# Learn-AT Remote Education Policy

February 2021

# Learn-AT Remote Learning Policy

This policy has been designed to fulfil Learn-AT mission, vision, values, commitments and aims:

## Learn-AT Mission:
A professional learning community in which adults thrive and pupils flourish

## Learn-AT Vision and Values
*Learning ~ Fellowship*

Learn-AT is building a professional community which keeps a relentless focus on learning, for children and adults. Learning is the main thing. We try to keep the main thing the main thing and do the right thing the right way. Together.

## Learn-AT Commitments
- We believe in the power of education and learning to transform children's life chances and choices
- We care about the wellbeing of our pupils, colleagues, governors and school communities
- We promise to work together, with integrity and in the spirit of fellowship, to build a professional learning community in which colleagues thrive and pupils flourish

## Learn-AT Key Aims:
Excellence. Equity. Wellbeing.

## This policy aims to:
- explain the rationale underpinning Learn-AT's approach to remote education
- clarify roles and responsibilities related to the implementation and delivery of remote education in Learn-AT
- clarify safeguarding provisions
- clarify data protection provisions
- explain how the effectiveness of remote education will be monitored and evaluated.

## Definitions
The term 'remote education' means education which takes place away from school, in the home. At present, this is usually when children are unable to attend school because of COVID-19, having been instructed to self-isolate by Public Health England, or because their class, 'bubble' or school has had to close because of an outbreak of coronavirus or local restrictions or a lockdown order.

Remote education can take a variety of forms:

- **Asynchronous** - when the work of learning happens at different times in different places:
  - Provision of hard copy learning resources such as curriculum booklets, text books, exercise books etc.
  - Provision of activities in digital format via email
  - Provision of educational activities in digital format using a secure online platform such a MS Teams
  - Pre-recorded lessons, either by the class teacher or an external provider such as Oak National Academy, White Rose Maths or National Council for Excellence in the Teaching of Mathematics (NCETM). Pupils at home could be sent weblinks to these lessons via email, or they could be posted on the school's secure platform, e.g. MS Teams
- **Synchronous** - when the work of learning happens at the same time but in different places:
  - Live' lessons, streamed in real through a secure online platform such as MS Teams

The choice of model will be influenced by issues such as:
- School and trust resources
- Teachers' subject specific expertise
- Families' access to suitable devices and broadband at home
- Pupils' age, stage of development and whether they have special educational needs and/or disabilities.

This DfE sponsored Ed-Tech Demonstrator Programme provides clear information about the different models of remote education provision:

https://edtech-demonstrator.lgfl.net/guidance/steady-ready-go?utm_source=21%20October%202020%20C19&utm_medium=Daily%20Email%20C19&utm_campaign=DfE%20C19

## Rationale
We have designed an approach to remote education underpinned by key principles and by emerging research-evidence related to:

- **Pupil engagement**
  - daily interaction between pupils and teachers, involving being able to see each other on screen may increase pupil engagement and motivation to undertake independent work at home and support their emotional wellbeing. Recording these live lessons/sessions for viewing by some pupils later in the day supports equity of access and inclusion where pupils may

not have access to an individual device or where family work commitments prevent real-time engagement.

- **Quality of teaching and impact on pupil learning outcomes**
  - The mode of presentation is less important than that the principles of effective teaching are embedded in provision. This means that  lessons can be live or pre-recorded, but clear explanations, modelling, retrieval, formative assessment and feedback and other research-informed features of effective teaching must inform lesson design. (https://www.greatteaching.com/)

- **Accessibility and inclusion for vulnerable pupils**
  - We must ensure that as many pupils as possible have access to the technology and hardware they need to be able to access high quality remote provision. Where this is impossible, e.g. where it is not possible to provide families with internet access at all, high quality hard copy resources should be provided, with regular telephone support.

- **Safeguarding**
  - All remote education provision must take place in a secure online environment (for Learn-AT schools, this is MS Teams) in which children (and staff) are protected from the safeguarding/security risks posed by the internet.
  - Schools must prioritise rigorous safeguarding systems which safeguard both vulnerable pupils in school and those not attending school.
  - All teachers and families are required to confirm that they have read and understood a comprehensive safeguarding protocol and code of conduct before access to remote education is granted. (*see Parents' RL Handbook* http://bit.ly/learnat_rlhp *and Staff RL Handbook* http://bit.ly/learnat_rlsh)

# Roles and Responsibilities

**Trust Leader**
Set the strategic direction for the policy, lead and coordinate the collective approach to planning and implementation.

**Director of Finance and Operations**
Sets the financial context, budgets and fiscal expectations to support the strategy; maintain oversight of the operational implementation requirements.

**Headteachers' Strategy Group**

Makes provision in school development plans for effective planning, leadership and implementation of high quality curriculum, teaching and learning whether pupils are at home or in school. Ensures teachers and support staff have effective CPDL support to enable them to deliver remote education well.

**Remote Education Working Group (REWG)**
Collective, collaborative planning and implementation of remote education and digital strategies on behalf of the trust. Development and publication of remote education information 'handbooks' for staff and parents/carers.

**IT Network Manager**
Ensures the IT network in each school can support the requirements of the strategy and that all children have the necessary secure hardware to access remote education from home.

**Individual Schools' IT Leads (members of REWG)**
Coordinates provision at school level to ensure effective implementation of the strategy.

**Learn-AT Curriculum and RIPPLE Leaders**
Support teachers and teaching assistants to ensure that all children receive high quality curriculum, teaching and learning whether they are at school or at home.

**Teachers**
Provide remote education for all pupils in their classes which reflects high quality, evidence-informed curriculum, pedagogy and assessment and daily, regular interaction with pupils via Teams. Implement the principles and commitments outlined in the Learn-AT Remote Education Staff Handbook http://bit.ly/learnat_rlsh

**Teaching Assistants**
Support class teachers with remote education resource preparation. Lead sessions remotely under the guidance of their class teachers. Support cover arrangements and contingency planning where needed. Support the class teacher with online registering where needed and wellbeing checks and preparation of materials that support inclusion. Support class teachers to implement the principles and commitments outlined in the Learn-AT Remote Education Staff Handbook.

**Designated Safeguarding Leads**
Ensure online safeguarding protocols are kept up to date and adhered to. Ensure effective monitoring of and support for vulnerable pupils in self-isolation to sustain engagement with education via the remote learning system.

**SENDCos**

Ensure effective monitoring, support and communication with pupils with SEND and their families who are in self-isolation so that they can sustain engagement with education via the remote education online platform (MS Teams and/or Arbor).

## Data Protection
- Remote education takes place solely within the secure digital platforms MS Teams.
- Where families do not have access to Teams, documents and resources to support remote education may be shared via email using Arbor – the Trust's secure management information system (MIS)
- Communication with pupils and families when teachers are in self-isolation at home takes place only via Arbor and/or via MS Teams.
- A full data protection impact assessment has been undertaken to ensure that all data processed in connection with remote education is secure and that the provision is fully compliant with GDPR
- The Learn-AT privacy notices outline the legal bases for data processing and inform data subjects of their rights under the GDPR, including in relation to the provision of remote education via Microsoft Teams. The Learn-AT Privacy notice for pupils, parents/carers is available on the Learn-AT website https://www.learnat.uk/about-learn-at/documents-and-policies/data-protection
- Retention and deletion of data is administered according to the Trust's Records Management Policy https://www.learnat.uk/about-learn-at/documents-and-policies/data-protection
- Data security and compliance with GDPR will be kept under regular review.

**The legal bases (Article 6 UK GDPR) underpinning Learn-AT's provision of remote education and the use of Microsoft Teams to do so are:**
- Legal obligation
- Public Task

**These legal bases are outlined in legislation and legal documents:**
- Childcare Act 2006 (Section 40 (2)(a)
- The Education Reform Act 1988
- Education (Independent School Standards) Regulations 2014
- Further and Higher Education Act 1992,
- Education Act 1994; 1998; 2002; 2005; 2011
- Health and Safety at Work Act 2015
- Safeguarding Vulnerable Groups Act 2006
- Coronavirus Act 2020 – Provision of Remote Education Temporary Continuity Direction
- Working together to Safeguard Children Guidelines (DfE)
- Keeping Children Safe in Education 2020
- Learn-AT Articles of Association
- Learn-AT Funding Agreement

**The Trust identifies the following conditions for processing special category data during the provision of remote education (Article 9 UK GDPR):**

- Statutory and government purposes
- Equality of opportunity or treatment
- Regulatory requirements
- Support for individuals with a particular disability or medical condition
- Safeguarding of children and individuals at risk

**Monitoring and Evaluation**

The effectiveness of the Learn-AT remote education strategy will be monitored throughout 2020/21 by:

- Headteachers' Strategy Group
- Remote Education Working Group

And as part of the regular governance schedule by:

- Local Governing Body Teaching and Learning Committees
- Trust Board Audit and Risk Committee

**This policy will be reviewed in March 2021**