



# EBORA ACADEMY TRUST

Policy Number

26NS

## Remote Teaching and Learning Policy

**Approved By:** CEO  
**Approval Date:** September 2020  
**Review Period:** Annually (or when required)  
**Review Date:** September 2021

**Date Created/updated:** September 2020

**Version Number:** 1

## 1. POLICY STATEMENT

This policy applies to all schools within Ebor Academy Trust, which includes any students on roll. This policy is reviewed and updated annually (as a minimum). This policy is informed by the following guidance and advice:

- Keeping Children Safe In Education (September 2020) ('KCSIE')
- Working Together to Safeguard Children (July 2018)
- Risk Assessment: Ebor Live Learning (June 2020) [LINK](#)
- Ebor safeguarding and child protection statement of intent <https://eboracademytrust.co.uk/wp-content/uploads/bsk-pdf-manager/2020/07/4-Safeguarding-and-Child-Protection-Statement-of-Intent-2020-V3-July-2020.pdf>
- Ebor Safeguarding first principles <https://eboracademytrust.co.uk/wp-content/uploads/bsk-pdf-manager/2020/07/4A-Safeguarding-First-Principles.pdf>
- NSPCC <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/online-abuse/>
- CEOP <https://www.ceop.police.uk/safety-centre/>

This policy also takes into account the guidance offered by City of York Council, North Yorkshire County Council, East Riding of Yorkshire Council and Hull City Council as part of the interagency safeguarding procedures set up by Local Safeguarding Children Boards.

## 2. STATEMENT OF INTENT: Wellbeing & Pastoral Care

At Ebor Academy Trust we are committed to safeguarding children and young people and we expect everyone who works in our Trust to share this commitment and join us in creating a culture of vigilance.

- 2.1 This policy has been created to ensure that all our pupils are effectively safeguarded whilst they access online learning opportunities from their homes.
- 2.2 Adults in our schools take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them and be confident that they will be listened to and taken seriously. We will always act in the best interests of the child and we recognise the importance of maintaining an attitude of 'it could happen here'.
- 2.3 We continue to take a whole school approach to safeguarding and child protection, so that awareness is raised within the entire school community. This policy defines a child as anyone under the age of 18 years and applies to all members of staff, including permanent, temporary and ancillary staff, Council Members, volunteers, contractors and external service or activity providers.
- 2.4 We teach pupils about safeguarding, including online, through various teaching and learning opportunities, as part of a broad and balanced curriculum. Ofsted guidance seeks to ensure that children 'recognise when they are at risk and how to get help when they need it'.
- 2.5 A secure and caring culture is essential in creating a safe learning environment for each child and we aim to create a caring, positive, safe and stimulating environment that promotes the social, physical, emotional and moral development of the individual child. We recognise that all Schools and the Trust play a significant part in the prevention of harm to our pupils and that creating an overall ethos of protection with good lines of communication are essential and will further support those children who may have heightened vulnerability within our Trust such as SEN-D children, those suffering peer-on peer abuse and those vulnerable to radicalisation or exposed to extremist views.
- 2.6 Safeguarding and child protection is everyone's responsibility. Everyone who comes into contact with children and families has a role to play. Our school is a community and all those directly

connected, staff members, parents, families and pupils, have an essential role to play in making it safe and secure.

- 2.7 Every Trust school has responsibility to maximise opportunity for the children to access learning at all times - a lack of technology should not be a barrier to any child
- 2.8 Expectations that all children will always participate in 'live' is to be balanced with opportunities to access recordings that better match parental employment (home working, for example) and wider family commitments
- 2.9 It is school SLT's responsibility to provide on-going staff CPD to support remote learning - Ebor Computing Specialist (JRK) will coordinate and provide a rich CPD offer
- 2.10 We ensure that information and support is available to all our parents and carers so that they are confident in ensuring children are protected from any online exploitation or criminal activity.
- 2.11 It is a continuous and rigorous process for every trust school to be aware, open to and proactive in the identification of any early signs of abuse, harm or maltreatment of a child.

### 3. STAFF RESPONSIBILITIES for remote teaching

#### 3.1 Online platforms:

'Google' is the only permissible live platform for teaching online video-based lessons at Alderman Cogan's Primary Academy. 'Google' may be used for live communication with parents when and if necessary. (Please see the section on the school's remote learning offer 3.3)

#### 3.2 Emailing:

All lesson plans and work and communication is accessed through the agreed school platforms.

