



Remote and Blended Learning Policy

Remote learning: strives to re-create the classroom environment as the student learns through the computer at home. This means the student logs in to the virtual classroom environment at scheduled times to view lessons or participate in learning activities.

Blended Learning: when students learn via electronic and online media as well as traditional face-to-face teaching. If a child is isolating at home and peers remain at school, a blended approach will ensure all pupils continue to receive the same quality of education. Moving from schools open to possible isolation and local lockdowns will require a well curriculum appropriate to move from brick to click.

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1. Aims

This remote learning policy for staff aims to achieve the following.

Endeavour to ensure that pupils continue to receive a good level of education 'beyond the classroom' by providing a range of resources via Google Classroom.

Ensure consistency in the school's approach to remote learning.

To ensure blended learning for all pupils.

Set out expectations for all members of the school community with regards to remote learning.

Provide appropriate guidelines for data protection.

2. Roles and responsibilities

2.1 Teachers

Teachers must be available between 9am and 3:30pm. If they're unable to work for any reason during this time, for example due to sickness, they should report this using the normal procedures. If it affects the completion of any work required ensure that arrangements have been made with year group partners or Senior Leadership Team to ensure work is completed.

Teachers are responsible for the following.

Setting work:

- Creating a weekly timetable of work for their year group in liaison with job shares.
- Set daily differentiated Maths, sticking to place value and number facts differentiated Try it, Use it, Explore it.

- Set daily English, with a SPAG focus (differentiated 3 ways, Try it, Use it, Explore it). Terminology/vocabulary/punctuation (e.g. ellipses, nouns, model verbs) etc.
- English and Maths require a bespoke video of the teacher teaching the content of each lesson for children to refer. This video should support the activities which have been set.
- Set 3 VIPERS tasks a week.
- Set 5 spelling activities over 2 weeks (Key Stage 2) OR set 5 Phonics activities per week (Early Years Foundation Stage and KS1).
- Provide other resources such as online videos and games to support children's learning from home.
- Create a Topic grid for that term's topic. Teachers will keep in mind resources available at home (some whole households will be in isolation so won't be able to resource anything) so the activities need to be varied enough for all to access. There should be 4 headings with 5 activities per heading.
- A weeks-worth of work of activities will be uploaded to Google Classroom on a Monday.
- Gauge how well pupils are progressing through the curriculum using questions and other suitable tasks and set clear expectation on how regularly teachers will check work.
- Online line safety curriculum to be followed at thinkuknow website. The page has been created to support parents during COVID-19 and the closure of schools. Each fortnight, they will be releasing new home activity packs with simple 15 minute activities that can be completed at home to support children's online safety at a time when they will spending more time online.

Providing feedback on work:

- Teachers are online (Google Classroom) throughout the school day (9am to 3:30pm) to provide live feedback.
- With older children we encourage them to self-mark using the marking stations (answers) provided.
- Pupils submit completed work to teachers via Google Classroom by 3:30pm that day. We understand parents may be working from home and may struggle to submit work by then however, we cannot guarantee feedback after this time.
- Teachers submit feedback that afternoon in one of two formats. Submitting a comment, or annotating the child's work.
- Once feedback has been given, the work is returned to the pupil.
- Any outstanding work to be uploaded on to Twitter to be celebrated.

Keeping in touch with pupils and parents:

- Pupils can be in contact with their teacher throughout the day via Google Classroom.
- In the case of a prolonged closure, teachers are to attempt to make contact with all families in their class every 2 weeks via telephone call when in school or from a withheld number. Contact details can be accessed via SIMs or office, please ensure you log off and do not share information with a third party. Record all contacts with parents on tracking grid and add any relevant actions.
- If contact cannot be made, an answer phone message should be left. If you wish to receive a follow up telephone call, call the school office and they will arrange this.
- Staff will be contactable via their school emails. Parents should email the school office who will forward this on to the relevant staff member. Parents will receive a response within 24hrs.
- Any safeguarding concerns to be recorded on CPOMs in the same way and assigned to Designated Safeguarding Lead.
- Contact should be polite and encouraging. Any concerns should be forwarded to a member of Senior Leadership Team who may choose to contact the parents directly.

Attending virtual meetings with staff, parents and pupils:

- Virtual staff meetings are to be conducted via Teams.

