



EDClass On-Boarding Policy

POL028

Issue number 2

Approved by Sam Warnes

EDClass Onboarding Policy for Commissioning Schools

Strategic Partnership

Because EDClass is formally accredited by the Department for Education (DfE) under the Online Education Accreditation Scheme (OEAS) and operates as a recognised educational institution and alternative provision, commissioning bodies engage in an inspection-grade partnership.

This onboarding framework guarantees that all statutory duties spanning child protection, line-of-sight monitoring, attendance auditing, SEND adjustments, and curriculum integrity, are agreed upon and operationally active before instruction begins.

Purpose

This policy aims to:

- ✓ Establish a clear and standardised onboarding process for schools integrating EDClass into their learning environment.
- ✓ Ensure that all stakeholders (staff, teachers, safeguarding offices, and administrators) understand their roles and responsibilities in the partnership.
- ✓ Promote effective communication and collaboration between EDClass and commissioning schools.
- ✓ Safeguard students' well-being and ensure a safe online learning environment.
- ✓ Establish a standardised, compliant onboarding structure that satisfies Ofsted Alternative Provision (AP) criteria and DfE OEAS Category 2 and 3 inspection standards.
- ✓ Align behaviour expectations, mobile phone prohibitions, and mandatory webcam verification from Day 1.
- ✓ Define lines of multi-agency communication and automated escalation between EDClass safeguarding teams and commissioning DSLs.
- ✓ Integrate curriculum pathways, Schemes of Work (SoW), and pastoral records to deliver tailored alternative education.

This policy aims to ensure a smooth transition, establish effective communication channels, and set the foundation for a successful partnership focused on student achievement and well-being.

Onboarding Process

Initial Consultation: An initial consultation will be held with the customer service team to discuss the school's specific needs and goals for using EDClass. This consultation will set the foundation for the entire onboarding process.

Managed Service Setup: The EDClass team will work with the school to set up the managed service, including configuring user accounts, setting up permissions, and customising the platform to align with the school's curriculum and learning objectives.

Operational Reviews

To ensure operational scale, eliminate human administrative error, and prioritise continuous student welfare, the initial setup phase is structured as follows:

- ✓ **Automated System Onboarding:** Account provisioning, technical checks, timetabling setups, baseline data imports, and compliance documentation sign-offs are conducted via automated onboarding workflows.
- ✓ **Review-Led Engagement:** Rather than manual setup administration, partnership meetings focus on structured, data-driven Reviews:
 - ✓ **Initial Strategic Review:** Confirming student profiles, risk markers, SEND/EHCP adjustments, and pathway assignments.
 - ✓ **Safeguarding Consultation:** Commissioning DSLs collaborate directly with Kim (Head of Safeguarding) to finalise emergency escalation workflows and live alert monitoring.
 - ✓ **6-Week Best Practice Reviews:** Progress checks to evaluate attendance, camera compliance, academic growth, and reintegration readiness (mandatory minimum: termly).

Mandatory Compliance: The 10-Point AP Inspection Checklist

Agreement and Action Points: The MAT / school / LA agree to follow the 10-point checklist that outlines the key actions required for successful onboarding and to establish a positive partnership for their alternative provision.

The checklist will be used to

- ✓ track progress and ensure all essential tasks are completed.
- ✓ outline essential actions for schools to take.
- ✓ work collaboratively to implement the action points outlined in the checklist
- ✓ ensure all parties understand and agree to the checklist's items, which cover safeguarding, data protection, curriculum alignment, and other critical areas
- ✓ assign responsibilities and set timelines for completion to ensure a systematic approach.

Before commissioning seats or assigning learners, the commissioning school, MAT, or Local Authority must sign off on the **EDClass 10-Point Statutory Checklist**:

1. Commissioning Provider Declaration: Formally record EDClass as an official alternative education provider within the school's statutory governance and local authority returns.

2. Accreditation Registry: Explicitly record that EDClass is a **DfE-Accredited Online Education Provider** inspected under the OEAS framework.

3. Statutory 'Camera On' and Device Adherence: Ensure leadership, pastoral teams, parents, and students understand and agree that active webcams and mobile-free environments are legal prerequisites under KCSIE and the Children's Wellbeing and Schools Act 2026.

4. Provision Quality Assurance: Complete the school's statutory due diligence checks and quality assurance evaluation of the EDClass platform and EDClass premises as our teaching, safeguarding, wellbeing and management are at our Physical premises in Dinnington Sheffield. A site visit to EDClass would impact Ofsted Education Inspection Framework (EIF) and the DfE Alternative Provision Statutory Guidance. See page 19 for more understanding regarding this point.

