QUEEN ETHELBURGA'S COLLEGIATE

REMOTE AND BLENDED LEARNING POLICY

| Review period:
01-31 January 2025

Due for review:
January 2026 | This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

Education (Independent School Standards) Regulations 2014

Keeping children safe in education (DfE, 02 September 2024, updated 03 September 2024) (KCSiE)

Working together to safeguard children (DfE, 26 March 2015, updated 23 February 2024)

The National Minimum Standards for Boarding Schools (DfE, in force from 5 September 2022) Part A: Governance, leadership and management

Statutory framework for the Early Years Foundation Stage (DfE, 04 January 2024, updated 01 November 2024)

Equality Act 2010

Education and Skills Act 2008

Working together to improve school attendance (DfE, 29 February 2024, updated 19 August 2024)

Children missing education (DfE, 26 November 2013, updated 19 August 2024)
Education for children with health needs who cannot attend school (DfE, 17 May 2013, updated 14 December 2023)

The School Attendance (Pupil Registration) (England) Regulations 2024 | To be viewed alongside the following related policies and documentation:

Academic Monitoring Policy

Acceptable Use Policy

Anti-bullying Policy

Artificial Intelligence Policy

Assessment Policy

Behaviour and Discipline Policy

Children Missing Education – Missing Children Policy

Child Protection and Safeguarding Policy

Data Protection Policy

E-safety-Digital Wellbeing Policy

Equality, Diversity and Inclusion Policy

Examination Policies

Marking and Feedback Policy

Mental Health and Wellbeing Policy

SEND Policy | Publication and availability for Staff, Parents, Carers and Prospective Parents:

This policy is published on the QE website and is available to staff on SharePoint. |

		Childcare Act 2006	Staff Code of Conduct	
		Children and Families Act (2014)		
		Teachers' Standards (DfE, 01 July 2011 updated 13 December 2021)		
		This policy has regard to the following guidance and advice:		
		The Independent School Standards - Guidance for independent schools (DfE, 30 April 2019, last updated 21 August 2019)		
		Providing remote education: non-statutory guidance for schools (DfE, 30 March 2022, updated 19 August 2024)		
		Equality Act 2010: advice for schools: departmental advice for school leaders, school staff, governing bodies and local authorities (DfE, Revised May 2014, updated 28 June 2018)		
		SEND code of practice: 0 to 25 years (DfE and DHSC, 11 June 2014, updated 12 September 2024)		
		Safeguarding and remote education guidance (DfE, 10 March 2021, updated 24 November 2022)		
		Teaching online safety in schools (DfE, 26 June 2019, updated 12 January 2023)		
		Emergency planning and response for education, childcare, and children's social care settings (DfE, 01 April 2022, updated 10 May 2023)		
		Protective security and preparedness for education settings (DfE, 29 April 2024)		
		Remote education and SEND (Ofsted, 02 March 2021)		
		Digital Resilience Framework (UK Council for internet Safety, 12 September 2019, updated 18 September 2020)		
		Meeting digital and technology standards in schools and colleges (DfE, 23 March 2022, updated 07 January 2025)		

QUEEN ETHELBURGA'S COLLEGIATE

REMOTE AND BLENDED LEARNING POLICY

1. Introduction

1.1. This policy statement applies to Queen's Kindergarten and Chapter House Preparatory School, King's Magna Middle School, Queen Ethelburga's College, The Faculty of Queen Ethelburga's and Queen Ethelburga's Services (QES) - hereafter referred to as "**the Collegiate**". Staff from across the Collegiate are collectively known, and will be referred to, as "Team QE". This policy also applies to Queen Ethelburga's holiday programmes, including Holidays@QE; QE Short Courses and International Summer School; and Camp QE. It is supported by the **Collegiate Online Learning Risk Assessment, refer to Appendix 2**.

1.2. This policy covers educational provision delivered, supported and/or assessed through means which do not require the student to attend classes at scheduled times and on campus, particularly in case of alternative provision to that normally timetabled as part of the Collegiate term-time activity.

1.3. It requires that staff adapt their resources and method of delivery and that students accept and engage with the alternative provision. It is likely to come into force in an emergency, such as a pandemic or major incident, when it is not possible to conduct teaching and learning in the normal way. It is expected that the general principles will be adapted as appropriate for each age group, across the Collegiate.

2. Aims

The aims of this policy are to:

2.1. Define Remote and Blended Learning;

2.2. Establish the situations in which this will be required;

2.3. Establish staff and student expectations when Remote and Blended Learning is taking place;

2.4. Make clear the need for compliance with data protection, safeguarding and other regulations whilst Remote and Blended Learning is taking place.

3. Responsibilities

3.1. The Collegiate Board is ultimately responsible for ensuring that the Collegiate fulfils the requirements of the **Education (Independent School Standards) Regulations 2014, Part 1 – Quality of Education**.

3.2. The Collegiate Board has delegated to the Principal responsibility for ensuring implementation of this policy, with the day-to-day responsibility for operating the policy and ensuring its accessibility, availability, maintenance and review, lying with the Academic Director.