Staff are only permitted to email students at their school issued address and from their own school account. *Individual emails should be focused on educational matters and another parallel colleague such as tutor, guardian or class teacher should always be copied in.* Any concerns arising of a wellbeing pastoral nature **MUST** be recorded on Cpoms.

#### 3.3 School specific offer:

##### **Alderman Cogan's Primary Academy remote learning offer**

'Remote Learning' refers to the provision of work, teacher support, assessment and feedback from teachers to pupils in the event that normal lessons are unable to be delivered 'face-to-face' as normal.

Situations where this policy may apply include:

- Pupils unable to attend school due to a period of advised self-isolation but who otherwise remain well (**Individual remote learning**)
- An extended period of school closure (**A Period of School Closure**)

#### **Individual Remote Learning**

This section of this policy applies in situations where school remains open and working as normal, but an individual student is unable to attend lessons as normal, but is otherwise well and able to work, e.g. a period of advised self-isolation or an absence that has been authorised by the school in advance.

Across the whole school, class teachers will coordinate the relevant material for children who are self-isolating but well. These tasks will be shared with parents in the form of online learning and/or paper packs, provided on a weekly basis until the student is able to return to school. If there are 10 children or more in class who are self-isolating, teachers will deliver the remote learning resources to the children who are in school; this is to allow them to adequately support both children in school and remote learning at home.

### **A Period of School Closure**

Alderman Cogan’s Primary Academy is committed to providing continuity of education for its students in the event of an extended school closure. While such situations are inevitably highly varied in their causes and ramifications, we will endeavour to provide continued learning for our students during any period of closure.

Across the whole school, class teachers will coordinate the relevant material for learning to continue at home. In the event that the school / bubble is closed, we will deliver home learning using Tapestry (EYFS), ClassDojo (KS1) and Google Classroom (KS2). Teachers will communicate with parents through Class Dojo with whole school messages sent through Parenthub. Paper packs will be available to collect from school if required.

The school reserves the right to vary the methods described below in the light of developing situations surrounding the reasons behind any closure.

See the following information for our remote learning offer for different key stages and year groups:

### **EYFS**

Teachers will add a weekly overview/timetable of activities, for all areas of learning, to Tapestry/Class Dojo every Monday morning. This will include the following:

EYFS	
English	Daily phonics lessons and motor skills/pencil control activities Story time once per week
Maths	Maths activities
Topic/theme	Topic and theme related activities as appropriate
PE	Ideas to move around and stay active each week
RE	F2 only - questions and ideas to talk about linked to our RE learning

Parents will be encouraged to engage through Tapestry and Class Dojo and add photos/feedback on their home learning. Staff will provide ongoing support for parents through Class Dojo.

### **Key Stage 1**

Learning will be shared through **Class Dojo**; a weekly timetable of home learning tasks will be posted every Monday morning at 8:30am.

Parents and carers will be asked to post children’s work to their child’s online portfolio or via direct message which teachers will respond to, giving a minimum of one piece of feedback each day.

Dojos to be sent to help encourage children to complete the home learning tasks. If a family is not actively engaging with dojo the class teacher will contact them, by telephone, to offer advice and details around how to collect a paper pack - weekly.

YEAR 1	
English	Daily phonics recorded lesson Writing - fine motor skills and pencil control activities (if needed) Story time once per week Home reading Read Write Inc books available via Oxford Owl website
Maths	Number blocks or White Rose content as appropriate Basic skills activity three times a week (including Numbots)
Science	Weekly Science lesson from Oak Academy or BBC Bitesize for usual Science topics
RE	Weekly Oak Academy lesson or slides/questions from usual RE units
Topic	Weekly topic lesson slides covering usual topic (Art/DT/History/Geog etc)
PE	Online resources such as Go Noodle and Ideas from usual real PE units
Music	Charanga online resources
PSHE/ wellbeing	Check ins available daily/weekly (as in lockdown)