5. Complete Contextual Data Sharing: Securely transfer all relevant SEND profiles, Education, Health and Care Plans (EHCP), Child in Need (CIN), Child Protection (CP), Looked After Child (LAC), and CAMHS involvement data prior to timetabling. *(see page 17 for more understanding why data sharing is essential alongside how this addresses legislation and guidance)*

6. Schemes of Work (SoW) Integration: Provide school-aligned Schemes of Work (specifically across Core Subjects: English, Mathematics, and Science) to allow EDClass to map bespoke curriculum pathways for the continuity of curriculum.

7. Direct DSL Safeguarding Alignment: The commissioning DSL must engage with Kim (Head of Safeguarding) to review live alert protocols, platform integration, student questionnaires, and statutory incident handshakes.

8. Live teaching and Oversight Agreement: Review and approve EDClass's model of live teaching, direct line-of-sight supervision, live teaching in groups between 1 to 10 and one-to-one restorative pastoral and wellbeing support. *(see page 12 for more understanding why this Live teaching with camera's on is important and how it meets legislation and guidance)*

9. Reintegration and Destination Tracking: Provide baseline data and participate in data tracking to measure positive destinations, vocational readiness, and mainstream reintegration.

10. 6-Week / Termly Formal Review Cycles: Commit to structured reviews every 6 weeks (statutory minimum: termly) to evaluate impact, safety logs, and academic milestones. *(see page 15 for more understanding why Reviews are paramount and how this aspect meets legislation and guidance)*

Safeguarding

Safeguarding Details Introduction: The school will be introduced to EDClass's comprehensive safeguarding policies and procedures. This includes a review of the school's safeguarding responsibilities and how EDClass can support their efforts to keep students safe online.

Safeguarding Team Introduction: The school will be introduced to the EDClass safeguarding team, who will be available to provide ongoing support and guidance on all safeguarding matters.

Safeguarding Meeting: A safeguarding meeting will be held with all relevant parties, including the teaching team, to ensure everyone understands their role in safeguarding students on the EDClass platform. a comprehensive safeguarding meeting involving all relevant stakeholders, including:

- ✓ School leadership
- ✓ Designated Safeguarding Lead (DSL)
- ✓ Teaching staff
- ✓ EDClass safeguarding team

Here you will review and discuss the safeguarding policy, procedures, and reporting mechanisms.

All child protection concerns are overseen by the Head of Safeguarding, who exercises ultimate operational authority over student welfare and safety escalations.

Live Alerts and Student Questionnaires

The review of the school's alerts and questionnaire process to ensure they are aligned with EDClass's safeguarding policies and procedures. The partnership will also establish a clear process for reviewing alerts and questionnaires generated by the EDClass platform whilst also determining who at the commissioning school will be responsible for monitoring and responding to these alerts.

Incident Reporting: The school will be trained on:

- ✓ Types of alert
- ✓ How we Clearly outline the incident reporting procedures for any safeguarding concerns or technical issues that arise.
- ✓ Ensure the school understands how to assist in incidents promptly and effectively
- ✓ how to deal with incidents in EDClass, ensuring a timely and appropriate response to any safeguarding concerns.
- ✓ **Real-Time Hazard Identification:** The platform flags non-verbal distress, inappropriate text entries, keywords, and environment vulnerabilities.
- ✓ **Welfare Checks:** Daily emotional wellbeing questionnaires prompt immediate alerts if a child reports feelings of distress, self-harm, abuse, or safety risks.
- ✓ **Incident Protocols:** Commissioning DSLs receive instant notifications and must maintain an active point of contact during operational hours to action emergency multi-agency referrals.

Mandatory Camera-On Policy

The school will be explicitly be informed of EDClass's mandatory camera-on policy, which promotes student engagement and interaction during live lessons but most importantly aligns legislation and guidance for safeguarding and child protection purposes. We will not move on this because these are requirements for the OEAS. This Camera on policy outlines the requirements and expectations for having cameras on during EDClass sessions for commissioning schools, school staff, school DSLs (Designated Safeguarding Leads), students, and parents that have subscribed to EDClass. It is designed to promote a safe, engaging, and effective learning environment for all users.

Commissioning partners must brief students and families on these non-negotiable operational requirements:

Line-of-Sight Camera Requirement

Under DfE OEAS Category 2 and KCSIE Annex C, learners **must** maintain active, unobstructed video feeds centred on their face for the duration of all live lessons. This ensures continuous verification of identity, safety, and engagement.

Phone-Free teaching environment

Under the Children's Wellbeing and Schools Act 2026 and DfE statutory guidance (*Mobile Phones in Schools*), mobile phones and smart devices **must** be powered off and kept out of reach to eliminate digital distraction and child-on-child image capture. EDClass is recognised by the Government at <https://get-information-schools.service.gov.uk/Establishments/Establishment/Details/150541> so we must adhere to this policy too.

Environment and Dress Code

Learners **must** attend sessions fully dressed in appropriate clothing (school uniform or neutral casual attire), seated in an upright posture at a dedicated desk or workstation (strictly never from a bed), using blurred backgrounds to protect domestic privacy.