3.3. Staff have specific responsibilities for the implementation of this policy as outlined in subsequent sections.

4. Definition

4.1. **Remote and Blended Learning (RBL)** takes place when the teacher and student are in physically separate locations. Access to the teacher is enabled using technology. The interaction between the student and teacher may be synchronous (at the same time) or asynchronous (with a time delay), or a mixture of both. RBL may also be paper based, depending on the appropriate mode of delivery for the circumstances that prevail.

4.2. RBL may involve the following scenarios:

4.2.1. All students absent from the classroom with the teacher in school;

4.2.2. All students absent from the classroom with the teacher also absent;

4.2.3. All students present in the classroom with the teacher absent;

4.2.4. Some students present in the classroom, others learning remotely, with the teacher present in school;

4.2.5. Some students present in the classroom, others learning remotely, with the teacher also teaching remotely.

4.3. RBL may also involve the following delivery methods:

4.3.1. Written learning materials provided to students with the expectation they use these, with written instructions, to further their learning e.g., unnarrated PowerPoints or written resources/weblinks, with tasks;

4.3.2. Written and pre-recorded audio teaching materials provided to students with associated learning tasks e.g., narrated PowerPoint with tasks;

4.3.3. Live lessons delivered online with sound and/or video, with screensharing;

4.3.4. Live lessons recorded and available for students to access later;

4.3.5. Online access via Microsoft (MS) Teams to all subject teachers for guidance and support.

4.4. Provision for any one class or year group may be a mixture of all these methods at any time, with the overriding principles as described in **Section 5**.

5. Guiding Principles

5.1. Guiding the quality assurance and enhancements of RBL programmes is the general principle that students studying part of their programme by RBL have an experience which is comparable with campus-based studies, as much as is possible, supported by a shared understanding of the expectations and responsibilities of all parties involved.

5.2. For public examination and external qualification candidates, we aim to ensure that the employment of RBL delivery meets all guidelines set by awarding bodies, providing high quality support for students, with valid and reliable assessment, so that no group of learners is disadvantaged.

5.3. All materials provided remain the property of the Collegiate and should be stored on the Collegiate software. Students and staff may not assume that they acquire rights to the materials.

5.4. As set out in the **Staff Code of Conduct**, **Acceptable Use Policy (AUP for Staff)**, **E-safety – Digital Wellbeing Policy** and **Child Protection and Safeguarding Policy**, all members of staff must be aware of e-safety and child protection issues related to the use of mobile devices and must maintain an appropriate level of professional conduct in their own internet use.

5.5. At all times, **safeguarding and data protection** are to be of paramount importance, as detailed in **Section 9** of this policy.

5.6. A **Collegiate Online Learning Risk Assessment** has identified and mitigated risks associated with RBL as found in **Appendix 2**. This is reviewed annually, or as new risks are identified.

6. Expectations of Collegiate Staff and Students

6.1. Learning is a partnership between staff across the Collegiate and individual students. There is a shared set of expectations between staff and students, which the Collegiate summarises below.

6.2. The Collegiate will ensure that staff who provide support to learners on their programmes of study have appropriate skills, training and development opportunities and are timetabled to provide support when students are engaged in RBL.

6.3. Where it is not possible to give on-site training, this will be provided remotely. Staff are expected to engage with training that is provided to support their delivery of RBL and seek further training to enhance their confident use of digital strategies for RBL.

6.4. Staff with responsibility for assessment should take all reasonable steps to confirm that a student's assessed work is the original work of that student, where this is required for courses leading to a qualification, and they will possess the knowledge and skills to undertake assessment in line with Collegiate policies and examination board requirements.

6.5. Assignments for public examination assessment will be set in face-to-face sessions, wherever feasible, either on campus or remotely. Staff will ensure that they follow the Collegiate and/or the examination board process for managing feedback on assignments, with questions constructively answered, and feedback provided in a timely manner.

6.6. The Collegiate will ensure that assessment methodology is valid, reliable and does not disadvantage any group or individual learners.

6.7. Unless exceptional circumstances or sickness apply, all teaching staff will be expected to undertake to provide their students with high quality learning programmes, applying the same rigorous professionalism and commitment as would be employed in the classroom on campus, in line with the **Teachers' Standards (DfE, updated 13 December 2021)** and their designated responsibilities within the Collegiate.

6.8. Users will be responsible for preserving the privacy of accounts, login names, passwords, and/or lock codes to maintain security of electronic devices and data. They will also be responsible for ensuring that any device used is equipped with up-to-date virus checking software.

6.9. The Collegiate is not responsible for the effects of any software obtained via the Collegiate network loaded on a personal device.

6.10. The owner is responsible for all costs associated with a personal device, and for complying with any warranty requirements.

6.11. Staff should ensure that they do not break copyright laws.

7. Specific Responsibilities

7.1. Academic departments and teachers will ensure that programmes of study provide students with:

7.1.1. A delivery system of the programme or module that is secure, reliable, fit for its purpose and has an appropriate availability – Microsoft (MS) Teams is authorised for lesson delivery, and unauthorised platforms such as Zoom will not be used;

7.1.2. Study materials that meet the expectations of the Collegiate in respect of the quality of teaching and learning support material for a programme of study carried out on the campus and, where relevant, leading to a specific public examination.

