



Remote Education Policy

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1. Aims

This remote education policy for staff aims to:

- › 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

2. Roles and responsibilities

2.1 Teachers

When providing remote education, teachers must be available between 9.00am and 3.00pm each day (2.20pm on Wednesdays) to deliver remote teaching.

If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure to their line manager. Cover work needs to be set in the same way as normal, with line managers ensuring this has been done.

When providing remote education, teachers are responsible for:

- › Setting work that meets the agreed intention of the curriculum. Where possible, this should keep within the sequence of lessons prior to remote education beginning. However, it may not be possible to do this, particularly where the content does not lend itself easily to remote education e.g. a practical lesson. Work still needs to be sequenced with clear outcomes for students.
 - For each of their classes
 - This needs to cover the full length of the lesson. It will also include work that would normally be set as homework, as appropriate and therefore be completed outside of lesson time.
 - The work needs to be set, ready for each lesson on that day.
 - Work is set using the VLE and instructions will be put into the Homework section of the VLE.

- Lessons should use a variety of blended delivery methods and can use the full range of facilities on the VLE. These include live lessons (MLTV), resources in BGN Areas, Forums and Chat rooms, as well as individual messaging between teacher and students. The reasons for keeping delivery varied are:

To ensure equality for all students who may not have ready access to devices all the time.

To ensure high quality, well planned lessons that can enable teachers to focus on supporting smaller groups of students, who may need help with particular areas.

To allow students to message staff whilst the lesson is taking place, should a problem arise.

To develop the skills of independent learning, whilst being scaffolded by the teacher.

To benefit from face to face teaching using MLTV so that verbal question and answer sessions can take place.

To enable teachers to give feedback to students, either as a whole class or individually.

The use of the VLE could include live lessons (as per any published schedules), uploaded recorded / narrated PowerPoints, a series of tasks, worksheets to be completed, use of YouTube explanations, revision materials already on the VLE. This list is not exhaustive.

➤ Providing feedback on work.

Students will be asked to upload any work that teachers require, in order for feedback to be given. Teachers need to ensure that students are clear about how the work will be uploaded and to where. Teachers will also share how feedback will be given. This may be written or verbal during the next live lesson. A deadline for work must be given on the VLE.

➤ If students are not uploading work completed, the following process will apply:

Teacher messages the student using the VLE to ask for the work.

If there is no response, the teacher will contact home. This could be a phone call or email. Record this in SIMS, so other staff are aware of home contact.

The teacher refers the student to the Head of Department for persistent non completion of work.

Head of Department speaks to the relevant Head of Year, as there may be pastoral issues beyond that one subject. Head of Department contacts home.

If the situation continues, Head of Year sends a formal letter home to parents.

All the above should be done within the school day. There is no expectation for teachers to make or receive home contact outside of school hours. If contacting from their own device, teachers should withhold caller ID.

If, at any point of contact, a safeguarding issue, it needs to be reported using My Concern to the safeguarding lead and checked that they have received this by the member of staff who reported it.

➤ If there are concerns with regards to behaviour whilst using the VLE e.g. misuse of the VLE, these need to be recorded on SIMS. The member of staff may wish to contact the student in the first instance and then their parents. They may need to refer the issue to their Head of Department and Head of Year.

➤ Attending live lessons, meetings with other staff, parents and pupils

- Staff will be expected to have their cameras on during lessons and meetings
- Dress code – will be the same as if staff are teaching in school.
- Location – staff need to assess where they are when taking live lessons / meetings. E.g. avoid areas with background noise, nothing inappropriate in the background. They may wish to change their background.

➤ If staff feel that the technology they have at home e.g. WIFI connection is not fit for purpose, they may be on school site and deliver their lessons from there.

2.2 Teaching assistants – support for children with EHCPs

When assisting with remote education, teaching assistants must be available for their normal working hours / days. If they are unable to work for any reason during this time, they should report this using the normal absence procedure.

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

- › Supporting the students, they have been allocated who are not in school with learning remotely. This will be done by the SENCo.

Support will be in the form of contacting home regularly (as designated by the SENCo), liaising with teachers with regards to work, adapting work if student requires it e.g. scaffolding, writing frames and feeding back to class teachers if there are any issues.

If Teaching Assistants are in school to support EHCP students, they may wish to withdraw a student for a very short period of time to check the work they are doing, feedback to teachers, assist with any subject related problems they might be having.

