



**The Black  
Pear Trust**

# ONLINE SAFETY POLICY

<b>Approved by:</b>		<b>Date:</b>
<b>Last reviewed on:</b>		
<b>Next review due by:</b>		



## CONTENTS:

### Statement of intent

1. Legal framework
2. Roles and responsibilities
3. Resources
4. Online safety
5. Safeguarding
6. Data protection
7. Marking and feedback
8. Health and safety
9. School day and absence
10. Communication
11. Monitoring and review

## Appendix

- a. Remote Learning During the Coronavirus (COVID-19) Pandemic



## STATEMENT OF INTENT

All of our schools in The Black Pear Trust, we understand the need to continually deliver high quality education, including during periods of remote learning – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

Through the implementation of this policy, we aim to address the key concerns associated with remote learning, such as online safety, access to educational resources, data protection, and safeguarding.

This policy aims to:

- Minimise the disruption to pupils' education and the delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high quality learning resources.
- Protect pupils from the risks associated with using devices connected to the internet.
- Ensure staff, parent, and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.

Signed by:

\_\_\_\_\_ **Headteacher**

Date: \_\_\_\_\_

\_\_\_\_\_ **Chair of governors**

Date: \_\_\_\_\_



## 1. LEGAL FRAMEWORK

- 1.1 This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:
- Equality Act 2010
  - Education Act 2004
  - The General Data Protection Regulation (GDPR)
  - Data Protection Act 2018
  - This policy
  - DfE (2020) 'Keeping children safe in education'
  - DfE (2019) 'School attendance'
  - DfE (2018) 'Health and safety: responsibilities and duties for schools'
  - DfE (2018) 'Health and safety for school children'
  - DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
  - DfE (2016) 'Children missing education'
- 1.2 This policy operates in conjunction with the following school policies:
- Safeguarding Policy including Child Protection Policy
  - Data Protection Policy
  - Special Educational Needs and Disabilities (SEND) Policy
  - Behaviour Policy
  - Accessibility Plan
  - Teaching and Learning Guidance including feedback
  - Online Safety Policy
  - Health and Safety Policy
  - Attendance Policy
  - Remote Learning Acceptable Use Agreement
  - ICT Acceptable Use Agreement
  - Staff Code of Conduct
  - Children Missing Education Policy



## 2 ROLES AND RESPONSIBILITIES

2.3 The **trustee board** is responsible for:

- Ensuring that each school has robust risk management procedures in place.
- Ensuring that each school has a business continuity plan in place, where required.
- Evaluating the effectiveness of each school's remote learning arrangements.

2.4 The **headteacher** is responsible for:

- Ensuring that staff, parents and pupils adhere to the relevant policies at all times.
- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.
- Overseeing that each school has the resources necessary to action the procedures in this policy.
- Reviewing the effectiveness of this policy on an annual basis and communicating any changes to staff, parents, and pupils.
- Arranging any additional training staff may require to support pupils during the period of remote learning.
- Conducting reviews on a regularly basis of the remote learning arrangements to ensure pupils' education does not suffer.

2.5 The **CEO** is responsible for:

- Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes, in collaboration with the headteachers.
- Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning.
- Ensuring that pupils identified as being at risk are provided with necessary information and instruction, as required.
- Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.

2.6 The **DPO** is responsible for:

- Overseeing that all school-owned electronic devices used for remote learning have adequate anti-virus software and malware protection.
- Ensuring all staff, parents, and pupils are aware of the data protection principles outlined in the GDPR.
- Ensuring that all computer programs used for remote learning are compliant with the GDPR and the Data Protection Act 2018.
- Overseeing that any ICT equipment used for remote learning is resilient and can efficiently recover lost data.

2.7 The **DSL** is responsible for:



- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Liaising with the Black Pear Trust ICT technicians to ensure that all technology used for remote learning is suitable for its purpose and will protect pupils online.
- Identifying vulnerable pupils who may be at risk if they are learning remotely.
- Ensuring that child protection plans are enforced while the pupil is learning remotely, and liaising with the headteachers and other organisations to make alternate arrangements for pupils who are at a high risk, where required.
- Identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place.
- Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote working. Ensuring all safeguarding incidents are adequately recorded and reported.

2.8 The **SENDCO** is responsible for:

- Liaising with the BPT ICT technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteachers and other organisations to make any alternate arrangements for pupils with EHC plans, IPMs and IHPs.
- Identifying the level of support or intervention that is required while pupils with SEND learn remotely.
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.