7.1.3. Clearly defined operating times for remote learning. Remote learning will be offered to all students according to the set term dates and school day timings. For those unable to attend live lessons, a recording, or lesson resources, will be made available in a timely manner working alongside the Head of Year and other relevant staff to provide follow up support if required.

7.1.4. An appropriate contingency plan, which would come into operation in the event of failure of the designed mode of delivery. Should MS Teams not be available to provide online learning for more than 24 hours, work will instead be emailed to students using school email contact details.

7.1.5. At least one identified contact, who can give constructive feedback on performance and progress, from the outset of the student's study. MS Teams chat function is used for support and questions. Work is set and returned with feedback using appropriate methods e.g., MS Teams, Class Notebook.

7.1.6. A clear schedule for the delivery of study materials and for assessment of work.

7.1.7. Lessons provided online in the same quantity as those delivered in school, with assessment taking place to the same schedule where possible.

7.1.8. Clear deadlines for assignments – all student preps have a clear deadline and regular communication with the student to discuss the mode in which it should be returned e.g., MS Teams assignment.

7.1.9. A clear and realistic explanation of the expectations placed upon students for study of the programme. Any student who is absent from school, and is physically well, is expected to engage with online learning provision, to ensure they maintain their current levels of progress.

7.1.10. Clear indication, available on request from the IT Manager, of the minimum technical requirements for the computer facilities to access the online material.

7.1.11. Opportunities to give feedback on the experience of the programme. Students experiencing any difficulties are encouraged to raise concerns with their subject teachers or relevant school team.

7.2. As a minimum, teachers will ensure students are provided with the same materials (PowerPoints, worksheets, etc), or equivalent, as if they were in class, ideally before the lesson if the student is not able to attend live. Students off site due to suspension will not be offered live lesson attendance.

7.3. Teachers should communicate with students at least once a week and ensure students are receiving the work being set.

7.4. Should students not be completing work or replying to communication, the relevant Head of Year and pastoral/ safeguarding teams will be informed as outlined the in the **Attendance section** below.

7.5. **Heads of Department and Curriculum Leaders** will monitor lessons for quality and safeguarding purposes, to ensure that no additional risks are posed for staff or students.

7.5.1. As indicated in the **Collegiate Online Learning Risk Assessment** , Heads of Department and Heads of Year are members of relevant Class Teams, created within Microsoft Teams, to monitor the quality of online sessions.

7.5.2. Heads of Department, Curriculum Leaders and Heads of Year can join online sessions at any point to check the quality of what is being offered.

7.5.3. Members of the Queen Ethelburga's Leadership Team (QELT), or the Head of Staff and Department Management, or Lead Practitioners, can request to be invited to a lesson at any time.

7.6. **Students** will be expected to understand that their use of applications provided by the Collegiate can be monitored and logged, and that if rules designed to keep them safe are not followed, sanctions will be applied, and parents contacted.

7.7. It is expected that when they are remote learning:

7.7.1. They have regular and reliable access to the internet, with appropriate firewall/virus protection and a computer that meets the minimum technical requirements set by the programme of study.

7.7.2. They understand the basic terms and descriptions necessary for following instructions about how to access the programme of study and seek help if necessary.

7.7.3. They engage with the learning materials and mode of delivery.

7.7.4. They conform to the schedule for the programme delivery and assessment, accepting that it is their responsibility to fulfil their role in the partnership of teaching and learning - they must be on time for their synchronous sessions and attentive.

7.7.5. They video conference from an environment that is quiet, safe, and free from distractions (preferably not a bedroom).

7.7.6. They are dressed appropriately for learning if using a camera.

7.7.7. They interact patiently and respectfully with teachers and peers, using appropriate language and behaving appropriately.

7.7.8. They alert the Collegiate to any materials that are corrupted or fail to arrive.

7.7.9. They take responsibility for developing their IT skills, as appropriate.

7.7.10. They take responsibility for accessing materials appropriately and applying their training in e-safety and student acceptable use of Collegiate network resources and electronic devices, to include not browsing, downloading, uploading, or forwarding material that could be offensive or illegal, and reporting any accidental access to such material.

7.7.11. They do not record each other's online interactions and do not take photographs of, or record, classmates or teachers during face-to-face sessions.

7.7.12. They end the session as soon as the teacher indicates to do so.

7.7.13. They observe the same standards of respectful behaviour towards each other as would be expected within the classroom, understanding that child-on-child abuse is subject to the same disciplinary proceedings as would occur in school.

7.7.14. They will take responsibility to ensure all work submitted for assessment is their own as with any work submitted during face-to-face lessons.

7.7.15. If students are unable to access any live lesson provision for any reason, such as being in time zones beyond Europe, then they are expected to catch up with either pre-recorded material or other resources made available to them.

8. Early Careers Teachers (ECTs)

8.1. In circumstances where ECTs/PGCE students and the Induction Tutor/Subject Mentors are working remotely, then induction will continue remotely.

8.2. ECTs/PGCE students should continue to hold regular mentor meetings via MS Teams with their Induction Tutor and Subject Mentor.