Statutory Non-Compliance and Escalation Flow

If a student refuses to activate their camera or breaches behavioural boundaries:

- ✓ *Step 1:* In-app prompt and tech check (0–2 mins).
- ✓ *Step 2:* Isolation in a private virtual waiting room with a formal 60-second statutory warning.
- ✓ *Step 3:* Connection termination with attendance registered as **"Present Unverified / Camera Non-Compliant"** (unauthorised absence).
- ✓ *Step 4:* Immediate automated DSL alert logged and sent to parents.
- ✓ *Step 5:* Complete evidentiary audit trail (timestamps, logs, IP) archived for DfE and Ofsted inspections.

The "Camera On" policy is whole heartedly designed to:

- ✓ safeguard children participating in online lessons at all times.
- ✓ create a safe, secure positive, and engaging online learning environment for all EDClass users.
- ✓ supports effective live supervision, teaching, student engagement, and live learning in association with the DfE legislation
- ✓ ensure the well-being of students participating in EDClass online learning and virtual classroom environment
- ✓ empower the use of cameras to be a vital tool for safeguarding students in their online environment,
- ✓ allow any dangers or hazards to be reported, reviewed and visually seen which can be seen to the school DSLs and relevant authorities
- ✓ enables EDClass to proactively identify and respond to potential risks, creating a safe and supportive space for all learners.
- ✓ Work in partnership with schools, LAs and MATs

By adhering to this policy and DfE legislation, we create a stronger sense of community, enhance the quality of our online education, and most importantly, prioritise the safety and well-being of every child who participates in EDClass.

Seat Concept and Student Details

Clarification of Seat Concept: The concept of a "seat" in EDClass will be explained to the school. A seat represents a single student's access to the platform.

Adding Students to Seats: The process of adding students to seats will be demonstrated, ensuring the school understands how to manage student enrolment.

Student Details: The importance of providing accurate and up-to-date student details, including special educational needs (SEND / EHCP/ LAC / CIN / CP) and learning styles, will be emphasised. This information helps EDClass personalise the learning experience for each student.

Flexible Seat Allocation and Rotational Licensing

To optimise institutional budgets and accommodate dynamic student cohorts, EDClass provisions are structured through flexible seat allocation:

- **Whole-School Resource Access:** Purchasing a seat gives the entire school access to the EDClass curriculum and platform resources.
- **Cross-Context Utility:** Seats can be utilised flexibly across internal inclusion units, detention, Individual Action Plans (IAPs), isolation rooms, medical needs, and off-site alternative provision.
- **Rotational Capacity and Part-Time Timetabling:** A single seat license can be rotated across multiple part-time learners (e.g., split-week timetables, AM/PM rotations, or phased reintegration cohorts), ensuring continuous provision without purchasing redundant individual licenses.

EDClass Mobile App: Real-Time Safeguarding and Direct Notifications for DSLs and MPOCs

To establish immediate, unbroken communication between EDClass safeguarding practitioners and commissioning authorities, EDClass provides a dedicated mobile application designed specifically for **Designated Safeguarding Leads (DSLs)** and **Main Points of Contact (MPOCs)**. Downloading the EDClass App is **strongly recommended** during the onboarding phase for all commissioning school leaders, DSLs, and pastoral teams.

Key Capabilities for DSLs and MPOCs

- ✓ **Instant Push Notifications for Urgent Safeguarding Alerts:** Bypasses email delays by dispatching real-time push alerts directly to the DSL/MPOC's mobile device the moment an in-lesson distress flag, keyword trigger, or child protection alert is generated.
- ✓ **Immediate Non-Compliance and Camera-Off Alerts:** Notifies school leadership instantly when a learner enters the *Camera-Off Escalation Flow* or has their live connection terminated due to visual verification refusal.
- ✓ **Welfare Questionnaire Triage:** Allows DSLs to review student-submitted daily wellbeing questionnaires, identify negative emotional trends, and review flags raised by learners in real time.

- ✓ **Secure Bi-Directional Incident Communication:** Enables rapid direct messaging and case coordination between the commissioning school's DSL and Kim (Head of Safeguarding) or the EDClass safeguarding duty team.
- ✓ **Audit-Ready Registers on the Go:** Provides instantaneous visibility into live attendance codes, unverified sessions, and timetabled seat usage across your school's commissioned cohort.

App Availability and Download Links

The EDClass application is available across mobile platforms and can be downloaded directly from official app stores:

- ✓ **Apple App Store (iOS):** Available for iPhone and iPad devices. Search "EDClass" to install.
- ✓ **Google Play Store (Android):** Available for all compatible Android smartphones and tablets. Search "EDClass" to install.

