



HALES VALLEY TRUST

Lapal Primary School Remote Education Policy

Review Body:	Headteacher
Date:	September 2020
Review:	September 2021

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Statement of intent

At Hales Valley Trust we 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 all pupils have access to the learning resources and support they need to succeed.

Through the implementation of this policy, we aim to address 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 colleague, parent, and pupil data remains secure and is not lost or misused;
- Ensure robust safeguarding measures continue to be in effect during remote education.
- 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 education.

Legal framework

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);
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013;
- Data Protection Act 2018.

This policy has due regard to national guidance including, but not limited to, the following:

- DfE (2020) 'Keeping children safe in education';
- DfE (2019) 'School attendance';
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years';
- DfE (2018) 'Health and safety: responsibilities and duties for schools';
- DfE (2018) 'Health and safety for school children';
- DfE (2016) 'Children missing education'.

This policy operates in conjunction with the following school policies:

- Accessibility;
- Attendance;
- Behaviour Management;
- Child Protection;
- Data Protection;
- eSafety;
- Health and Safety Procedures;
- Acceptable Use Agreement;
- Loan of Equipment;
- Special Educational Needs and Disabilities (SEND);
- HVT Data Protection;
- HVT Employee Code of Conduct (Handbook);

Roles and responsibilities

The **Trust** is responsible for:

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

The **Headteacher** is responsible for:

- Ensuring colleagues, parents and pupils adhere to the relevant policies at all times;
- Ensuring there are arrangements in place for managing the risks associated with remote education;
- Ensuring there are arrangements in place for monitoring incidents associated with remote education that are reported to the school.
- Overseeing the 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 colleagues, parents, and pupils;
- Arranging any additional training colleagues may require to support pupils during the period of remote education;
- When remote education is in place, conducting reviews on a **weekly** basis to monitor the impact of arrangements of the quality of education.

The **Designated Safeguarding Lead** is responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the period of remote education;
- Liaising with the **IT Network Manager** to ensure that all technology used for remote education 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 **Headteacher** 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.

The **SENCO** is responsible for:

- Liaising with the **IT Network Manager** to ensure any technology used for remote education is accessible to all pupils and that reasonable adjustments are made where required;

- Ensuring 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;
- Identifying the level of support or intervention required while pupils with SEND learn remotely;
- Ensuring the provision put in place for pupils with SEND is monitored for effectiveness throughout the period of remote education.

The **Health and Safety Officer** is responsible for:

- Arranging the procurement of any equipment or technology required for colleagues to teach remotely and for pupils to learn from home;
- Ensuring value for money when arranging the procurement of equipment or technology;
- Ensuring the school has adequate insurance to cover all remote working arrangements.
- Ensuring the relevant health and safety risk assessments are carried out within the agreed timeframes, in collaboration with the **Headteacher**;
- Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote education;
- 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.

The **IT leader/Network Manager** is responsible for:

- Overseeing that all school-owned electronic devices used for remote education have adequate anti-virus software and malware protection;
- Overseeing that any ICT equipment used for remote education is resilient and can efficiently recover lost data.
- Ensuring any programs or networks used for remote education can effectively support a large number of users at one time, where required, e.g. undertaking ‘stress’ testing;
- Working with the **SENCO** to ensure that the equipment and technology used for learning remotely is accessible to all pupils and colleagues.

The **Data Protection Officer** is responsible for:

- 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 education are compliant with the GDPR and the Data Protection Act 2018.

Staff are responsible for:

- Adhering to this policy at all times during periods of remote education;
- Reporting any health and safety incidents to the Health and Safety Officer and asking for guidance as appropriate;
- Reporting any safeguarding incidents to the **Designated Safeguarding Lead** 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 education, to the **Headteacher**;
- Reporting any defects on school-owned equipment used for remote education to the **IT leader/Network Manager**;
- Adhering to the Staff Code of Conduct (Handbook) at all times.

Parents are responsible for:

- Adhering to this policy at all times during periods of remote education;
- Ensuring their child is available to learn remotely at the times set out in this policy and that the school work 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 their child always has access to remote education material during the times set out in this policy;
- Advise the school of any illness /absence which prevents their child from completing their learning via remote education;
- Ensuring their child uses the equipment and technology used for remote education as intended.