8.3. Where possible, lesson observations could take place remotely. The Induction Tutor will contact ECTs to arrange this as per Term 1.

8.4. ECTs/PGCE students can continue to gather evidence of their progress against Part 1 and Part 2 of the Teachers' Standards.

9. Safeguarding

9.1. Students should always be safeguarded, and the **Child Protection and Safeguarding Policy** remains in force. All procedures, including the reporting of concerns about a child or about the conduct of a member of staff, should be followed as laid down in the policy.

9.2. It is recognised that child-on-child abuse could still be an issue using online platforms, and that students will need to be protected from bullying, including cyberbullying. Any such abuse will be reported, recorded and dealt with according to the **Collegiate Behaviour and Discipline Policy**. Students will continue to have access to Collegiate pastoral staff, should they need support or need to report a concern.

9.3. No material should be provided for remote and blended learning unless it is known to be suitable for student access and appropriate to the relevant age group and does not compromise their safety or wellbeing.

9.4. Only approved internet links should be provided, where external resources are recommended, and students will receive training in e-safety during their time on campus or remotely, where that is not possible.

9.5. The Collegiate cannot be held responsible for student access to inappropriate materials via their own internet connections in locations outside the campus.

9.6. Access to the Collegiate network must only be via approved infrastructure, but advice to parents about e-safety such as filters is available via the Pastoral area of the Collegiate website.

9.7. Parents will be advised to ensure that students **under the age of 13** will be supervised by an adult.

9.8. Students should not be required to provide staff with personal information beyond that available to them via existing Collegiate systems, and such personal information must not be downloaded and saved to any personal device.

9.9. In accordance with the **Staff Code of Conduct** and **Child Protection and Safeguarding Policy**, staff must not use their own equipment to communicate with students or parents/guardians/carers, unless this is via secure Collegiate software.

9.10. Staff should not provide students with their personal contact details. They should always adhere to the **Staff Code of Conduct**. They should not arrange to meet students outside school or visit them in their homes.

9.11. The appendix: **Teaching and Learning - Technical Guidance for teaching absent students using webcams / voice over PowerPoint** provides a step-by-step guide to remote learning for staff.

9.12. Where there is not a **Designated Safeguarding Lead** or **Deputy** on site, there will be one contactable remotely.

10. Attendance

10.1. Attendance will be monitored, whether students are on site or attending remotely.

10.2. All students are expected to continue to engage and participate in their education where possible, whether on site or through the RBL Programme. Where a student or young child is expected to attend an online lesson or submit online assignments, but does not without reason, we will follow our attendance procedure and attempt to initially contact the student.

10.3. Should a student not respond or has had no interaction with the Class Team, as shown on the Insights tab on Microsoft Teams, the relevant Head of Year will be informed. They will then contact the family.

10.4. If contact cannot be made, the DSL or a Deputy DSL will be informed and will take the appropriate action, in accordance with the **Collegiate Children Missing Education - Missing Student Policy**.

10.5. Expectations of participation of learning will be reviewed on a case-by-case basis and will be dependent on each individual young person's specific circumstances and needs.

10.6. This will be determined in conjunction with parents, the student and the Head of Student Welfare and Personal Development and/or Head of Student Wellbeing.

11. Data Protection, Confidentiality and Record Keeping

11.1. This policy has been reviewed in accordance with the **Data Protection Act (2018)** and the **UK General Data Protection Regulation (UK GDPR, 1 January 2021)**. You can find out more about UK GDPR on the [Information Commissioner's Office (ICO)](#) website.

11.2. The Collegiate accepts it has a duty of care to ensure individuals' data is kept safe and secure and the **Collegiate privacy notices for staff, parents and students** provide information regarding the personal information we collect and hold; what we do with it; who we can share it with; and how long we retain data. A privacy notice is available to view on the Collegiate [website](#).

11.3. All assessment and internal verification records for public examinations will be stored securely, in accordance with applicable regulations.

11.4. The Collegiate has a Data Protection officer (DPO) who can be contacted should you have any questions at dpo@qe.org. When sharing confidential information about a member of staff or student, the Collegiate has regard to its responsibilities under the **Data Protection Act (2018)** and to the **UKGDPR (1 January 2021)**, and where relevant, the **Education (Pupil Information) (England) Regulations (2005)**. Data Protection does not prevent the sharing of information for the purposes of keeping children safe.

11.5. The Collegiate **Data Protection and Privacy Policy** remains in force, even when staff are working remotely. All processing of information should be carried out securely, using the Collegiate platform, and documents should not be stored on staff personal devices.

11.6. Where downloads are unavoidable, for example when recording lessons, staff must save to the Collegiate software and delete downloads and empty the recycle bin at the earliest opportunity.

11.7. Anyone committing or discovering a breach of data protection regulations must report it in line with the **Data Protection and Privacy Policy** to dpo@qe.org.

12. Policy Availability

12.1. Parents, prospective parents and carers can access this policy on the [Queen Ethelburga's Collegiate website](#) .

12.2. Hard or electronic copies of this policy can be requested from the PA to the Principal at esd@qe.org.

12.3. A hard copy can be made available to view during normal Collegiate opening hours, on request from the PA to the Principal at esd@qe.org.