2.9 The **Trust Business Officer** is responsible for:

- Arranging the procurement of any equipment or technology required for staff to teach remotely and for pupils to learn from home.
- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.

2.10 The **Black Pear Trust ICT technicians** are responsible for:

- Ensuring that all school-owned devices used for remote learning have suitable anti-virus software installed, have a secure connection, can recover lost work, and allow for audio and visual material to be recorded, where required.
- Ensuring that any programs or networks used for remote learning can effectively support a large number of users at one time, where required, e.g. undertaking 'stress' testing.



- Working with the SENDCO to ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff.
- 2.11 **Staff members** are responsible for:
- Adhering to this policy at all times during periods of remote learning.
  - Reporting any health and safety incidents to the Trust Business Officer and asking for guidance as appropriate.
  - Reporting any safeguarding incidents to the DSL and asking for guidance as appropriate.
  - Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
  - Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the headteachers.
  - Reporting any defects on school-owned equipment used for remote learning to an BPT ICT technicians.
  - Adhering to the Staff Code of Conduct at all times.
- 2.12 Parents are responsible for:
- Adhering to this policy at all times during periods of remote learning.
  - Ensuring their child is available to learn remotely at the times set out in paragraphs [9.1](#) and [9.2](#) of this policy, and that the schoolwork set is completed on time and to the best of their child's ability.
  - Reporting any technical issues to the school as soon as possible.
  - Ensuring that their child always has access to remote learning material during the times set out in paragraphs [9.1](#) and [9.2](#).
  - Reporting any absence in line with the terms set out in paragraph [9.6](#).
  - Ensuring their child uses the equipment and technology used for remote learning as intended.
  - Adhering to the [Parent Code of Conduct](#) at all times.
- 2.13 Pupils are responsible for:
- Adhering to this policy at all times during periods of remote learning.
  - Ensuring they are available to learn remotely at the times set out in paragraphs [9.1](#) and [9.2](#) of this policy, and that their schoolwork is completed on time and to the best of their ability.
  - Reporting any technical issues to [homelearning@carnforth.org](mailto:homelearning@carnforth.org), [homelearning@hollymountschool.org](mailto:homelearning@hollymountschool.org) or [homelearning@stgprimary.org](mailto:homelearning@stgprimary.org) as soon as possible.
  - Ensuring they have access to remote learning material and notifying a responsible adult if they do not have access.
  - Notifying a responsible adult if they are feeling unwell or are unable to complete the schoolwork they have been set.
  - Ensuring they use any equipment and technology for remote learning as intended.



- Adhering to the Behaviour Policy at all times.

### 3. RESOURCES

#### Learning materials

- 3.1 The school will accept a range of different teaching methods during remote learning to help explain concepts and address misconceptions easily. For the purpose of providing remote learning, the school may make use of:
- Work booklets
  - Email
  - Past exam papers
  - Current online learning portals
  - Educational websites
  - Reading tasks
  - Live tutorials
  - Pre-recorded video or audio lessons
  - <https://classroom.thenational.academy/>
- 3.2 Teachers will review the DfE's list of ONLINE EDUCATION RESOURCES and utilise these tools as necessary, in addition to existing resources.
- 3.3 Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning.
- 3.4 Teachers will ensure the programmes chosen for online learning have a range of accessibility features, e.g. voice-to-text conversion, to support pupils with SEND.
- 3.5 Each school recognises that interactive lessons are most effective in aiding pupils' motivation and academic progression and, to this effect, teachers will ensure they regularly recreate aspects of in-person interactivity, e.g. live classes with questioning, eliciting and reflective discussion, to the best of their ability.
- 3.6 Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning.
- 3.7 Each school will review the resources pupils have access to and adapt learning to account for all pupils needs by using a range of different formats, e.g. providing work on PDFs which can easily be printed from a mobile device.
- 3.8 Work packs will be made available for pupils who do not have access to a printer – these packs can be collected from school.
- 3.9 Teaching staff will liaise with the SENDCO and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period.





- 3.10 The SENDCO will arrange additional support for pupils with SEND which will be unique to the individual's needs, e.g. via weekly phone calls.
- 3.11 Any issues with remote learning resources will be reported as soon as possible to the relevant member of staff.
- 3.12 Pupils will be required to use their own or family-owned equipment to access remote learning resources, unless the school agrees to provide or loan equipment, e.g. laptops.
- 3.13 For pupils who cannot access digital devices at home, the school will, where possible, apply for technology support through their LA and the DfE where appropriate.
- 3.14 Pupils and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources.
- 3.15 Teaching staff will oversee academic progression for the duration of the remote learning period and will provide feedback on work in line with SECTION 7 of this policy.
- 3.16 The arrangements for any 'live' classes, e.g. webinars, will be communicated via email no later than one day before the allotted time and kept to a reasonable length of no more than one hour per session.
- 3.17 The BPT ICT technicians are not responsible for providing technical support for equipment that is not owned by the school.