2.3.1 Middle Leaders – Head of Department

Alongside their teaching responsibilities, Heads of Department are responsible for:

- › 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 through regular meetings with teachers or by reviewing work set during Wednesday afternoon PPA time.
- › Alerting teachers to resources they can use to teach their subject remotely
- › Feeding back to SLT if they encounter any problems

2.3.2 Middle Leaders – Head of Year

Alongside their teaching responsibilities, Heads of Department are responsible for:

- › Working with form tutors to ensure regular tutor group activities are taking place, as per planned schedule.
- › Liaising with pastoral managers and ensuring discussions regarding vulnerable students in that year group, contact home, issues and solutions.
- › Supporting Heads of Department where there are common issues with a student and multiple subject areas
- › Alerting their line and pastoral manager if there are issues with regards to use of technology at home and any barriers encountered by students
- › Feeding back to SLT if they encounter any problems
- › Where appropriate and in conjunction with the safeguarding lead, follow up any safeguarding issues,

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- › Co-ordinating the remote education approach across the school. The SLT lead for this is M Joyce.
- › Monitoring the effectiveness of remote education – this will be done through daily reports on use of the VLE, liaison with Heads of Department / Year with regards to engagement, liaison with the AHT Teaching and Learning, liaison with the VLE Co-ordinator.

2.5 Designated Safeguarding Lead

The DSL is responsible for any safeguarding issues reported by staff. In most instances, the normal way of dealing with these will be the same, however, there may be an enhanced requirement for the use of external agencies / meetings e.g. LADDO, allocated social workers, arranging Teams meetings with school staff to investigate further. They may direct a pastoral manager to collect information or contact outside agencies, where appropriate.

2.6 IT staff and VLE Co-ordinator

IT staff are responsible for:

- › Fixing issues with systems used to set and collect work (staff and students)
- › As far as possible, helping staff and parents with any technical issues they're experiencing or directing them to instructions that can help
- › Preparing laptops for delivery to students, as designated by the pastoral team
- › 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, where appropriate

VLE Co-Ordinator is responsible for:

- › Ensuring all staff and students are able to log in to the VLE
- › Ensuring all staff have a basic understanding of the main VLE functions
- › Directing staff towards training manuals / videos to enhance their use of advanced VLE functions
- › To ensure that a member of the administration team have training to ensure daily engagement of the VLE can be monitored

2.7 Pupils and parents

Staff can expect pupils working remotely to:

- › Have their camera turned off. There may be some exceptions to Post 16 lessons, where having a camera on would benefit staff and students e.g. for a practical lesson such as Drama or class discussion. This is not compulsory for students and should not be made a requirement by staff.
- › Be contactable during the school day, whilst being mindful they may not always be in front of a device the entire time, particularly if they are sharing with a sibling
- › Complete work to the deadline set by teachers and upload this when required
- › Seek help if they need it, from teachers or teaching assistants, using messaging on the VLE
- › Alert teachers if they're not able to complete work

Staff can expect parents with children working remotely to:

- › Make the school aware if their child is sick or otherwise can't complete work, using the absence@bgn.oxon.sch.uk email
- › Seek help from the school if they need it. This could be with accessing lessons, a lack of technology, internet access.

2.8 Governing board

The governing board is responsible for:

- › 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

3. Who to contact

If staff or parents have any questions or concerns about remote education, they should contact the following individuals:

- › Issues in setting work – talk to the relevant teacher, subject lead or SENCO, where appropriate
- › Issues with behaviour – talk to the relevant Head of Year
- › Issues with IT – talk to IT Manager
- › Issues with the VLE – use of training materials / other staff before the VLE Co-ordinator
- › Issues with their own workload or wellbeing – talk to their Line Manager
- › Concerns about data protection – talk to the Data Protection Officer. Email: GDPR@integra.co.uk, Tel: 01454 865300). <https://www.integra.co.uk>
- › Concerns about safeguarding – talk to the DSL, Miss T Mawn

4. Data protection

4.1 Accessing personal data

When accessing personal data for remote education purposes, all staff members will:

Explain:

- › Student information can be accessed using SIMS. FortiClient is required to enable this from home.
- › Which devices they should use to access the data – school laptops have been provided for staff and should be used, rather than their own personal devices
- › Any breaches of data must be reported immediately to the DPO. Email: GDPR@integra.co.uk, Tel: 01454 865300). <https://www.integra.co.uk>

4.2 Processing personal data

Staff members may need to collect and/or share personal data 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. However, staff are reminded to collect and/or share as little personal data as possible online.

4.3 Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- › Keeping the device password-protected
- › 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
- › 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

4.4 Recording Lessons

Occasionally, some live lessons maybe recorded for the purposes of training and monitoring or working with small groups of students. E.g. if a trainee teacher was taking the class or the class is a small A 'Level group. Staff and students can see when lessons are being recorded because of the red recording icon at the top of the screen. These will only be available for BGN staff/external teaching assessors to view (in the case of trainee teachers) and will be stored until the end of that academic year. A DPIA will be in place to cover the specific details of recording live lessons.

5. Safeguarding

Please see the updated Safeguarding Policy.

6. Monitoring arrangements

This policy will be reviewed every 6 months or earlier if required until July 2022 and every year thereafter by M Joyce, Deputy Headteacher, Curriculum. At every review, it will be approved by the Local Academy Committee.

Created: 12th January 2021

Agreed:

To be reviewed: 12th July 2021