12.4. This policy can be made available in large print if required.

12.5. Policies are available to all staff on the Q Home SharePoint page - [Policies and Procedures 2023-25](#).

Appendix 1

Teaching and Learning - Technical Guidance for teaching absent students using webcams / voice over PowerPoint

This guidance is a step-by-step guide that can be used to support you in providing remote learning to students.

There are **3 main methods** of delivering remote learning, though during periods of school closure such as lockdowns, it is expected that most lessons will be delivered *'live'* using options 1 or 2 detailed below.

- **Option 1:** Live streaming of lessons (and recording) with video and audio using your QE-issued Surface Pro

- **Option 2:** Live streaming of lessons (and recording) with just audio using your QE-issued Surface Pro

- **Option 3:** Voice over PowerPoint for students to then access via MS Teams.

<u>Guidance for Options 1 and 2</u>

1. Plan your preferred visual and audio options in advance of the lesson

- **Audio and visual** – select both microphone and camera within the MS Teams meeting

- **Just Audio –** please deselect video in the MS Teams meeting before the lesson begins (see step 5)

<u>Your lesson:</u>

2. Either schedule a meeting in advance, for the MS Teams group for your class at the time of the lesson or click on 'meet now' at the time of the lesson to start a meeting which you will then use to deliver your lesson. The first of these is preferable, as it will add the meeting/lesson to the student's calendar in MS Teams allowing them to plan in advance, meaning less chance of them missing the lesson. These options can be found on the top right of each Team in the General channel.
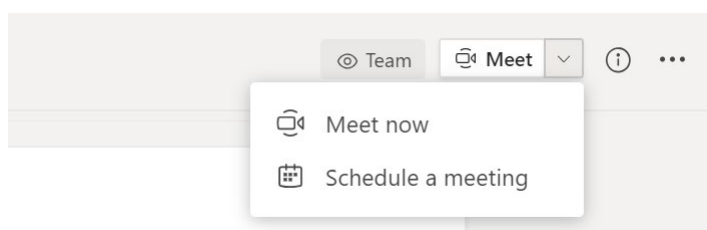
3. If scheduling a meeting, the meeting's name is the name of the lesson – you can add this in the first option.
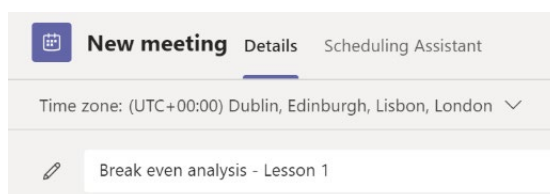
4. If delivering a live streamed lesson whilst other students are physically present with you in school, please inform any students who are present in the class that this will be live streamed, and, if you are choosing to do so, will be recorded.

   Note: Please take the register before you click record to prevent any personal data being recorded on camera – ensure you shut down iSAMS before starting the recording.

5. Please note that it is not compulsory to record your live lessons. However, please be aware that if one of your absent students is unable to attend the live lesson then you will need to provide further support and explanation to that student to help them with their work. If a recording is available, then your students will be able to watch this for support with their work.

6. If using a camera for visual purposes, focus the webcam on either you or the board (if in school). **Note:** Students in the classroom should not be visible on this at any point in the entire lesson, so please ensure that your camera is focusing on the board or you only, to prevent any students entering the lesson/leaving the lesson becoming visible. If only using audio, deselect video when you first join the meeting.