## Food Provision

- 3.18 The school will signpost parents via the website towards additional support for ensuring their children continue to receive the food they need, e.g. food banks.
- 3.19 Where applicable, the school **may** provide the following provision for pupils who receive FSM:
  - Keeping the school canteen open during lunchtimes
  - Making food hampers available for delivery or collection
  - Providing vouchers to families

## Costs and expenses

- 3.20 The school will not contribute to any household expenses incurred while pupils learn remotely, e.g. heating, lighting, or council tax.
- 3.21 The school will not reimburse any costs for travel between pupils' homes and the school premises.
- 3.22 The school will not reimburse any costs for childcare.



- 3.23 If a pupil is provided with school-owned equipment, the pupil and their parent will sign and adhere to the Technology Acceptable Use Agreement prior to commencing remote learning.

## 4. ONLINE SAFETY

- 4.1 This section of the policy will be enacted in conjunction with the school's Online Safety Policy.
- 4.2 Where possible, all interactions will be textual and public.
- 4.3 All staff and pupils using video communication through Teams must:
- Communicate in groups – one-to-one sessions are not permitted.
  - All video calls will be recorded
  - Teachers will instruct pupils to keep their cameras disabled and will ensure theirs are turned off at all times
  - At least two members of staff available for all video calls.
  - Wear suitable clothing – this includes others in their household.
  - Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms, are not permitted during video communication.
  - Use appropriate language – this includes others in their household.
  - Maintain the standard of behaviour expected in school.
  - Use the necessary equipment and computer programs as intended.
  - Not record, store, or distribute video material without permission.
  - Always remain aware that they are visible.
- 4.4 All staff and pupils using audio communication must:
- Use appropriate language – this includes others in their household.
  - Maintain the standard of behaviour expected in school.
  - Use the necessary equipment and computer programs as intended.
  - Not distribute audio material without permission.
  - Ensure they have a stable connection to avoid disruption to lessons.
  - Always remain aware that they can be heard.
- 4.5 The school will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for pupils with SEND. This will be decided and approved by the SLT, in collaboration with the SENDCO.
- 4.6 Pupils not using devices or software as intended will be disciplined in line with the Behaviour Policy.



- 4.7 Each school will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.
- 4.8 Each school has consulted with parents prior to the period of remote learning about what methods of delivering remote teaching are most suitable – alternate arrangements will be made where necessary.
- 4.9 Each school will ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required.
- 4.10 Each school will communicate to parents via letter, school website, Facebook and email about any precautionary measures that need to be put in place if their child is learning remotely using their own/family-owned equipment and technology, e.g. ensuring that their internet connection is secure.
- 4.11 During the period of remote learning, the school will maintain regular contact with parents to:
- Reinforce the importance of children staying safe online.
  - Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.
  - Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
  - Direct parents to useful resources to help them keep their children safe online.
- 4.12 The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the school.

## 5. SAFEGUARDING

- 5.1 This section of the policy will be enacted in conjunction with the school's Safeguarding Policy including child protection, which has been updated to include safeguarding procedures in relation to remote working.
- 5.2 The DSL and headteacher of each school will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.
- 5.3 The DSL of each school will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning.
- 5.4 Phone calls made to vulnerable pupils will be made using school phones where possible.
- 5.5 The DSL of each school will arrange for regular contact with vulnerable pupils once per week at minimum, with additional contact, including home visits, arranged where required.



- 5.6 All contact with vulnerable pupils will be recorded on paper and suitably stored in line with the Records Management Guidance (Data Protection Policy).
- 5.7 The DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.
- 5.8 Vulnerable pupils will be provided with a means of contacting the DSL, their deputy, or any other relevant member of staff – this arrangement will be set up by each school's DSL prior to the period of remote learning.
- 5.9 Each school's DSL will meet (in person or remotely) with the relevant members of staff once per week to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.
- 5.10 All members of staff will report any safeguarding concerns to the DSL immediately following school procedures.
- 5.11 Pupils and their parents will be encouraged to contact the DSL if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying. The school will also signpost families to the practical support that is available for reporting these concerns.

