- Remote Education Guidance