7. Open the lesson content on your computer e.g., PowerPoint.

8. Click start recording.
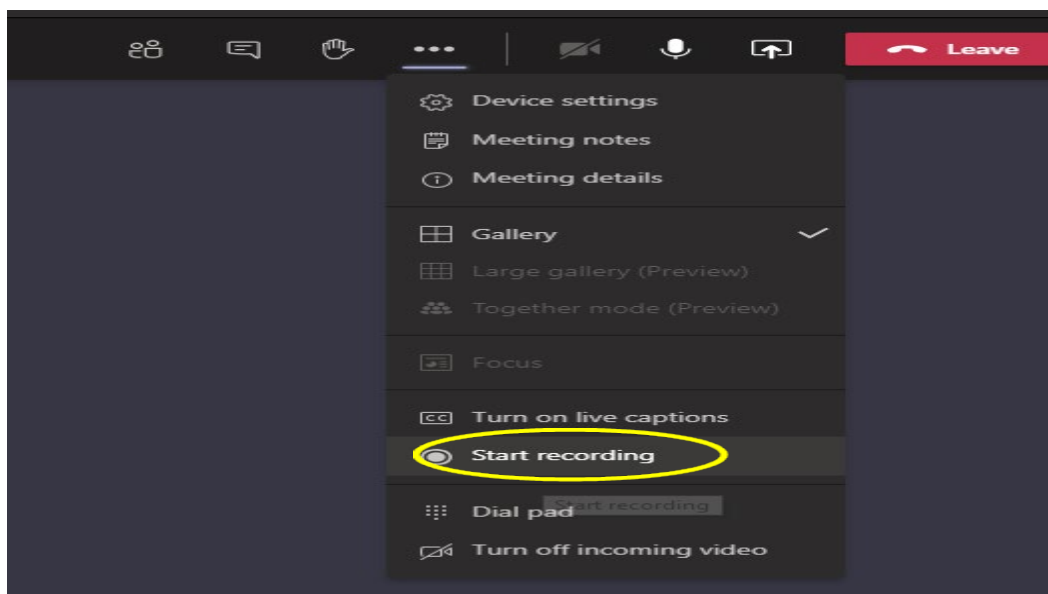
9. Share the screen and under the 'window' heading choose the lesson content e.g., PowerPoint
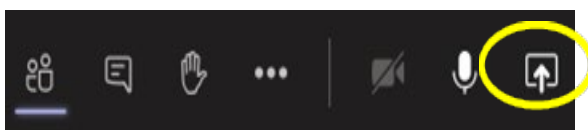
Note: you can select to share your whole desktop, but all windows will be recorded. It is recommended to choose document e.g., PowerPoint to share at any one time.
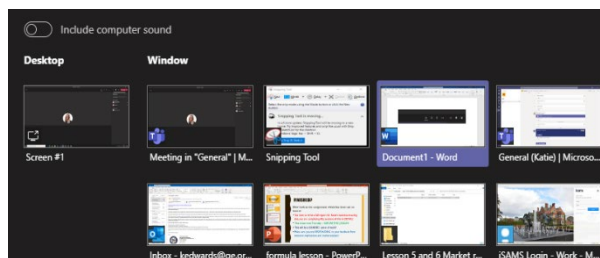
    a.   **Note:** When selecting your screen, a red border will appear around that screen.

    b.   You can minimise the MS Teams control in the right-hand corner by selecting minimise.
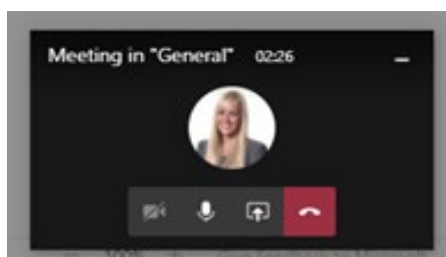
10. Proceed with your lesson.

    Note: If recording the lesson for absent students you can choose to stop recording whilst students present are completing tasks. This will then save as a separate meeting. You can also leave the recording running.

11. At the end of the lesson or the end of the parts you would like recorded, end the meeting by clicking 'leave' or the red 'hang up' symbol.

12. Your lesson will be available in the MS Teams channel for students to re-watch, as well as being uploaded to Microsoft Stream. Please be aware that you will need to access the video and extend the expiry date of that lesson if you would like it to remain for more than 30 days.

    Note: If you record the entire lesson, including times when students in class are quietly working, anyone watching the recorded version later will have to find the relevant taught parts. It may therefore be preferable to record only those relevant parts, stopping and starting the recording as required.

Guidance for Option 3 - Voice over PowerPoints

This should only be used for entire lessons due to staff absence. Pre-recorded PowerPoints can be used as **part** of a live lesson if this is appropriate, just as you might use a video clip or other teaching resource.

Please find the guidance on this by heading to QE Staff Teams Early August Refresher INSET. In the Microsoft Teams Tutorials folder you will find Microsoft Teams Tutorial B.

The Collegiate Online Learning Risk Assessment 2024-2026

Accessibility

Risk	Assessment of possible risk/threat	To Whom	Risk level before controls in place	System of control – Action taken	Risk level after controls in place	Responsible department and date action taken/ date for review
Level of digital security for electrical devices not sufficient, leading to a possible data breach and GDPR violation	Risk of hacking of digital equipment and access being gained to encrypted Collegiate systems Staff leaving home devices unlocked/not secure Theft of personal data from Collegiate systems Compliance failure in implementing GDPR requirements	Staff and Students	**High**	Staff and student AUP updated and reminders to staff and students to ensure security is in place Staff all have Surface devices to use High level of monitoring from IT department All students are issued with strong passwords (mixing upper- and lower-case letters and numbers) which can only be amended by the IT department Additional online safety reminders sent out via email, in line with Government guidance, highlighting scams/concerns such as Mass Downloads, phishing scams.	**Medium**	Pastoral Team IT Manager Data Protection and Compliance Officer IT Manager Data Protection and Compliance Officer

Risk	Assessment of possible risk/threat	To Whom	Risk level before controls in place	System of control – Action taken	Risk level after controls in place	Responsible department and date action taken/ date for review
Online learning platform does not have sufficient level of online security and do not comply with GDPR data storage regulations.	Risk of hacking of staff and student electronic equipment and access being gained to encrypted school systems and personal data	Staff and Students	**Medium**	In line with other provisions, the Collegiate uses Microsoft Teams - a reputable platform which has high levels of security

Microsoft has its own filtering systems and monitors for threats

Interactive platform which is intuitive to potential threat levels. | **Low** | IT Manager