## 6. DATA PROTECTION

- 6.1 This section of the policy will be enacted in conjunction with the Trust's Data Protection Policy.
- 6.2 Staff members will be responsible for adhering to the GDPR when teaching remotely and will ensure the confidentiality and integrity of their devices at all times.
- 6.3 Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.
- 6.4 Any data that is transferred between devices will be suitably encrypted or have other data protection measures in place so that if the data is lost, stolen, or subject to unauthorised access, it remains safe until recovered.
- 6.5 Parents' and pupils' up-to-date contact details will be collected prior to the period of remote learning.
- 6.6 All contact details will be stored in line with the Data Protection Policy and retained in line with the Records Management Guidance.
- 6.7 The school will not permit paper copies of contact details to be taken off the school premises.
- 6.8 Pupils are not permitted to let their family members or friends use any school-owned equipment which contains personal data.



- 6.9 Any breach of confidentiality will be dealt with in accordance with each school's Confidentiality Policy and Data Protection Policy.
- 6.10 Any intentional breach of confidentiality will be dealt with in accordance with each school's Behaviour Policy or the Disciplinary Policy and Procedure.

## 7. FEEDBACK

- 7.1 All schoolwork completed through remote learning must be:
- Returned when finished to the relevant member of teaching staff.
  - Returned on or before the deadline set by the relevant member of teaching staff.
  - Completed to the best of the pupil's ability.
  - The pupil's own work.
  - Pupils will receive appropriate feedback
- 7.2 The school expects pupils and staff to maintain a good work ethic during the period of remote learning.
- 7.3 Pupils are accountable for the completion of their own schoolwork – teaching staff will contact parents via telephone if their child is not completing their schoolwork or their standard of work has noticeably decreased.
- 7.4 Teaching staff will monitor the academic progress of pupils with and without access to the online learning resources and discuss additional support or provision with the headteacher/head of school as soon as possible.
- 7.5 Teaching staff will monitor the academic progress of pupils with SEND and discuss additional support or provision with the SENDCO as soon as possible.
- 7.6 Each school accepts a variety of formative assessment and feedback methods, e.g. through quizzes and other digital tools from teachers, and will support them with implementing these measures for remote learning where possible.
- 7.7 Each school will log participation and pupil engagement with remote education, as well as motivation levels and progress, and this will be reported to parents via formal regular reports or, if there is a concern, individually via telephone.
- 7.8 Each school will consider ways to use feedback to secure consistent engagement with remote material, e.g. introducing a newsletter sent to parents and pupils which displays exemplary work and rewards engagement or outcomes.

## 8. HEALTH AND SAFETY

- 8.1 This section of the policy will be enacted in conjunction with each school's Health and Safety Policy.
- 8.2 Teaching staff and BPT ICT technicians will ensure pupils are shown how to use the necessary equipment and technology safely and correctly prior to the period of remote learning.



- 8.3 If using electronic devices during remote learning, pupils will be encouraged to take screen breaks throughout the day in conjunction with the wellbeing guidance.
- 8.4 Screen break frequency will be adjusted for younger pupils or pupils with medical conditions or behaviour needs who require more frequent screen breaks.
- 8.5 If any incidents or near-misses occur in a pupil's home, they or their parents are required to report these to the class teacher or other relevant member of staff immediately so that appropriate action can be taken.

## 9. SCHOOL DAY AND ABSENCE

- 9.1 Pupils will be present for remote learning by 9:00am and cease their remote learning at 3:00pm from Monday to Friday, with the exception of breaks and lunchtimes, as outlined in paragraph 9.2.
- 9.2 Breaks and lunchtimes will take place at the following times each day:
  - Morning break will take place at **10:30am** until **10:45am**.
  - Lunchtime will take place between **12:00pm** and **12:45pm**.
  - Afternoon break will take place at **2:00pm** until **2:15pm**.

