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Remote Education Policy

Aims

This policy is to ensure the ongoing education of [name of School] 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 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 unable to open due to a high number of staff off work due to Covid-19
- The school is otherwise 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.
- Wherever possible and reasonably practical, lessons will be taught live via Microsoft Teams and/or Google Classrooms, the Anthem-approved remote education platforms. Wherever possible and reasonably practical, these lessons will be delivered by the designated class teacher as per each student's timetable.

Remote educational provision

[Example text here, amend as necessary] For all students affected as above, we will provide access to a weekly timetable of remote education activities. Equivalent 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 highlight the core lessons students should aim to complete each day, whilst also providing stretch opportunities. 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 this school's remote education offer here:

[school to add link to relevant website/links]

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: [include or delete as appropriate]

- Ensuring all students complete an Anthem Remote Education Agreement prior to accessing the online learning platforms.
- Using form time to allow 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 students can access from home to support students with accessing MS Teams/Google Classroom.
- Letters and visual guides/videos sent home with instructions on how to access remote education.
- Weekly phone calls from form tutors/TAs/pastoral support staff to guide students through use of technology.
- Virtual information sharing events for parents.
- Proving practical support with technology where possible.

Roles and responsibilities

Teachers

When providing remote education, teachers will be available between [insert working hours here]. 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. [Adapt this if the procedure is different. If it's the same, you may still want to remind staff of the procedure here.]

When providing remote education, teachers are responsible for:

[please amend this section, see the remote education guidance for further information]

- Setting work – cover details such as:
 - who they need to provide work for, including if they may need to cover for other classes
 - the amount of work they need to provide
 - when this work needs to be set (e.g. 3pm the day before)
 - where work should be uploaded (e.g. school website, remote education platform) – cover any instructions for doing this if your staff are unfamiliar with the system
 - how they should co-ordinate with other teachers, including those teaching in school, to ensure consistency across the year/subject and to make sure pupils with limited access to devices can still complete the work.

(You may want to use this example and adapt for your setting:

- 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 a carefully planned lesson sequences.
- Providing feedback on work – cover details such as:
 - how they'll get access to completed work from pupils
 - how they're expected to share feedback with pupils
 - when they need to finish sharing feedback on completed work.

(You may want to use this example and adapt for your setting:

- 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.
- Keeping in touch with pupils who aren't in school and their parents – cover details such as:
 - if they're expected to make regular contact, and how they should do that if so (e.g. what medium or platform to use, like emails, phone calls or social media)
 - what expectations are on them for answering emails from parents and pupils (e.g. you could say that teachers shouldn't answer emails outside of working hours)
 - how they should handle any complaints or concerns shared by parents and pupils – for any safeguarding concerns, refer teachers to the section below
 - how to handle any behavioural issues, such as failing to complete work.

- Attending virtual meetings with staff, parents and pupils – cover details such as:
 - dress code
 - locations (e.g. avoid areas with background noise, nothing inappropriate in the background).

[If teachers will also be working in school, explain who will cover the responsibilities above during this time, or if they'll still need to provide remote education (and if so, whether there'd be any links between the in-school and remote provision – for example, streaming lessons in school to pupils learning remotely).]

Teachers must follow the Online Safety – Staff guidance.

Teaching assistants

When assisting with remote education, teaching assistants will be available between [insert working hours here].

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. [Adapt this if the procedure is different. If it's the same, you may still want to remind staff of the procedure here.]

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

[please amend this section, see the remote education guidance for further information]

Insert details of responsibilities. This could include:

- Supporting pupils who aren't in school with learning remotely – cover details such as:
 - which pupils they'll need to support
 - how they should provide support.
- Attending virtual meetings with teachers, parents and pupils – cover details such as:
 - dress code
 - locations (e.g. avoid areas with background noise, nothing inappropriate in the background).

If teaching assistants will also be working in school, where relevant explain who will cover the responsibilities above during this time.

Teaching assistants must follow the Online Safety – Staff guidance.

Subject leads

[We've used the term 'subject lead' here to refer to anyone co-ordinating subject provision across your school, but you may use another term like 'head of department' or 'head of subject'.]

Alongside their teaching responsibilities, subject leads are responsible for:

[please amend this section, see the remote education guidance for further information. Insert details, such as:]

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

Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

[please amend this section, see the remote education guidance for further information Insert details, such as:]

- Co-ordinating the remote education approach across the school – if you’ve assigned one member of staff to lead on this, highlight them here.
- Monitoring the effectiveness of remote education – explain how they’ll do this, such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents.
- Monitoring the security of remote education systems, including data protection and safeguarding considerations.

Designated safeguarding lead

The DSL is responsible for:

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[please amend this section, see the remote education guidance for further information]

IT staff

IT staff are responsible for:

[please amend this section, see the remote education guidance for further information]

- 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:

- 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 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 Anthem 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

Whenever possible and reasonably practical, schools will 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 and other live online school sessions protocol' will be followed.

Children with SEND

It is primarily the role of the SENCo [\[name and contact details\]](#) 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

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

Here are some suggested issues and the most likely points of contact, but adapt and add to this as needed:

- Issues in setting work – talk to the relevant subject lead or SENCo
- Issues with behaviour – talk to the relevant head of phase or 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
- If parents and/or students require support with gaining digital access at home, please speak to [name, contact]

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

[Include contact details above.]

Communication between staff and pupils/families must be through the authorised school systems above and not through 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.

If parents have any safeguarding concerns that need discussing, they should contact [name, contact details]. 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:

Explain:

- How they can access the data, such as on a secure cloud service or a server in your IT network.
- Which devices they should use to access the data – if you've provided devices, such as laptops, make staff use these rather than 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 [insert examples, 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:

- School 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
- Online Safety Policy for staff
- Online Safety Policy for parents and pupils
- [Anthem Remote Education Agreement or local alternative](#)
- Live teaching and other live online school sessions protocol