Onboarding Integration

During the automated onboarding workflow:

- ✓ Commissioning schools must designate their active **DSL** and **MPOC** user profiles.
- ✓ Named DSLs and MPOCs receive secure, direct authentication credentials.
- ✓ Notification preferences and emergency escalation contacts are confirmed during the initial Safeguarding Review with Head of Safeguarding to ensure zero notification lag for critical child welfare events.

Alignment of Curriculum with Schemes of Work:

Strategic curriculum alignment ensures academic continuity between the commissioning school and EDClass, generating the direct evidence required for DfE and Ofsted Alternative Provision (AP) inspections.

Introduction: The school will be introduced to the key features and functionalities of the EDClass platform, focusing on how it can support teaching and learning.

Curriculum Alignment: The school will be guided on how to align their curriculum with EDClass's course offerings to ensure a seamless integration.

Platform Setup: The EDClass team will assist the school in setting up the platform, including creating timetables, learning structures, and customising the platform to meet their specific needs. This is vital to the success of the platform, engagement and for any inspection to evidence this so that both parties work strategically to:

Curriculum Mapping and Subject Pathways:

- ✓ EDClass curriculum specialists assist the school in selecting and sequencing digital lessons that directly mirror the home school's Schemes of Work (specifically across Core Subjects: English, Mathematics, and Science, alongside vocational pathways).

- ✓ Learning pathways are customised with the teaching team to match the learner's specific baseline assessment, target grade, or SEND/EHCP provisions.
- ✓ Emphasise the importance of selecting courses that align with the school's schemes of work for continuity of curriculum
- ✓ Offer assistance in identifying the topics and lessons available and customising the pathways with the teaching team to fit the student's specific needs.

Timetabling and Session Structuring:

- ✓ **Statutory AM and PM Registration:** Timetabled morning and afternoon roll calls to fulfil statutory attendance tracking under the Children's Wellbeing and Schools Act 2026.
- ✓ **Subject Slot Allocation:** Structuring daily live timetabled and live teaching periods with precise start/end times and clear lesson pathways assigned to each block.
- ✓ **Cohort Classification:** Accurately defining and configuring Full-Time (FT) vs. Part-Time (PT) timetables, as well as Short-Term (ST) intervention vs. Medium/Long-Term (MT/LT) placement structures.
- ✓ **System Notifications:** Setting automated alerts for session starts, overdue tasks, or non-attendance triggers.

Teaching, Learning and Live Support Architecture

EDClass provides a structured, live teaching and live safeguarded environment that combines digital curriculum pathways with real-time educator intervention:

- ✓ **Personalised Learning Paths:** Lessons adapt dynamically to pupil progress, addressing knowledge gaps, reinforcing strengths, and accommodating specific SEND requirements.
- ✓ **Live UK-Qualified Teaching and 1-to-1 Support:** Qualified educators deliver live lessons and provide immediate one-to-one teaching via chat and secure video feeds. Teachers adapt explanations, scaffolds, and learning resources in real time based on observed understanding.
- ✓ **Continuous Progress Tracking:** Formative and summative assessments log completion, attainment percentages, time-on-task, and comprehension milestones continuously.

Multi-Agency Review Cycles and Engagement Responsibilities

Ongoing collaboration ensures learner safety, academic progress, and timely reintegration planning:

- ✓ **Structured Review Frequency:** Automated progress reporting runs continuously, supplemented by formal multi-agency reviews held **every 6 weeks** (with a statutory minimum of once per term).
- ✓ **Case Governance:** Reviews evaluate safeguarding logs, attendance verification rates, camera compliance history, academic progress, and readiness for mainstream reintegration.
- ✓ **System Notifications and Permission Matrix:** Granular permission setups ensure that school leaders, DSLs, Heads of Year, and caseworkers receive real-time incident reports without data spillage.

Home Visits and Domestic Welfare Coordination

Where a learner fails to engage, repeatedly triggers the Camera-Off Protocol, or presents escalating pastoral flags:

- ✓ **Multi-Agency Escalation:** EDClass collaborates directly with the commissioning school's pastoral teams and the Local Authority to coordinate targeted welfare checks and home visits.
- ✓ **Environmental and Welfare Assessment:** Home visits serve as a vital safeguarding tool under *Working Together to Safeguard Children* to evaluate the home learning environment, identify hidden domestic barriers, and support the family in restoring regular educational engagement.

Parent and Carer Engagement Strategies

Sustained educational success requires active partnership between the home and the virtual classroom:

- ✓ **Clear Expectation Briefings:** Parents receive onboarding materials detailing the statutory necessity of line-of-sight camera monitoring, distraction-free study areas, and mobile phone bans.
- ✓ **Transparent Communication Channels:** Automated updates keep parents informed of attendance marks, lesson achievements, and positive "Little Wins" logged by teaching staff.
- ✓ **Collaborative Support:** Schools and EDClass work jointly with parents to resolve technical barriers, address school-refusal behaviours, and reinforce learning routines.