The teacher will provide a weekly timetable at least the day before, outlining times for video calls, assignment deadlines and teacher availability. Here is a timetable example

	9:00 – 10:00		10:15 – 11:15		11:15 – 11:30	11:30 – 12:30		12:30 – 1:15	1:30 – 2:00	2:30 – 3:00
<b>Monday</b>	Introduction to the week	Reading tutorial and activity	English tutorial	English activity	Break	Maths tutorial	Maths activity	Lunch	Feedback group 1	Feedback group 5
<b>Tuesday</b>	Reading tutorial	Independent reading activity	English tutorial	English activity		Maths tutorial	Maths activity		Feedback group 2	Feedback group 3
<b>Wednesday</b>	Reading tutorial	Independent reading activity	English tutorial	English activity		Maths tutorial	Maths activity		Feedback group 3	Feedback group 4
<b>Thursday</b>	Reading tutorial	Independent reading activity	English tutorial	English activity		Maths tutorial	Maths activity		Feedback group 4	Feedback group 2
<b>Friday</b>	Reading tutorial	Independent reading activity	English tutorial	English activity		Maths tutorial	Maths activity		Feedback group 5	Feedback group 1

- 9.3 Pupils are not expected to do schoolwork during the times outlined in paragraph
- 9.4 Pupils with SEND or additional medical conditions who require more regular breaks, e.g. sensory breaks, are not expected to do schoolwork during their breaks.



- 9.5 Pupils who are unwell are not expected to be present for remote working until they are well enough to do so.
- 9.6 Parents will inform their school office no later than 8:30am if their child is unwell.
- 9.7 Each school will monitor absence and lateness in line with the Attendance Policy.

## 10. COMMUNICATION

- 10.1 Each school will ensure adequate channels of communication are arranged in the event of an emergency.
- 10.2 Each school will communicate with parents via letter and the school website about remote learning arrangements as soon as possible.
- 10.3 The headteacher/head of school will communicate with staff as soon as possible via email about any remote learning arrangements.
- 10.4 Members of staff involved in remote teaching will ensure they have a working mobile device that is available to take phone calls during their agreed working hours.
- 10.5 Each school understands that pupils learning remotely have the right to privacy out-of-hours and should be able to separate their school and home lives – communication is only permitted during school hours.
- 10.6 The headteacher/head of school will contact each member of staff at least once per week via phone call or Teams.
- 10.7 As much as possible, all communication with pupils and their parents will take place within the school hours outlined in SECTION 9.
- 10.8 Families will have verbal contact with a member of teaching staff at least once per week via **Teams or phone call**.
- 10.9 Parents and pupils will inform the relevant member of staff as soon as possible if schoolwork cannot be completed.
- 10.10 Issues with remote learning or data protection will be communicated to the **pupils' teacher** as soon as possible so they can investigate and resolve the issue.
- 10.11 The **pupils' teacher** will keep parents and pupils informed of any changes to the **remote learning arrangements or the schoolwork set**.
- 10.12 **The headteacher will review the effectiveness of communication on a weekly basis and ensure measures are put in place to address gaps or weaknesses in communication.**

## 11. MONITORING AND REVIEW



- 11.1 This policy will be reviewed on an **annual** basis by the **headteacher/ head of school and Trustees**.
- 11.2 Any changes to this policy will be communicated to all members of staff and other stakeholders.





## REMOTE LEARNING DURING THE CORONAVIRUS (COVID-19) PANDEMIC

Within the ever-changing circumstances we are currently living through, we must be prepared for local restrictions. If local restrictions apply, each school will implement provision for remote learning in order to take every effort to ensure pupils do not miss out on education. We will ensure that our curriculum is inclusive and accessible to all. This policy annex outlines additional measures that will be implemented for delivering remote learning during the pandemic.

### 1. Legal framework

1.1 This policy has due regard to all relevant legislation, statutory and good practice guidance including, but not limited to, the following:

- DfE (2020) 'Safeguarding and remote education during coronavirus (COVID-19)'
- DfE (2020) 'Adapting teaching practice for remote education'
- DfE (2020) 'Guidance for full opening: schools'
- DfE (2020) 'Get help with technology during coronavirus (COVID-19)'
- DfE (2020) 'Get laptops and tablets for children who cannot attend school due to coronavirus (COVID-19)'
- DfE (2020) 'How schools can plan for tier 2 local restrictions'
- DfE (2020) 'Laptops, tablets and 4G wireless routers provided during coronavirus (COVID-19)'
- Department of Health & Social Care (2020) 'COVID-19 contain framework: a guide for local decision makers'
- **[New]** DfE (2020) 'Remote education good practice'
- **[New]** DfE (2020) The Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction

1.2 The CEO/headteacher, in collaboration with the Trustees, will ensure the school follows the legal obligations regarding remote education, as outlined in The Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction. This includes:

- Providing remote education to all pupils of compulsory school age.
- Providing remote education to pupils below compulsory school age who would usually be taught in a class with pupils of compulsory school age, e.g. Reception children.
- Providing remote education where it would be unlawful, or contrary to guidance issued from public authorities, for a pupil to travel to or attend the school.
- Having regard to government guidance issued regarding the delivery of remote education, e.g. the DfE's 'Guidance for full opening: schools'.

### 2. Contingency planning

2.1 The school will work closely with the LA and health and safety advisors, MBHS, to ensure the premises is COVID-secure, and will complete all necessary risk assessments – results of the opening risk assessment will be published on the school's website.



- 2.2 Each school will work closely with the local health protection team (LORT) when local restrictions apply and implement the provisions set within the Coronavirus (COVID-19): Contingency Plan.
- 2.3 Each school will communicate its contingency plans for local restrictions with parents, including which pupils it will remain open to and which pupils will receive remote education.
- 2.4 Each school will ensure that remote learning training is regularly refreshed for teachers, and that appropriate trouble-shooting support is available when needed, so the transition from in-person to remote teaching can be as seamless as possible if required.
- 2.5 If local restrictions are not applied, but a single class or 'bubble' needs to self-isolate, each school will immediately implement remote learning for that group as required.
- 2.6 The level of remote learning provision required will be based on the government's four tiers of local restrictions. Where there are no local restrictions in place, these tiers will not apply. Each school will remain fully open to all those not required to self-isolate.

#### **Tier 1 local restrictions**

- 2.7 Each school will remain open if tier 1 restrictions are in place, and remote learning will not be provided at this time.

#### **Tier 2 local restrictions**

- 2.8 Each school will remain open if tier 2 restrictions are in place, and remote learning will not be provided at this time.

#### **Tier 3 local restrictions**

- 2.9 Each school will remain open if tier 3 restrictions are in place, and remote learning will not be provided at this time.

#### **Tier 4 local restrictions**

- 2.10 Each school will limit on-site attendance to just vulnerable pupils and children of critical workers. All other pupils will receive remote education in line with section 3 of this appendix.

### **3. Teaching and learning**

- 3.1 Each school will ensure staff and pupils follow the school's Online Safety Policy when working and learning remotely.
- 3.2 All pupils will have access to high-quality education when learning remotely.



- 3.3 Each school will prioritise factors that have been found to increase the effectiveness of remote education. These include, but are not limited to:
- Ensuring pupils receive clear explanations.
  - Supporting growth in confidence with new material through scaffolded practice.
  - Application of new knowledge or skills.
  - Enabling pupils to receive feedback on how to progress.
- 3.4 Each school will ensure that teaching meets the needs of its pupils
- 3.5 Teachers will ensure that a portion of their lessons are designed to promote interactivity amongst pupils and between pupils and staff, e.g. live lessons or use of the 'chat' function on meeting software, to lessen feelings of isolation and to promote pupil progress and motivation.
- 3.6 Teachers will ensure lessons are inclusive for all pupils and can be adapted to account for the needs of disadvantaged pupils and pupils with SEND.
- 3.7 When teaching pupils who are working remotely, teachers will:
- Set assignments so that pupils have meaningful and ambitious work each day.
  - Deliver a planned, coherent and well-sequenced curriculum which allows skills to be built incrementally.
  - Provide frequent, clear explanations of new content through high-quality curriculum resources, including through educational videos.
  - Assess progress by using questions and other suitable tasks and be clear on how regularly work will be checked.
  - Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.
- 3.8 All provisions for remote learning will be subject to the class group's age, ability and/or any SEND.
- 3.9 In exceptional circumstances, the school may reduce its curriculum offering to enable pupils to cope with the workload – the headteacher/head of school will assess this need, keeping pupils' best interests in mind, and will not take the decision lightly.
- 3.10 Teachers will continue to make use of formative assessments throughout the academic year, e.g. quizzes.
- 3.11 Each school recognises that certain subjects are more difficult to teach remotely, e.g. music, sciences and physical education. Teachers will provide effective substitutes for in-person teaching such as video demonstrations.
- 3.12 Pupils will be encouraged to take regular physical exercise to maintain fitness, and time will be allocated within the school week for pupils to focus on this.



- 3.13 Each school will remain mindful of families who do not have access to the resources required for remote education, and will ensure that an up-to-date record of which pupils do not have appropriate devices or internet access is maintained.
- 3.14 The school will utilise the support available through the DfE's 'Get help with technology during coronavirus (COVID-19)' scheme.
- 3.15 Under the scheme, the school can order laptops, tablets and 4G wireless routers to support the following groups of pupils if they do not have access to a digital device or the internet through other means:
- Pupils in Years 3 to 6
  - Clinically extremely vulnerable pupils across all year groups who are shielding or self-isolating in line with government advice
  - Pupils in all year groups who are unable to access remote education whilst attending school on a hospital site
- 3.16 Before distributing devices, the school will ensure:
- The devices are set up to access remote education.
  - Appropriate safeguarding controls and support are in place to help pupils use the devices safely.
- 3.17 Once devices are ready for collection, the school will either arrange for them to be collected by pupils or their parents from school, or delivered to pupils' homes, ensuring infection control measures are adhered to as part of this process.
- 3.18 Each school will approach remote learning in a flexible manner where necessary, e.g. ensuring that lessons, live or otherwise, are recorded to accommodate contexts where pupils have to share a single device within the home.
- 3.19 Where live lessons are recorded, the school will ensure all recording procedures have due regard for the relevant data protection legislation, including the Data Protection Act 2018 and the General Data Protection Regulation.
- 3.20 Each school will maintain good communication with parents to ensure that parents are aided in supporting their child's remote education.

#### **4. Returning to school**

- 4.1 The headteacher/head of school will work with the LA to ensure pupils who have been learning remotely only return to school when it is safe for them to do so.
- 4.2 After a period of self-isolation, or the lessening of local restriction rules, the headteacher/head of school will inform parents when their child will return to school.



- 4.3 The headteacher/head of school will listen to all concerns that parents may have about their child returning to school and will advise them of the measures in place to ensure the safety of their child.

## **5. Monitoring and review**

- 5.1 This policy annex will be reviewed in line with any updates to government guidance.
- 5.2 All changes to the policy will be communicated to relevant members of the school community.



# The Black Pear Trust

## REMOTE LEARNING GUIDANCE

<b>Approved by:</b>		<b>Date:</b>
<b>Last reviewed on:</b>		
<b>Next review due by:</b>		



## STATEMENT OF INTENT

Within the ever-changing circumstances we are currently living through, we must be prepared for local lockdowns. In the event of a local lockdown, then all of the schools in The Black Pear Trust will implement provision for remote learning to ensure pupils never miss out on education. We will ensure that our curriculum is inclusive and accessible to all.

All of our schools in The Black Pear Trust understand the need to continually deliver high quality education, including during periods of remote working – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support their need to succeed.

Through the implementation of this policy, we aim to address the key concerns associated with remote working, such as online safety, access to educational resources, data protection, and safeguarding.

This policy aims to:

- Minimise the disruption to pupils' education and the delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high quality learning resources.
- Protect pupils from the risks associated with using devices connected to the internet.
- Ensure staff, parent, and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.



## EXPECTATIONS PRIOR TO REMOTE LEARNING

To ensure a secure understanding of how to access work assigned during isolation periods, the following must have been already achieved:

- All children will have been shown how to access and use the relevant internet platforms and computer programmes (e.g. Teams, Microsoft Word etc.) in school prior to any remote learning at an age appropriate level.
- All children and parents will have read and signed the school's acceptable use agreement.
- Letters will be sent home prior to isolation period explaining to parents the expectations and how to access the relevant programmes.
- If a child is unwell, the parent/guardian should contact the school to let them know. Pupils are not expected to complete school work if they are unwell.

## ONLINE SAFETY AND SAFEGUARDING

- All remote learning will adhere to the trust's Online Safety and Safeguarding policies. All pupils and parents/guardians will have already read and signed the school's acceptable use policy. Parents will be asked to ensure parental controls are set appropriately and that the internet is restricted for their child's safety. To safeguard pupils and staff, all video calls will be recorded, pupil and staff cameras will be disabled and there will always be two members of staff present.
- All families will receive a phone call if a bubble is required to isolate.
- Families who are considered to be vulnerable will be contacted more frequently based on their needs. This will be carried out either by the DSL or class teacher.

## ACCESSING ASSIGNMENTS

- As assignments and online tutorials will be provided through Microsoft Teams, all remote learning will be accessible on any electronic device. The trust will utilise the support available through the DfE's 'Get help with technology during coronavirus (COVID-19)' scheme (only available for years 3-6) where necessary. Pupils may be provided with a school device if they do not have a device at home or are awaiting a device from the DfE with the expectation that the device is returned to school at the end of the isolation period in the same condition.