Pupils are responsible for:

- Adhering to this policy at all times during periods of remote education;
- Ensuring they are available to learn remotely at the times set out in this policy, and that their schoolwork is completed on time and to the best of their ability;
- Reporting any technical issues to their **teacher** as soon as possible;
- Ensuring they have access to remote education 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 education as intended;
- Adhering to the **Behaviour Policy** at all times.

Remote Education: Learning materials

The school will use a range of different teaching methods during remote education to help explain concepts and address misconceptions easily. For the purpose of providing remote education, the school may make use of:

- Microsoft Teams and Email;
- Current online learning portals;
- Educational websites;
- Pre-recorded video or audio lessons;
- Work booklets;
- Reading tasks;
- Past and mock exam papers.

Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote education.

Teachers will review the programmes chosen for online learning for the accessibility features available, e.g. voice-to-text conversion, to support pupils with SEND.

Lesson plans will be adapted to ensure the curriculum remains fully accessible and inclusive during the period of remote education.

The school will review the resources pupils have access to and adapt learning to account for the needs of pupils by using a range of different formats where possible, e.g. providing work on PDFs which can be viewed on a mobile device.

Work packs will be made available for pupils who do not have access to a device. These packs can be collected from school by a family member who is not required to isolate or can be sent via post.

Teachers will liaise with the **SENCO** and other relevant colleagues to ensure all pupils remain fully supported for the period of remote education.

The **SENCO** will arrange additional support for pupils with SEND which will be unique to the individual's needs, e.g. via weekly phone calls.

Any issues with remote education resources will be reported as soon as possible to the relevant member of staff e.g. **Curriculum Leader, SENCO**.

Pupils will be required to use their own or family-owned equipment to access remote education. For pupils who cannot access digital devices at home, the school will, where possible, apply for technology support through the DfE scheme.

Pupils and parents will be required to maintain the upkeep of any equipment they use to access remote education in line with the **Loan of Equipment agreement**

Teachers will oversee academic progression for the period of remote education and will mark and provide feedback on work in line with this policy.

The **IT leader/IT Network Manager** is not responsible for providing technical support for equipment not owned by the school.

Remote Support: Food

The school will signpost parents towards additional support for ensuring their children continue to receive the food they need, e.g. food banks.

Where applicable, the school may provide the following provision for pupils who receive FSM:

- Keeping the school canteen open during lunchtimes;
- Making food parcels available for delivery or collection;
- Providing vouchers to families.

Costs and expenses

- The school will not contribute to any household expenses incurred while pupils learn remotely, e.g. heating, lighting, or council tax;
- The school will not reimburse any costs for travel between pupils' homes and the school premises;
- The school will not reimburse any costs for childcare.
- If a pupil is provided with school-owned equipment, the pupil and their parent will sign and adhere to the **Loan of Equipment agreement** prior to commencing remote education.

Online safety

This section of the policy will be enacted in conjunction with the school's **Online Safety Policy**.

Where possible, all interactions will be textual and public. In the case of any video communication, all colleagues and pupils must:

- Communicate in groups – one-to-one sessions are not permitted (*where EHC plan pupils require individual programmes of support, parents are required to attend and support the session*);
- 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;
- Ensure they have a stable connection to avoid disruption to lessons;
- Always remain aware that they are visible.

In the case of any audio communication, all staff and pupils 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 record, store, or distribute audio material without permission;
- Ensure they have a stable connection to avoid disruption to lessons;
- Always remain aware that they can be heard.

The school will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for pupils with SEND, where one-to-one sessions already exist e.g. peripatetic music. This will be decided and approved by the **Headteacher**.

Pupils not using devices or software as intended will be disciplined in line with the **Behaviour Policy**.

The school will risk assess the technology used for remote education prior to use and ensure there are no privacy issues or scope for inappropriate use.

Where possible, the school will consult with parents prior to the period of remote education about what methods of delivery are most suitable – alternate arrangements will be made where necessary. If this is not possible, parental surveys will take place after the period of remote education.

The school will ensure all school-owned equipment and technology used for remote education 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.

The school will communicate to parents 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.

During the period of remote education, 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/peers 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.

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.

Safeguarding

This section of the policy will be enacted in conjunction with the school's **Child Protection and Safeguarding Policy**, which has been updated to include safeguarding procedures in relation to remote education.