Student Onboarding and Transition Management

To ensure vulnerable or anxious learners' transition smoothly onto the platform:

- ✓ **Structured Platform Induction:** Learners complete an introductory walkthrough demonstrating platform navigation, chat tools, help buttons, and lesson structures.
- ✓ **Expectation and Safety Tutorials:** Students are guided through the code of conduct, the "Camera On" standard, mobile-free expectations, and the role of teachers in keeping them safe.
- ✓ **Low-Stakes Initial Tasks:** Early sessions prioritise confidence building, establishing teacher-student rapport, and positive reinforcement to alleviate online anxiety.

Progress Tracking and Inspection-Ready Reporting

EDClass provides comprehensive data tools that translate platform activity into audit-ready reporting:

- **Real-Time Data Dashboards:** Track lesson completion, attendance marks, assessment scores, and pastoral notes in real time.
- **Inspection-Ready Reporting:** Generates comprehensive evidence packs for Ofsted, DfE OEAS, and Local Authority audits at the click of a button—evidencing curriculum breadth, verified attendance codes, safeguarding audit trails, and positive student destinations.

Understanding the need for the Camera on policy and the Live Teaching, Direct Support and Live Timetable Configuration

Checklist Item: Understand and agree to the live supervision, live teaching, personalised catch-up support, and structured live timetabling architecture delivered across the platform.

Statutory and Inspection Rationale:

Under **DfE OEAS Standards (Category 2 and Category 3)**, **KCSIE (Annex C)**, and the **Children's Wellbeing and Schools Act 2026**, alternative and remote educational provision cannot rely on passive, unmonitored digital worksheets. Commissioning bodies must ensure that pupils receive structured, timetable-driven education led by UK-qualified teachers with real-time oversight and direct interactive support.

Key Components of Step 8

- ✓ **Real-Time Live Teaching and Seminars:**
 - ✓ **EDLive (Core Timetabled Lessons):** Live virtual classroom delivery led by qualified UK teachers featuring direct line-of-sight webcam supervision, interactive whiteboards, and real-time class participation.
 - ✓ **EDTeach (Breakout Seminars and Catch-Up):** Targeted small-group seminars, booster interventions, and academic catch-up sessions designed to address individual knowledge gaps and accelerate progress in alignment with school Schemes of Work (SoW).
 - ✓ **EDSupport (1-to-1 Live Support):** On-demand instructional teaching, real-time text/audio clarification, and live technical troubleshooting during timetabled periods.
- ✓ **Live Timetable Architecture and Platform Configuration:**
 - ✓ **Statutory AM and PM Roll Calls:** Formal, scheduled registration slots configured daily to meet statutory attendance reporting requirements.
 - ✓ **Structured Period Allocation:** Daily timetabled slots mapped out with precise lesson start/finish times, subject assignments, and teacher-led live blocks.
 - ✓ **Cohort and Provision Structuring:** Formal classification of timetables based on learner status:
 - *Full-Time (FT) vs. Part-Time (PT) schedules.*
 - *Short-Term (ST) intervention vs. Medium/Long-Term (MT/LT) placements.*
 - *Rotational Seat Allocations across split-week timetables or inclusion units (via EDInclude).*
 - ✓ **Assigned Subject Pathways:** Direct allocation of bespoke curriculum pathways to designated timetable slots across Core Subjects (English, Maths, Science) and vocational options.
 - ✓ **Automated Schedule Notifications:** Real-time system alerts pushed to learners and commissioning staff for lesson transitions, pending sessions, and missed registration triggers.

In the context of **Step 8 in the checklist (Live Teaching, Direct Support, and Live Timetable Configuration)**, mandatory camera usage is the vital operational link between live teaching, live

timetabled session, instructions and statutory compliance. Under **DfE OEAS Standards (Category 2 and 3)**, **KCSIE (Annex C)**, and the **Children's Wellbeing and Schools Act 2026**, live remote teaching cannot function effectively or legally without active line-of-sight monitoring:

- ✓ **Real-Time Pedagogical Assessment:** In live lessons (**EDLive**) and targeted breakout catch-up seminars (**EDTeach**), teachers rely on non-verbal cues, such as facial expressions, posture, confusion, or hesitation, to gauge understanding instantly. An active camera allows teachers to adapt explanations, offer timely scaffolds, and deliver targeted one-to-one teaching (**EDInclude**) without relying solely on a student self-advocating in text.
- ✓ **Verification of Active Engagement and Attention:** A live timetable is meaningless if a student merely logs in and walks away. Active webcams ensure the learner is physically present, focused on the teaching, learning and live delivery and instructional material, and actively participating rather than multitasking, sleeping, or browsing secondary devices.
- ✓ **Attendance Auditing Against Statutory Timetable Slots:** During AM/PM registration and scheduled subject periods, the camera provides definitive, auditable proof that the enrolled student, and not a proxy, is present at their workstation. This satisfies legal attendance auditing and prevents unauthorised absence classifications.
- ✓ **Immediate Environmental and Behavioural Regulation:** In live group environments and interactive breakout rooms, visual supervision establishes the culture and boundaries of a physical classroom. It prevents off-screen distractions, enforces mobile-free learning, and stops child-on-child digital misconduct in real time.