Data Protection and Compliance Officer |

Risk	Assessment of possible risk/threat	To Whom	Risk level before controls in place	System of control – Action taken	Risk level after controls in place	Responsible department and date action taken/ date for review
Online Learning platform not accessible to staff at home	Staff teaching ability and safety compromised due to inaccessibility of resources	Staff	Low	Microsoft Teams is already part of the platform used by the Collegiate and is therefore accessible to staff as a free software download, whilst employees. ICT on hand to provide support if/when required Staff provided with significant one-to-one support to resolve online accessibility issues Staff vigilant for platforms that might not work for international students and tailor these where necessary School provides all teachers with a Surface Device with access to Teams	Low	IT Manager Academic Director Head of Staff and Department Management

Safeguarding including inappropriate behaviour

Risk	Assessment of possible risk/threat	To Whom	Risk level before controls in place	System of control – Action taken	Risk level after controls in place	Responsible department and date action taken/ date for review
Safeguarding policy not in line with current government regulations	Staff and students at additional safeguarding risk because of added risk that solely using an online learning platform brings Increased threat of online/digital abuse following the move to the online learning platform Compliance failure for ISI/Government requirements	Staff and Students	High	Staff follow the guidance detailed in the Child Protection and Safeguarding Policy and Staff Code of Conduct, in line with current DfE guidelines. Named DSL on site, contactable by students and staff	Low	Head of Student Welfare and Personal Development DSL Head of Staff and Department Management Head of Regulation
Registration of students for safeguarding purposes	Students not subjected to regular monitoring which is present in schools	Staff and Students	Medium	Lesson registration of students for safeguarding purposes to continue to take place with staff also monitoring engagement with learning materials Concerns reported to school teams	Low	Heads of School Head of Student Welfare and Personal Development Mental Health Lead
AUP	AUP does not sufficiently cover the changes in use to ICT systems following distance learning and does not cover staff and/or students for unforeseen consequences	Staff and Students	Medium	AUP to be regularly reviewed and updated to take into account remote learning	Low	Heads of School Head of Student Welfare and Personal Development Head of Wellbeing

Risk	Assessment of possible risk/threat	To Whom	Risk level before controls in place	System of control – Action taken	Risk level after controls in place	Responsible department and date action taken/ date for review
Behaviour and conduct	Behaviour expectations and code of conduct are not sufficiently clear or understood by students and staff	Staff and Students	Medium	Behaviour and Discipline Policy, Anti-bullying Policy, the Child Protection and Safeguarding Policy and the Staff Code of Conduct are regularly reviewed and updated as needed.	Low	Heads of School Head of Wellbeing Head of Student Welfare and Personal Development Head of Staff and Department Management

Mental Health and Wellbeing

Risk	Assessment of possible risk/threat	To Whom	Risk level before controls in place	System of control – Action taken	Risk level after controls in place	Responsible department and date action taken/ date for review
Screen time is not clearly defined or monitored	Staff and students accessing the systems at times that are not appropriate, leading to mental and physical health issues.	Staff and Students	**Medium**	Clearly defined operating times for virtual learning made clear for staff and students Staff and students encouraged to take regular breaks Staff wellbeing channel on Microsoft Teams	**Low**	Heads of School Head of Wellbeing Head of Student Welfare and Personal Development Mental Health Lead/H&S Team/Staff Welfare Team
Mental Health is at risk from isolation, lockdown and unusual working conditions	Staff and students working from home at risk of increased mental health problems due to isolation and lockdown.	Staff	**Medium**	Supplementary courses distributed to assist Line Managers providing regular contact for staff to maintain support networks and identify if there are any problems THRIVE@Live sessions offered to pupils including Tea and Talk, Yoga and Wool and Wellbeing Supportive sessions offered to staff, for example Tea and Talk	**Low**	Heads of School Pastoral Team Head of Staff and Department Management Head of HR Mental Health Lead Collegiate Spiritual Lead

Risk	Assessment of possible risk/threat	To Whom	Risk level before controls in place	System of control – Action taken	Risk level after controls in place	Responsible department and date action taken/ date for review
Mental Health is at risk from isolation, lockdown and unusual working conditions	Staff and students working from home are at risk of increased mental health problems due to isolation and lockdown.	Staff	Medium	Staff welfare Team available for one-to-one support and staff wellbeing channel on MS Teams Support in place on the website for students struggling during lockdown Pastoral offering key worker sessions and support Training sessions offered to assist staff with coping with the demands of online working and managing mental health Employee Assistance Programme available to all staff	Low	Staff Welfare Team Health and Safety Team

Quality Assurance and Monitoring

Risk	Assessment of possible risk/threat	To Whom	Risk level before controls in place	System of control – Action taken	Risk level after controls in place	Responsible department and date action taken/ date for review
Lesson quality is not as expected.	Staff are not offering high quality lessons as expected. Risk of abuse possible	Staff and Students	**Medium**	Heads of Department and Heads of Year are part of each Class Team on Microsoft Teams, to monitor the quality of online sessions Heads of Department and Heads of Year can drop in on online sessions at any point to check the quality of lessons that are being offered by staff QELT work with HODs to be invited to lessons to monitor lesson quality, as in school Other senior staff can request to be invited to a lesson Induction Tutor/Subject Mentors to continue to offer support to NQTs	**Low**	Heads of School Heads of Department/Lead Practitioners/Induction tutor/Subject Mentors for NQTs Academic Director Head of Student Welfare and Personal Development
Staff do not meet the standards expected by the Collegiate	Staff not wearing suitable attire and not exhibiting standards expected of professionals including use of language, potential risk for abuse and contacting students at inappropriate times	Staff	**Medium**	Consideration given to location of live online sessions when using cameras to ensure that it is appropriate	**Low**	Heads of School Heads of Department Head of Staff and Department Management Head of HR