The **Designated Safeguarding Lead** 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 education.

The **Designated Safeguarding Lead** will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote education, where possible.

Phone calls made to vulnerable pupils will be made using school phones, where possible.

The **Designated Safeguarding Lead** will arrange for regular contact with vulnerable pupils once per week at minimum, with additional contact, including home visits, arranged where required.

All contact with vulnerable pupils will be recorded on CPOMS and suitably stored.

The **Designated Safeguarding Lead** (or Deputy) will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote education, as required.

All home visits **must**:

- Have at least one suitably trained individual present;
- Be undertaken by no fewer than two members of staff;
- Be suitably recorded on CPOMS so the **Designated Safeguarding Lead** has access to them;
- Actively involve the pupil.

Vulnerable pupils will be provided with a means of contacting the **Designated Safeguarding Lead**, their deputy, or any other relevant colleague – this arrangement will be set up by the **Designated Safeguarding Lead** prior to the period of remote education. Children will be asked to record the school telephone number and the number for Childline in their school planner).

The **Designated Safeguarding Lead** will meet (in person or remotely) with the staff once per fortnight to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.

All members of staff will report any safeguarding concerns to the **Designated Safeguarding Lead** immediately.

Pupils and their parents will be encouraged to contact the **Designated Safeguarding Lead** 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.

Data protection

This section of the policy will be enacted in conjunction with the school's **Data Protection Policy**.

Staff will be responsible for adhering to the GDPR when teaching remotely and will always ensure the confidentiality and integrity of their devices.

Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote education.

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.

Parents' and pupils' up-to-date contact details will be collected prior to the period of remote education.

All contact details will be stored in line with the **Data Protection Policy**.

The school will not permit paper copies of contact details to be taken off the school premises.

Pupils are not permitted to let their family members or friends use any school-owned equipment which contains personal data.

Any breach of confidentiality will be dealt with in accordance with the school's **Data Protection Policy**.

Any intentional breach of confidentiality will be dealt with in accordance with the school's **Behavioural Management Policy** or the **Disciplinary Policy**.

Marking and feedback

All schoolwork completed through remote education must be:

- Finished when returned to the relevant teacher;
- Returned on or before the deadline set by the relevant teacher;
- Completed to the best of the pupil's ability;
- The pupil's own work;
- Marked in line with the **Feedback Policy**;
- Returned to the pupil, once marked, by an agreed date.

The school expects pupils and colleagues to maintain a good work ethic during the period of remote education.

Pupils are accountable for the completion of their own schoolwork – teachers will contact parents via **email/Parentmail** if their child is not completing their schoolwork or their standard of work has noticeably decreased.

Teachers 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** as soon as possible.

Teachers will monitor the academic progress of pupils with SEND and discuss additional support or provision with the **SENCO** as soon as possible.

The 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 education where possible.

Health and safety

This section of the policy will be enacted in conjunction with the school's **Health and Safety Procedures**.

Teachers, IT leaders and IT technicians will ensure pupils are shown how to use the necessary technology safely and correctly prior to the period of remote education, where possible.

If using electronic devices during remote education, pupils will be encouraged to take a **five-minute screen break every two hours**.

Screen break frequency will be adjusted to **five minutes** every **hour** for younger pupils or pupils with medical conditions who require more frequent screen breaks.

Where parents have concerns about online safety, or a pupil has accidentally viewed inappropriate material, parents are required to report these to the school in order for the school to offer support and take appropriate action. The school will also keep a log using the online safety incidents tab within CPOMS.

School day and absence

Pupils will be present for remote education by **9:00am** and cease their remote education at **3:00pm** from **Monday to Friday**, with the exception of breaks and lunchtimes.

Breaks and lunchtimes are at the parent's discretion but should total no more than 80 minutes a day a day for primary-aged pupils (*this should include a lunch and morning/afternoon break in addition to screen breaks*).

Pupils are not expected to do schoolwork during breaks and lunchtimes.

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.

Pupils who are unwell are not expected to be present for remote education until they are well enough to do so.

Parents will inform the school office no later than **9:30am** if their child is unwell and unable to engage in remote education. Contact can be made each morning via the school's telephone messaging service, or if the school is closed, via the school email address.

The school will monitor absence in line with the **Attendance Policy**, for example, where a bubble is isolating attendance will be monitored via the submission of work.