- Teams can also be used to have face-to-face meetings with parents (e.g. Special Educational Needs and Disabilities Parents' Evening). However, it is not an expectation for teachers to carry out.
- Location of meeting needs to be considered (e.g. avoid areas with background noise, nothing inappropriate in the background). Background settings can be used on Teams.

2.2 Teaching assistants /support staff

Teaching assistants must be available during their normal working hours to assist the class teachers with regards resourcing home learning.

2.3 Subject leads

Alongside their teaching responsibilities, as outlined above, subject leads are responsible for the following.

- Monitoring the work set by teachers in their subject – Review work set weekly on Google Classroom
- Offering support to teaching / support staff regarding their subject

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for the following.

- Co-ordinating the remote learning approach across the school – Senior Leadership Team
- Monitoring the effectiveness of remote learning – reviewing work set by teachers weekly.
- Monitoring correspondence between parents and teachers via CPOMs.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated safeguarding lead

The DSL is responsible for the following.

- Maintaining contact, collating, passing on information and responding to any concerns.
- See the COVID-19 addendum to the Child Protection Policy

2.6 IT/Office staff

IT/Office staff are responsible for the following.

- Investigating issues with systems used to set and collect work and source external support if required.
- Helping staff and parents with any technical issues they're experiencing.
- Reviewing the security of systems and flagging any data protection breaches to the data protection officer
- Assisting pupils and parents with accessing the internet or devices.

2.7 Pupils and parents

Staff can expect pupils to do the following.

- Be contactable during the hours of the school day 9am – 3:30pm – although they may not always be in front of a device the entire time.
- Seek help if they need it, from teachers or teaching assistants.
- Alert teachers if they are not able to complete work.

Staff can expect parents to do the following.

- Seek help from the school if they require it via the school email enquiries@redfieldedgeprimary.co.uk
- Be respectful when making any complaints or concerns known to staff.

2.8 Governing board

The governing board is responsible for the following.

- Monitoring the school's approach to providing remote / blended learning to ensure education remains as high quality as possible.
- Ensuring that systems are appropriately secure, for both data protection and safeguarding reasons.

3. Who to contact

If staff have any questions or concerns, they should contact the following individuals.

- Issues in setting work – contact the relevant subject lead/ Special Educational Needs Disabilities Coordinator / Senior Leadership Team.
- Issues with behaviour – contact Special Educational Needs Disabilities Coordinator/Senior Leadership Team.
- Issues with IT – contact Deputy Head who can contact Integra ICT Support Team if needed.
- Issues with their own workload or wellbeing – contact Senior Leadership Team.
- Concerns about data protection – contact the data protection officer (Head Teacher).
- Concerns about safeguarding – contact the Designated Safeguarding Lead (Head teacher) and if not available the Deputy Safeguarding Lead Deputy Head teacher.
- All staff can be contacted via the school email address.

4. Data protection

4.1 Accessing personal data

When accessing personal data, all staff members will do the following.

- All staff have access to CPOMS to record any parent contact or concerns about children, this is accessed via a secure password. Ensure you log out after use. Do not allow access to the site to any third party.
- Teachers are able to access parent contact details via SIMs, using a secure password, or contacting the office. Do not share any details with third parties and ensure SIMs is in logged off.
- Senior Leadership Team have the ability to locate personal details of families when required through securely accessing SIMs.
- School laptops and PCs will be used when accessing any personal information on pupils.

4.2 Sharing personal data

Staff members may need to collect and/or share personal data such as emails as part of the remote learning system. Such collection of personal data applies to our functions as a school and doesn't require explicit permissions.

While this may be necessary, staff are reminded to collect and/or share as little personal data as possible online.

4.3 Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure.

This includes, but is not limited to the following.

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol).
- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device.
- Making sure the device locks if left inactive for a period of time.
- Not sharing the device among family or friends.
- Installing antivirus and anti-spyware software.
- Keeping operating systems up to date – always install the latest updates.

5. Safeguarding

Please see: COVID-19 amendments to the Child Protection Policy this also details reference to remote learning curriculum and risks online.

This policy is available on our website.

6. Monitoring arrangements

This policy will be reviewed as and when updates to home learning are provided by the government by L Robinson. At every review, it will be approved by Senior Leadership Team.

7. Links with other policies

This policy is linked to other policies bellow.

Behaviour policy

Child protection policy and coronavirus addendum to our child protection policy

Data protection policy and privacy notices

ICT and internet acceptable use policy

Online safety policy