Risk	Assessment of possible risk/threat	To Whom	Risk level before controls in place	System of control – Action taken	Risk level after controls in place	Responsible department and date action taken/ date for review
Staff do not meet the standards expected by the Collegiate	Staff do not wear suitable attire and do not exhibit standards expected of professionals including use of language, potential risk for abuse and contacting students at inappropriate times	Staff	Medium	Staff are given clear guidelines on clothing and personal attire during sessions when cameras are in use Clearly defined learning hours set as usual school times for lessons Chat logs recorded by Microsoft Teams and can be accessed by the School should a concern be raised	Low	Head of Regulation Head of Student Welfare and Personal Development Head of Wellbeing
Live or recorded lessons threaten safeguarding of students	Potential abuse of GDPR Potential increased online abuse risk Teachers reveal their home context and also open up their teaching style to parents, carers and anyone accessing the lesson from the student's device Students home context shown if on camera	Staff	Medium	Staff are aware of GDPR requirements as personal data must not be shared Staff are aware that online sessions do not mean that the threat of abuse is removed and are therefore vigilant Training given to staff on best practice in live and recorded lessons and use of technology for marking and assessment. This also includes training on use of technology for marking/assessment and through online provision such as Class Notebook (for both students and staff)	Low	Heads of School & Heads of Department Head of Regulation Head of Student Welfare and Personal Development Lead Practitioners (LPs) Head of Wellbeing

Risk	Assessment of possible risk/threat	To Whom	Risk level before controls in place	System of control – Action taken	Risk level after controls in place	Responsible department and date action taken/ date for review
Live or recorded lessons threaten safeguarding of students	Potential abuse of GDPR Potential increased online abuse risk Teachers reveal their home context and also open up their teaching style to parents, carers and anyone accessing the lesson from the student's device Students home context shown if on camera	Staff	Medium	Bespoke Teaching and Learning Team Staff to ensure they have read and implemented the guidelines in the RBL Policy and the Staff Code of Conduct and Child Protection and Safeguarding Policy Online lessons take place in Class Teams channels on Microsoft Teams. Microsoft Class Teams are private to members of the team only (i.e. students in a particular class and teachers). Staff not part of the Microsoft Class Team may also join the team from time to time to observe for CPD purposes – permission from Teams owners will be sought prior to this. Membership is limited to those with Collegiate email addresses. Teachers have the ability to remove or mute students from a class and have full control over the progression of a live lesson.	Low	Lead Practitioners (LPs) Head of Regulation Academic Director Heads of School and Heads of Department Head of Student Welfare and Personal Development Head of Wellbeing

Risk	Assessment of possible risk/threat	To Whom	Risk level before controls in place	System of control – Action taken	Risk level after controls in place	Responsible department and date action taken/ date for review
Live or recorded lessons threaten safeguarding of students	Potential abuse of GDPR Potential increased online abuse risk Teachers reveal their home context and also open up their teaching style to parents, carers and anyone accessing the lesson from the student's device Students home context shown if on camera	Staff	Medium	When the meeting is organised, the meeting options can also be selected so that students cannot present, share screen and/or record the live lesson. This will limit any potential issues. Recording lessons is only needed when students are absent due to time zone differences. Recordings can be removed if unsuitable and alternative work is provided. Students advised not to use their cameras in live lessons, though where choose to do so for T and L reasons they are advised to do this with plain backgrounds, no other family members visible and preferably not in bedrooms	Low	Heads of School and Heads of Department Head of Regulation Head of Student Welfare and Personal Development Lead Practitioners (LPs) Head of Wellbeing

Version Control Table

Version Number	Purpose/Change	Author	Date
1.0	• The **annual** policy review concluded on **31 January 2025**. • This policy was published with effect from **01 February 2025**.	• Academic Director	01.02.2025
Amendments and updates	• **Updated links and references in the table on pages 1 and 2 to include:** ➢ The School Attendance (Pupil Registration) (England) Regulations 2024 ➢ Protective security and preparedness for education settings (DfE, 29 April 2024) ➢ Digital Resilience Framework (UK Council for internet Safety, 12 September 2019, updated 18 September 2020) ➢ Meeting digital and technology standards in schools and colleges (DfE, 23 March 2022, updated 07 January 2025) • **Section 5. Guiding Principles** updated to include **paragraph 5.5,** referencing the *Collegiate Online Learning Risk Assessment*. • Addition of **Appendix 2 – The Collegiate Online Learning Risk Assessment.**	• Academic Director • Head of Regulation	01.02.2025