Understanding the Vital Role of Cameras with Live Safeguarding

Under **DfE OEAS Standards (Category 2 and 3)**, **KCSIE (Annex C)**, and the **Children's Wellbeing and Schools Act 2026**, a live teaching timetable cannot function effectively or legally without active line-of-sight monitoring. The webcam is the direct operational bridge connecting live academic delivery with **continuous, real-time safeguarding**.

Live Visual Safeguarding and Welfare Monitoring (EDSafe Integration)

- ✓ **Real-Time Indicators of Harm and Distress:** While teachers deliver live lessons in **EDLive** or small-group seminars in **EDTeach**, active camera feeds allow staff to continuously observe physical presentation and emotional state. Teachers and safeguarding officers can immediately spot visible injuries, signs of neglect, extreme lethargy, sudden emotional distress, or non-verbal indicators of abuse that would remain completely hidden in text-only or camera-off environments.
- ✓ **Immediate Environmental Hazard Detection:** A live video feed ensures the pupil's physical workspace is safe, appropriate, and free from immediate domestic hazards, unsafe domestic situations, or unverified adults/third parties present off-screen.
- ✓ **Immediate Threat Intervention and DSL Escalation:** If a welfare concern, disclosure, or emergency is observed live on stream, staff can immediately pause the session, transition the student to a private support channel (**EDNurture** or **EDSupport for independent study**), and instantly dispatch an automated red alert to the Designated Safeguarding Lead (DSL) and commissioning school via the **EDClass Mobile App** and CPOMS.

Pedagogical Assessment and Adaptive Teaching

- ✓ **Reading Non-Verbal Learning Cues:** Teachers rely on facial expressions, eye contact, and body language to gauge comprehension, confusion, or frustration.
- ✓ **Targeted Academic Scaffolding:** Visual feedback allows educators to intervene instantly during live teaching and instruction, offering tailored explanations or directing the learner to a targeted catch-up seminar in **EDTeach** without waiting for the student to struggle in silence.

Verification of Physical Presence and Timetable Integrity

- ✓ **Combatting "Ghost Logins" and Proxy Attendance:** A live timetable requires verified physical presence. Active cameras ensure the learner is seated at their workstation engaging with the material, preventing students from logging in to register and walking away or having an unauthorised third party sit in their place.
- ✓ **Statutory AM/PM Registration Verification:** Satisfies Section 36 of the *Children's Wellbeing and Schools Act 2026* by providing visual audit evidence for official attendance marks across every scheduled slot.

Classroom Culture, Behavioural Regulation and Child-on-Child Protection

- ✓ **Enforcing a Mobile-Free, Structured Space:** Visual oversight ensures students adhere to statutory mobile phone prohibitions, eliminating off-screen recording risks and covert digital distractions.
- ✓ **Preventing Digital Harassment and Safeguarding Peers:** Active visibility deters disruptive, aggressive, or inappropriate conduct during group interactions, ensuring the virtual classroom remains a secure, regulated space for all participants.

Understanding the modules in EDClass

To deliver a fully integrated, accredited provision that balances academic catch-up, targeted intervention, trauma-informed wellbeing, and statutory compliance, EDClass operates across six dedicated functional modules:

- ✓ **EDLive:** The core live virtual classroom hub in live timetabled teaching sessions. Facilitates real-time, interactive timetabled lessons led by qualified UK teachers with direct line-of-sight webcam supervision, live teaching, and group engagement.
- ✓ **EDTeach:** The targeted breakout seminar and catch-up learning module through live teaching sessions in small groups. Provides structured small-group seminars, academic booster sessions, gap-closing interventions, and catch-up lessons to help learners grasp difficult concepts and get back on track.
- ✓ **EDSafe:** The central safeguarding, attendance, and compliance command centre. Manages line-of-sight visual monitoring, automated distress questionnaires, real-time alert dispatch to DSLs/MPOCs via the app, and inspection-ready audit logging under DfE OEAS standards.
- ✓ **EDNurture:** The dedicated pastoral, mental health, and social-emotional learning (SEL) framework. Designed specifically for vulnerable learners, pupils with school-based anxiety,

and those recovering from Adverse Childhood Experiences (ACEs) to rebuild emotional regulation, confidence, and self-worth.

- ✓ **EDSupport:** The core academic and curriculum engine. Provides thousands of structured, curriculum-aligned lessons across primary, secondary, and vocational subjects (mapped to school Schemes of Work) with automated marking, diagnostics, and structured learning pathways.
- ✓ **EDInclude:** The specialised inclusion, isolation, and alternative provision management module. Enables schools to rotate seat allocations flexibly for internal inclusion units, behavioural resets, reset/detention periods, medical needs, and phased reintegration pathways.