YEAR 2	
English	Daily phonics recorded lesson 3 writing lessons including grammar - Oak Academy lessons and resources from teachers Spelling once per week - Oak Academy lessons and other resources 3 reading lessons - Oak Academy lessons and resources from teachers Home reading Read Write Inc books available via Oxford Owl website Story time once per week
Maths	3 lesson resources a week plus daily videos from White Rose Basic skills activity three times a week (including Numbots/TTrackstars)
Science	Weekly Science lesson from Oak Academy or BBC Bitesize for usual Science topics
RE	Weekly Oak Academy lesson or slides/questions from usual RE units
Topic	Weekly topic lesson slides covering usual topic (Art/DT/History/Geog etc)
PE	Online resources such as Go Noodle and Ideas from usual real PE units
Music	Charanga online resources
PSHE/ wellbeing	Check ins available daily/weekly (as in lockdown)

### Key Stage 2 (Years 3 to 6)

Learning will be posted on **Google Classroom** as a weekly timetable/overview on a Monday by 8.30am with further classroom assignments with work to complete for each subject. ClassDojo will be used to contact parents, sharing the timetable/overview and informing them that assignments have been posted in Google Classroom. Learning tasks will be available in printed packs for each year group which can be collected from

school by parents/carers.

Dojos to be sent to help encourage children to complete the home learning tasks. If a family is not actively engaging with Google Classroom the class teacher will contact by telephone to offer advice and details around how to collect a paper pack in order to continue and support high quality learning.

Chromebooks will be made available to loan to a bubble closed down for more than 5 working days.

When work is handed in to Google Classroom, teachers will give feedback to a minimum of one piece each day. Teachers will respond to work during the week, especially if they can see that there is a need for support or intervention.

KEY STAGE 2: YEAR 3 TO 6	
English	Daily phonics revision if needed 3 writing lessons including grammar - Oak Academy lessons and resources from teachers Spelling once per week - Oak Academy lessons and other resources 3 reading lessons - Oak Academy lessons and resources from teachers Home reading book band books available via Oxford Owl website Class read aloud recorded by teacher once per week
Maths	3 lesson resources a week plus daily videos from White Rose 3 basic skills activities a week (including Numbots/Trockstars)
Science	Weekly Science lesson from Oak Academy or BBC Bitesize for usual Science topics
RE	Weekly Oak Academy lesson or slides/questions from usual RE units
Topic	Weekly topic lesson slides covering usual topic (Art/DT/History/Geog etc)
PE	Online resources such as Go Noodle and ideas from usual real PE units
Music	Charanga online resources
PSHE/ wellbeing	Check-ins available daily/weekly (as in lockdown)

### Expectations of our students and families: home school agreement

#### Expectations of students:

Assuming they are well enough to work, students are expected to:

- Complete all work set for them and submit work which is requested for feedback promptly
- Check Google Classroom regularly and read and respond to communication from the school.
- If appropriate, ensure that their school Chromebook is at home with them and is fully charged at the start of each day. Where students experience problems with IT systems they should proactively inform the school admin team.

#### Expectations of parents:

- **It is a legal requirement** that children learning from home must complete the work set for them.
- Check ClassDojo / Google Classroom regularly and read and **respond to communication from the school at least once per week**
- Notify school if their child is ill and unable to complete work
- Notify school if they need support in accessing or completing work
- If appropriate, ensure chromebooks are kept charged, used for school work and returned promptly and in a good condition with chargers when requested.

All class teachers will monitor the work completed and will use their own assessment/feedback to

inform future teaching.

#### **Attached documents**

#### **SEND Provisions:**

##### **KS2:**

[https://docs.google.com/document/d/11cbmhXNIH2DV8h0bzJm3ZWT42sgZFS\\_fTPYwP7\\_yZts/edit?usp=sharing](https://docs.google.com/document/d/11cbmhXNIH2DV8h0bzJm3ZWT42sgZFS_fTPYwP7_yZts/edit?usp=sharing)

##### **KS1:**

[https://docs.google.com/document/d/1YoB7SjD52f3Kif\\_4g1O93mYZxQI8JLYVm2gbqqcs598/edit?usp=sharing](https://docs.google.com/document/d/1YoB7SjD52f3Kif_4g1O93mYZxQI8JLYVm2gbqqcs598/edit?usp=sharing)

#### **Links with other policies**

This offer pack is linked to our:

- Positive Behaviour & Learning policy
- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy