



# Old Earth School

*"A happy school where all are motivated and feel safe to thrive."*

## **Remote Education Policy for Old Earth School**

### **1. Statement of School Philosophy**

Old Earth has always strived to be creative, innovative and support our parents/children in the best way possible to make learning purposeful and holistic. Our strategy for remote learning continues this.

### **2. Aims**

This Remote Education Policy aims to:

- Ensure consistency in the approach to remote learning for all pupils (Inc. SEND) who are not in school through use of quality online and offline resources.
- Provide clear expectations to members of the school community with regards to the delivery of high quality interactive remote learning.
- Include continuous delivery of the school curriculum, as well support the motivation, health and well-being of our children and parents.
- Support effective communication between the school and families who are unable to attend school.

### **3. Who is this policy applicable to?**

- A child (*and their siblings if they also attend Old Earth School*) who is absent because they are awaiting test results and their household is required to self-isolate.
- A child's whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.

### **4. Content and Tools to Deliver This Remote Education Plan**

Resources to deliver this Remote Education Plan include:

- Online tools for EYFS, KS1 and KS2 (e.g. EExAT , See saw, Purple Mash, Education City, Oxford Owls, DFE phonics, Read Theory, TT Rock Stars)
- Use of Recorded video

- Phone calls home
- Printed learning packs
- Physical materials such as story books and writing tools
- Use of free on-line resources e.g. BBC Bitesize, Oaks National Academy

The detailed remote learning planning and resources will be provided to individual families when required. This will include:

- An age appropriate model timetable and signposts to suitable resources for remote learning

## **5. Home and School Partnership**

Old Earth School is committed to working in close partnership with families and recognises each family is unique and because of this, remote learning will look different for different families in order to suit their individual needs.

Old Earth School will provide, if required, support for parents on how to use their child's online resources.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. Old Earth School would recommend that each 'school day' maintains an appropriate structure.

We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging good levels of concentration.

Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on a case-to-case basis.

All children sign an 'Acceptable Use Policy' at school which includes e-safety rules, and this applies when children are working on computers at home.

## **6. Roles and responsibilities**

### **Teachers**

When providing remote learning, teachers are responsible for:

- Setting work:
  - Teachers will set work for the pupils in their classes.

- Teachers will consult with SENCO to ensure pupils with EHC plans continue to have their needs met while learning remotely.
- The work set should follow the usual timetable for the class had they been in school, wherever possible.
- Weekly/daily work will be shared.
- Providing feedback on work:
  - Work submitted will be acknowledged by a staff response and feedback provided where possible.
  - Use of Purple Mash '2email' system to communicate with children alongside phone calls.
- Keeping in touch with pupils who are not in school and their parents:
  - If there is a concern around the level of engagement of a pupil/s parents should be contacted via phone to assess whether school intervention can assist engagement.
  - All parent/carer emails should come through the school admin account.
  - Any complaints or concerns shared by parents or pupils should be reported to a member of SLT– for any safeguarding concerns, refer immediately to the DSL.

### **Senior Leaders**

Senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school.
- Monitoring the effectiveness of remote learning – through regular meetings with teachers and subject leaders, reviewing work set and collecting feedback from pupils and parents.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

### **Designated safeguarding lead**

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection policy.

### **Pupils and parents**

Staff can expect pupils learning remotely to:

- Complete work to the deadline set by teachers.
- Seek help from the class teacher if they need it.

- Alert teachers if they are not able to complete work.

### **Staff can expect parents with children learning remotely to:**

- Make the school aware if their child is sick or cannot complete work.
- Seek help from the school if they need it.
- Be respectful when making any complaints or concerns known to staff.

### **Governing Board**

The governing body will:

- Monitor the school's approach to providing remote learning to ensure education remains as high quality as possible. (Standards and Curriculum committee and Welfare Committee)
- Ensure that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

### **7. Links with other policies and development plans**

This policy is linked to our:

- Safeguarding and Child Protection policy
- Online Safety Acceptable Use policy
- KCSIE 2020 Annex C (see below)

Policy created September 2020

To be reviewed annually

## **Annex C: Online safety**

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate. The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- content: being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;
- contact: being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and

- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying. Education Opportunities to teach safeguarding, including online safety, are discussed at paragraph 88-90.

**Resources that could support schools and colleges include:**

- Be Internet Legends developed by Parent Zone and Google is a free internet safety curriculum with PSHE accredited lesson plans and teaching resources for Key Stage 2 pupils
- Disrespectnobody is Home Office advice and includes resources on healthy relationships, including sexting and pornography
- Education for a connected world framework from the UK Council for Internet Safety supports the development of the curriculum and is of particular relevance to RSHE education and Computing. It is designed, however, to be usable across the curriculum and beyond (covering early years through to age 18) and to be central to a whole school or college approach to safeguarding and online safety.
- PSHE association provides guidance to schools on developing their PSHE curriculum 103
- Teaching online safety in school is departmental guidance outlining how schools can ensure their pupils understand how to stay safe and behave online as part of existing curriculum requirements
- Thinkuknow is the National Crime Agency/CEOPs education programme with age specific resources
- UK Safer Internet Centre developed guidance and resources that can help with the teaching of the online safety component of the Computing Curriculum.

**Protecting children**

Governing bodies and proprietors should be doing all that they reasonably can to limit children's exposure to the above risks from the school's or college's IT system. As part of this process, governing bodies and proprietors should ensure their school or college has appropriate filters and monitoring systems in place. Whilst considering their responsibility to safeguard and promote the welfare of children, and provide them with a safe environment in which to learn, governing bodies and proprietors should consider the age range of their pupils, the number of pupils, how often they access the IT system and the proportionality of costs vs risks. The appropriateness of any filters and monitoring systems are a matter for individual schools and colleges and will be informed in part, by the risk assessment required by the Prevent Duty.

119 The UK Safer Internet Centre has published guidance as to what "appropriate" filtering and monitoring might look like: UK Safer Internet Centre: appropriate filtering and monitoring. Guidance on e-security is available from the National Education Network. Support for schools is available via the: schools' buying strategy with specific advice on procurement here: buying for schools. Whilst filtering and monitoring is an important part of the online safety picture for schools and colleges to consider, it is only one part.

Governors and proprietors should consider a whole school or college approach to online safety. This will include a clear policy on the use of mobile technology in the school or college. Many children have unlimited and unrestricted access to the internet via 3G, 4G and 5G in particular and the school and college should carefully consider how this is managed on their premises.

## The Prevent duty Departmental advice for schools and childcare providers and Prevent Duty Guidance For Further Education Institutions

Whilst it is essential that governing bodies and proprietors ensure that appropriate filters and monitoring systems are in place, they should be careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

Reviewing online safety Technology in this area evolves and changes rapidly. A free online safety self-review tool for schools can be found via the 360 safe website.

UKCIS has published Online safety in schools and colleges: Questions for the governing board to help responsible bodies assure themselves that their online safety arrangements are effective.

### Education at home

Where children are being asked to learn online at home the department has provided advice to support schools and colleges do so safely: [safeguarding-in-schools-collegesand-other-providers](#) and [safeguarding-and-remote-education](#)

### Staff training

Governors and proprietors should ensure that, as part of the requirement for staff to undergo regularly updated safeguarding training (paragraph 84) and the requirement to ensure children are taught about safeguarding, including online safety (paragraph 87), that online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach.

### Information and support

There is a wealth of information available to support schools, colleges and parents/carers to keep children safe online.

The following list is not exhaustive but should provide a useful starting point: Advice for governing bodies/proprietors and senior leaders

- Childnet provide guidance for schools on cyberbullying
- Educateagainsthate provides practical advice and support on protecting children from extremism and radicalisation
- London Grid for Learning provides advice on all aspects of a school or college’s online safety arrangements
- NSPCC provides advice on all aspects of a school or college’s online safety arrangements
- Safer recruitment consortium “guidance for safe working practice”, which may help ensure staff behaviour policies are robust and effective
- Searching screening and confiscation is departmental advice for schools on searching children and confiscating items such as mobile phones
- South West Grid for Learning provides advice on all aspects of a school or college’s online safety arrangements
- Use of social media for online radicalisation - A briefing note for schools on how social media is used to encourage travel to Syria and Iraq

- UK Council for Internet Safety have provided advice on sexting-in-schools-and colleges and using-external-visitors-to-support-online-safety-education Remote education, virtual lessons and live streaming
- Case studies on remote education practice are available for schools to learn from each other
- Departmental guidance on safeguarding and remote education including planning remote education strategies and teaching remotely
- London Grid for Learning guidance, including platform specific advice
- National cyber security centre guidance on choosing, configuring and deploying video conferencing
- National cyber security centre guidance on how to set up and use video conferencing
- UK Safer Internet Centre guidance on safe remote learning 106 Support for children
- Childline for free and confidential advice
- UK Safer Internet Centre to report and remove harmful online content
- CEOP for advice on making a report about online abuse Parental support
- Childnet offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
- Commonsensemedia provide independent reviews, age ratings, & other information about all types of media for children and their parents
- Government advice about protecting children from specific online harms such as child sexual abuse, sexting, and cyberbullying
  - Government advice about security and privacy settings, blocking unsuitable content, and parental controls
- Internet Matters provide age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world
- Let's Talk About It provides advice for parents and carers to keep children safe from online radicalisation
- London Grid for Learning provides support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
- Lucy Faithfull Foundation StopItNow resource can be used by parents and carers who are concerned about someone's behaviour, including children who may be displaying concerning sexual behaviour (not just about online)
- National Crime Agency/CEOP Thinkuknow provides support for parents and carers to keep their children safe online
- Net-aware provides support for parents and carers from the NSPCC and O2, including a guide to social networks, apps and games
- Parentzone provides help for parents and carers on how to keep their children safe online

- Parent info from Parentzone and the National Crime Agency provides support and guidance for parents from leading experts and organisations
- UK Safer Internet Centre provide tips, advice, guides and other resources to help keep children safe online