

Ormiston Academies Trust

Ormiston Maritime Academy

Remote Learning and Intervention Policy

Policy version control

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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're 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.

- Students who are self-isolating due to COVID-19 are able to access a spreadsheet on our website with weekly links in all subjects to Oak National Academy. This spreadsheet contains the work for a full half term. This is set by Curriculum Leaders.
- A weekly phone call will take place by the Attendance Team to check that the work is being completed and to resolve any issues.
- In such cases where whole year groups must self-isolate, Blended Learning is still the main vehicle for setting work using the lessons from Oak National Academy. This is dependent on the length of time of the year group is being asked to self-isolate and staffing capacity. If lessons are delivered through Microsoft Teams, staff are responsible for the setting of work through this platform. Staff can decide if they wish to teach the lesson 'live' or send out work for students to complete online. In all cases this must be sent out through Microsoft Teams.
- Instruction sheets on how to create classes in Microsoft Teams and Upload resources are available in Share point under 'Blended Learning'.

For BTEC qualifications;

- Ensure there is a process to manage feedback on assignments, questions are constructively answered, and feedback is provided in a timely manner.
- Ensure the setting of assignments is undertaken in the face-to face sessions and that deadlines are clear.
- Ensure that when students submit work measures are taken to ensure the work is authentic and has been completed by the student.
- Maintain and store all assessments and internal verification records in accordance with Pearson Centre Agreement.

4.1.3.2. Providing feedback on work:

- Assignments can be set through Microsoft Teams. Once work has been completed this can be edited and commented upon by staff. Staff are able to monitor who has completed the work through Teams.

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

- Weekly welfare calls will be made to keep in touch with students. Some students will receive daily welfare calls if considered to be vulnerable.
- Should staff need to contact parents, they should call throughout the school day or use their own work email addresses.

4.1.4. If there is a concern around the level of engagement of a pupil or pupils the parents should be contacted via phone to assess whether school intervention can assist engagement. Teachers should follow local plans for doing this.

4.1.5. In addition, staff should be alert to wider reasons for lack of engagement, and report any safeguarding concerns immediately using the school's procedures

4.1.6. Any complaints or concerns shared by parents or pupils should be reported to a member of SLT– 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 8.25am - 2.50 pm

4.2.2. If they're 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 pupils who are not in school with learning remotely:

- How they should provide support

4.2.3.2. Attending virtual meetings with teachers, parents and pupils.

4.3. Curriculum Leaders

4.3.1. Alongside their teaching responsibilities, subject 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 – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set.
- 4.3.1.5 Alerting teachers to resources they can use to teach their subject remotely.

4.4. Senior leaders

- 4.4.1. Alongside any teaching responsibilities, senior leaders are responsible for:
 - 4.4.1.1. Co-ordinating and refining the remote learning approach across the school
 - 4.4.1.2. Monitoring the effectiveness of remote learning – through regular meetings with teachers and subject key stage leaders, reviewing work set and reaching out for feedback from pupils and parents
 - 4.4.1.3. Monitoring the security of remote learning systems, including safeguarding, data protection, on-line filtering and monitoring systems.

4.5. Designated safeguarding lead

- 4.5.1. Ensuring children, staff and parents are regularly reminded and given information on how to stay safe online
- 4.5.2. Ensuring all staff are aware of signs to look out for which may indicate a child is at risk
- 4.5.3. Monitoring the security of remote learning systems, including, data protection, on-line filtering and monitoring systems.

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 pupils and that reasonable adjustments are made where required.
 - 4.6.1.2. Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs
 - 4.6.1.3. Identifying the level of support
 - 4.6.1.4. Providing guidance, strategies and advice to staff who are remotely educating SEND students.

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
- 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. Ensuring safeguarding filtering and monitoring systems are working effectively and efficiently
- 4.7.1.5. Assisting pupils and parents with accessing the internet or devices

4.8. Pupils and parents

4.8.1. Staff can expect pupils 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're not able to complete work
- 4.8.1.5. Adhere to the code of conduct when on-line
- 4.8.1.6. Alert the school if they have any safeguarding concerns about themselves or their peers
- 4.8.1.7. Conduct themselves in a mature and considerate manner whilst learning remotely

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 can't 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. Alert the school if they have any safeguarding concerns about their child or another child at the school

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. If staff have any questions or concerns about remote learning or the health and safety of pupils during a period of remote learning, they should contact the following individuals:

5.1.1. Issues in setting work – talk to their relevant Curriculum Leader

5.1.2. Issues with behaviour – talk to Sam Herridge (herridges@omacademy.co.uk) a member of SLT or a member of the pastoral team (pastoral@omacademy.co.uk)

5.1.3. Issues with IT – email Alex Johnson or Matt Long (johnsona@omacademy.co.uk or longm@omacademy.co.uk). Mr Wilks can also be contacted (wilksn@omacademy.co.uk)

5.1.4. Issues with their own workload or wellbeing – talk to Troy Silvester (silvestert@omacademy.co.uk)

5.1.5. Concerns about data protection – talk to Nathan Wilks (wilksn@omacademy.co.uk)

5.1.6. Concerns about safeguarding – talk to the DSL Sam Herridge or Claire Gilby (herridges@omacademy.co.uk or gilbyc@omacademy.co.uk)

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. All personal data is available through SIMS using the remote apps

6.1.1.2. Staff should use a school device, such as their school laptop, to access such data

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. If a staff member notices pupil behaviour during a live online lesson that they believe indicates a safeguarding concern then they must log this on CPOMS. If they believe that the situation requires immediate attention they should contact the school immediately on the discovery of the concern, to be connected to the duty safeguarding personnel.
- 7.1.2. When a teacher is delivering a live online lesson they must be dressed appropriately ensuring that a professional persona is kept at all times. As the camera will always be on the teacher, it is important that the setting that the lesson is recorded in is appropriate. The location should be in a professional space 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.

7.1.3. 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.

7.1.4. 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 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