Communication

The school will ensure adequate channels of communication are arranged in the event of an emergency.

The school will communicate with parents via **email/parentmail (letter in specific cases)** and the **school website** about remote education arrangements, as soon as possible.

The **Headteacher** will communicate with staff as soon as possible via email, about any remote education arrangements.

Staff involved in remote education will ensure they have a working device that is available to receive emails or take phone calls during their agreed working hours.

The school understands 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.**

Staff will have contact with their line manager once per week.

As much as possible, all communication with pupils and their parents will take place within typical school hours.

Families will have contact with a teacher or tutor no less than once per fortnight which will include a conversation with the pupil.

Parents and pupils will inform the relevant member of staff as soon as possible if schoolwork cannot be completed.

Issues with remote education or data protection will be communicated to the **pupils' teacher** as soon as possible so they can investigate and resolve the issue.

The **pupils' teacher** will keep parents and pupils informed of any changes to the remote education arrangements or the schoolwork set.

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.

Monitoring and review

This policy will be reviewed on an annual basis by the **Headteacher**.

Any changes to this policy will be communicated to all colleagues and other stakeholders.

The next scheduled review date for this policy is **September 2020**

Appendix

Remote education During the Coronavirus (COVID-19) Pandemic

Within the ever-changing circumstances we are currently living through, we must be prepared for local lockdowns. In the event of a local lockdown, the school will implement provision for remote education to ensure pupils never miss out on education. We will ensure our curriculum is inclusive and accessible to all. This policy annex outlines how we will deliver remote education during the pandemic.

Legal framework

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 (COVID19)’;
- DfE (2020) ‘Adapting teaching practice for remote education’;
- DfE (2020) ‘Guidance for full opening: schools’;
- DfE (2020) ‘Get help with technology during coronavirus (COVID19)’;
- DfE (2020) ‘Get laptops and tablets for children who cannot attend school due to coronavirus (COVID19)’;
- DfE (2020) ‘Laptops, tablets and 4G wireless routers provided during coronavirus (COVID19)’.

Contingency planning

The school will open to all pupils at the start of the Autumn term, in line with national and local guidance.

The school will work to ensure the premises are ‘COVID-secure’, and will complete all necessary risk assessments – results of the opening risk assessment will be published on the school’s website as an Action Plan.

The school will work closely with the local Health Protection Team when entering a local lockdown or restrictions and implement the provisions set within their contingency plan.

The school will communicate its plan for a local lockdown with parents, including whether it will remain open to vulnerable pupils and children of critical workers, or if remote education will be applicable for all.

If there is not a local lockdown, but a single class or ‘bubble’ needs to self-isolate, the school will immediately implement remote education for that group.

Teaching and learning

All pupils will have access to high-quality education through remote education.

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.

When teaching pupils who are working remotely, teachers will:

- Set assignments so 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;
- Adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding;
- Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.

All provisions for remote education will be subject to the class group's age, ability and/or any SEND.

In exceptional circumstances, the school may reduce its curriculum offering to enable pupils to cope with the workload – the **Headteacher** will assess this need, keeping pupils' best interests in mind, and will not take the decision lightly.

Teachers will continue to make use of formative assessments throughout the academic year, e.g. quizzes.

The school will utilise the support available through the DfE's 'Get help with technology during coronavirus (COVID-19)' scheme.

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 11;
- Clinically extremely vulnerable children across all year groups who are shielding or self-isolating in line with government advice;
- Children in all year groups who are unable to access remote education whilst attending school on a hospital site.

Before distributing devices, the school will ensure:

- Devices are set up to access remote education;
- Appropriate safeguarding controls and support are in place to help pupils and their families use the devices safely.

Once devices are ready for collection, the school will either arrange for them to be collected by families from school or delivered to pupils' homes, ensuring infection control measures are adhered to as part of this process.

Returning to school

The **Headteacher** will work with the Local Authority to ensure pupils only return to school when it is safe for them to do so.

After a period of self-isolation, or the lessening of local lockdown rules, the **Headteacher** will inform parents when their child will return to school.

The **Headteacher** 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.

Monitoring and review

This policy annex will be reviewed in line with any updates to government guidance.

All changes to the policy will be communicated to relevant members of the school community.