## TEACHING AND LEARNING

- All pupils will have access to high-quality education when remote working. Teachers will:
  - Ensure lessons are inclusive for all pupils and can be adapted to account for the needs of pupils with SEND.
  - Set assignments ensuring pupils have meaningful and ambitious work each day.
  - Ensure the curriculum is planned and delivered in a coherent and well-sequenced way, allowing skills to be built progressively.
  - Adjust assignments based on the response to questions and rate of pupil progress. Where necessary, revising material or simplifying explanations may be needed to secure pupil understanding.
  - English, Reading and Maths will be taught daily through video tutorials alongside assigned work set every morning.
  - Foundation subjects will be taught through project-based work, which will be provided in the afternoons.
  - Pupils will be expected to complete the assigned work each day and show evidence of their work to their class teacher through Teams.
  - If a pupil is having any technical issues, they should contact the class teacher via Teams or phone.
  - The teacher will provide a weekly timetable at least the day before, outlining times for video calls, assignment deadlines and teacher availability. Here is a timetable example:

	9:00 – 10:00		10:15 – 11:15		11:15 – 11:30	11:30 – 12:30		12:30 – 1:15	1:30 – 2:00	2:30 – 3:00
<b>Monday</b>	Introduction to the week	Reading tutorial and activity	English tutorial	English activity	Break	Maths tutorial	Maths activity	Lunch	Feedback group 1	Feedback group 5
<b>Tuesday</b>	Reading tutorial	Independent reading activity	English tutorial	English activity		Maths tutorial	Maths activity		Feedback group 2	Feedback group 3
<b>Wednesday</b>	Reading tutorial	Independent reading activity	English tutorial	English activity		Maths tutorial	Maths activity		Feedback group 3	Feedback group 4
<b>Thursday</b>	Reading tutorial	Independent reading activity	English tutorial	English activity		Maths tutorial	Maths activity		Feedback group 4	Feedback group 2
<b>Friday</b>	Reading tutorial	Independent reading activity	English tutorial	English activity		Maths tutorial	Maths activity		Feedback group 5	Feedback group 1

- The timetable is a guide, time duration may vary due to year group and needs of the children.
- All children will be expected to attend the English, Reading and Maths tutorials in the morning and their specified feedback session two afternoons a week.
- If a child needs further support, they can remain on the video call at the end of a tutorial to ask their questions.
- All assignments will be set no later than 8:30am that morning.



## MARKING AND FEEDBACK

- Teachers are not expected to mark assignments unless they feel it is necessary but must monitor the work the children are handing in.
- Teachers must address misconceptions and give verbal feedback to each child during group feedback sessions.
- Teachers must be available to answer any questions and support any children that are struggling within the school day. There will be an opportunity after each tutorial to answer any questions.
- The teacher will group the children for their feedback video calls according to their needs.

## BEHAVIOUR MANAGEMENT

All staff and pupils are expected to maintain the standard of behaviour expected in school and should adhere to the trust's behaviour policy at all times. Staff will establish high expectations and award house points/rainbow points to encourage and reward positive working attitudes and quality of work. If a teacher has a concern about a child's attendance or failure to hand-in any work, the teacher will phone home to discuss these concerns with the parent/guardian.

## PARENTS CODE OF CONDUCT

Parents will be expected to ensure their children complete the work set by the class teacher. If their child is unwell, they need to contact school before 8:30am that morning. If they need to contact the class teacher, this must happen within the school day (9am – 3pm).

## ISOLATING A CHILD FROM SCHOOL

If a child is required to self-isolate but their bubble is still continuing at school, the child will be provided with a CPG Reading, Writing and Maths book. The class teacher will direct the child towards the pages/unit that they would like the child to focus on. The school's behaviour specialist, Sue Paul, will contact each child for a welfare check and to ensure the child is completing the work assigned.

## SEND SUPPORT

- All children will receive additional resources for their intervention.
- Some children with SEND support may have individualised work for them.
- If the child's bubble isolates:
- SEND support children will access year group work with appropriate differentiation
- If only the child isolates but the bubble remains in school:
- Receive age appropriate booklet
- Resources will be sent home to support specific intervention targets

## EHCP CHILDREN

- All children will receive additional resources for their intervention
- If the child's bubble isolates:
- Receive printed work that is appropriate to their needs
- If only the child isolates but the bubble remains in school:



- Personalised online work
- Tutorials will be available

## MONITORING AND REVIEW

This guidance will be reviewed on an annual basis by the Computing leader, headteacher and CEO.

This policy will also be reviewed in light of any changes to statutory guidance.

The CEO and Headteacher/Head of school of each school is responsible for approving this policy.

Any changes made to this guidance will be communicated to all staff, parents and, where necessary, pupils.