Understanding the Statutory Framework Governing Alternative Provision (AP) Reviews to help understand parts 9 and 10

Under UK law and statutory guidance from the Department for Education (DfE), placements in Alternative Provision must never be open-ended or unmonitored. Commissioning schools and Local Authorities (LAs) retain ultimate statutory responsibility for the pupil and must conduct structured, regular placement reviews.

Key Legislation and Guidance Mandating Regular AP Reviews

- ✓ **DfE Statutory Guidance: *Alternative Provision* (Paragraphs 17–20 and 30–33):**
 - ✓ Mandates that commissioning bodies maintain ongoing oversight of the placement.
 - ✓ *Statutory Requirement:* Placements must be reviewed regularly, at least once per term, with **every 6 weeks** recognised as best practice, to assess whether the placement continues to meet the child's needs, evaluate academic and behavioural progress, and plan for timely reintegration into mainstream school or progression to a positive post-16 destination.
- ✓ **Children's Wellbeing and Schools Act 2026 (Section 36 and Remote AP Tracking):**
 - ✓ Imposes a continuous legal duty on schools and LAs to monitor pupil engagement, attendance, and physical whereabouts in remote and off-site settings.
 - ✓ Requires formal review milestones to audit line-of-sight compliance, safeguarding logs, and ensure the placement does not lead to "invisible" or unregistered children.
- ✓ **Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years:**
 - ✓ For pupils with an Education, Health and Care Plan (EHCP) or identified SEN, reviews must verify that provision aligns with statutory outcomes and that reasonable adjustments are actively delivered.
- ✓ **Keeping Children Safe in Education (KCSIE - Part 1 and Annex C):**
 - ✓ Mandates that off-site and remote placements are monitored with the same safeguarding vigilance as on-site provision. Regular reviews ensure multi-agency oversight between the commissioning DSL and the AP safeguarding team.
- ✓ **Ofsted Education Inspection Framework (EIF) and AP Evaluation Criteria:**
 - ✓ Ofsted evaluates whether school leadership routinely quality-assures off-site providers, checks attendance and safeguarding daily, and conducts documented placement reviews with clear exit/reintegration strategies.

Why Reviews Feature in the EDClass 10-Point Checklist

In the **EDClass 10-Point AP Inspection Checklist**, reviews are embedded at Step 9 and Step 10:

Checklist Item	Statutory Rationale and Purpose
Step 9: Evidence of Reintegration and Destination Data	Proving Educational Impact: Inspecting bodies (Ofsted/DfE) require clear evidence that AP is not a "holding area" but an active intervention leading to positive academic destinations, qualifications, or mainstream school reintegration.
Step 10: Termly Reviews (6-Week Best Practice)	Meeting Statutory Due Diligence: Establishes an auditable schedule for schools, parents, and EDClass to review attendance registers, camera compliance, academic attainment (via EDTeach/EDLive), and pastoral flags (via EDSafe/EDNurture) to determine if the placement should continue, step down, or transition.

Multi-Agency Review Structure and Agenda

During each 6-week / termly review, EDClass and commissioning schools evaluate:

- ✓ **Safeguarding and Wellbeing Audit:** Reviewing alerts, camera compliance rates, and daily check-in questionnaires logged in EDSafe.
- ✓ **Academic Attainment and Catch-Up:** Measuring curriculum completion and diagnostic gains across Schemes of Work via EDTeach and EDLive.
- ✓ **Attendance and Verification Records:** Cross-checking session marks against statutory register requirements to satisfy local authority audit trails.
- ✓ **Reintegration Milestones:** Formulating concrete step-up plans for phased return to the physical classroom or onward vocational progression.

Understanding why we must share data

The requirement to securely share and transfer contextual pupil data—including SEND profiles, EHCPs, Child in Need (CIN), Child Protection (CP), Looked After Child (LAC), and CAMHS involvement data prior to timetabling—is governed by the following UK primary legislation, statutory duties, and national frameworks:

Children's Wellbeing and Schools Act 2026 (Statutory Information Sharing Duty):

Introduces the legal duty under **Section 16LA of the Children Act 2004** requiring education, local authority, health, and multi-agency safeguarding partners to proactively share relevant safeguarding and welfare data to ensure no child falls between services.

Children Act 1989 and Children Act 2004 (Section 10 and Section 11):

Imposes a legal duty on local authorities, schools, and commissioned bodies to cooperate and share information to improve child wellbeing and safeguard children from harm.

Children and Families Act 2014 (Part 3) and SEND Code of Practice (0–25 years):

Mandates the formal sharing of statutory SEND information, Education, Health and Care Plans (EHCP), and multi-agency health/CAMHS advice to ensure educational provision legally matches identified needs and reasonable adjustments.

Keeping Children Safe in Education (KCSIE - Part 1, Part 2 and Annex C):

Establishes statutory duties for schools and alternative providers to transfer safeguarding files (e.g., CP, CIN, LAC status) without delay when a pupil transitions or accesses remote/alternative provision.

Working Together to Safeguard Children:

The core multi-agency statutory guidance explicitly stating that data protection legislation is not a barrier to sharing proportionate, necessary information to safeguard a child and promote their welfare.

Data Protection Act 2018 and UK GDPR:

Provides the legal basis for processing special category and safeguarding data without requiring explicit consent:

- ✓ **Article 6(1)(c) / (e):** *Legal Obligation and Public Task / Official Authority.*
- ✓ **Article 9(2)(g) and Data Protection Act 2018 (Schedule 1, Part 2, Paragraph 18):**
Specific statutory condition for the *Safeguarding of Children and Individuals at Risk.*

Education Act 2002 (Section 175) / Education (Independent School Standards) Regulations 2014:

Sets the overarching statutory duty of educational settings to safeguard and promote pupil welfare through proactive multi-agency information sharing.

Understanding the importance of a Quality Assurance Site Visit

Under the Ofsted Education Inspection Framework (EIF), DfE Alternative Provision Statutory Guidance, and the Online Education Accreditation Scheme (OEAS), commissioning schools and Local Authorities retain ultimate legal and statutory responsibility for the safety, educational quality, and outcomes of off-site learners. Leaders cannot delegate this statutory accountability; they must actively quality-assure their alternative provision.

Why an In-Person Site Visit to EDClass Head Office is Essential for Ofsted and AP Inspections

Conducting an on-site due diligence visit to EDClass's operational headquarters is a critical piece of auditable evidence for school leadership and governors ahead of an Ofsted inspection:

Evidencing Robust Governance and Commissioning Due Diligence:

Ofsted inspectors routinely evaluate how school leaders evaluate, inspect, and monitor third-party and off-site providers. A documented physical site visit provides indisputable proof that commissioning leaders have verified the operational environment, infrastructure, and delivery standards first-hand.

Direct Verification of Safeguarding Operations and Line-of-Sight Oversight:

Visiting our headquarters allows commissioning DSLs, Headteachers, and AP Leads to observe live operations in real time. Leaders can directly inspect how our qualified teachers deliver **EDLive** and **EDTeach**, how **EDSafe** captures welfare indicators, and how our central safeguarding team—led by Kim (Head of Safeguarding)—manages live alerts, camera compliance, and immediate emergency referrals.

Auditing Data Security, AWS Infrastructure and Compliance Systems:

An in-person visit allows school data protection officers and IT leads to audit physical data handling, verify ISO/cloud security protocols, and review how video streams and student records are securely stored and encrypted.

Establishing Your Own Commissioning Setup and Institutional Configuration

To satisfy DfE OEAS Category 2 and 3 criteria, commissioning schools must establish and manage their own dedicated administrative and pedagogical setup within the platform:

- ✓ **Tailored School Governance and Permission Architecture:**

Configuring school-specific user roles ensures your DSLs, Heads of Year, and pastoral leads have instant, role-appropriate oversight of attendance, engagement flags, and live safeguarding logs.

- ✓ **Bespoke Schemes of Work (SoW) Mapping:**

Having an individualised institutional setup enables EDClass to align digital learning pathways directly with your home school's curriculum in English, Maths, Science, and vocational subjects, ensuring zero educational deficit during the placement.

- ✓ **Flexible Internal Capacity and Rotational Seat Management:**

Configuring your dedicated setup empowers your staff to rotate purchased seats across inclusion units, isolation rooms, part-time timetables, and off-site cohorts via **EDInclude**, maximising resource efficiency while retaining an audit trail for every pupil.

Conclusion

This Onboarding and Strategic Partnership Policy provides a legally robust, inspection-grade roadmap for commissioning schools, Multi-Academy Trusts, and Local Authorities partnering with

EDClass. By establishing clear expectations from Day 1, spanning the 10-Point AP Checklist, mandatory line-of-sight camera safeguarding, mobile-free learning environments, structured 6-week review cycles, and curriculum mapping across EDLive, EDTeach, EDSafe, EDNurture, EDSupport, and EDInclude, we ensure that every placement meets the highest standards of the DfE Online Education Accreditation Scheme (OEAS), the Children's Wellbeing and Schools Act 2026, and *Keeping Children Safe in Education*.

Through our automated onboarding workflows, dedicated mobile app notifications for DSLs and MPOCs, and rigorous visual verification protocols, EDClass guarantees complete regulatory compliance and audit readiness. Most importantly, this partnership ensures that every alternative provision learner remains safe, visible, and fully supported to overcome barriers, achieve positive educational outcomes, and successfully reintegrate into mainstream education or onward vocational pathways.