



Remote and Blended Learning Policy

Last reviewed on: Written October 2020	Next review due by: November 2020
Ratified by Full Governing Body: 02.11.2020	Policy Lead: Mr K Hopkins

Contents

1. Introduction
2. Aims
3. Roles and Responsibilities
4. Who to contact
5. Data Protection
6. Safeguarding
7. Monitoring
8. Links to other policies

1.Introduction

This policy outlines Oldbrook First Schools approach to remote and blended learning. The Department for Education (DfE) has published a [temporary continuity direction](#) under the coronavirus act 2020, which states all state-funded school age children must be provided "immediate access to remote education" should they miss school due to coronavirus.

At Oldbrook First School we will be providing one of the following methods:

Remote learning is an approach which provides an opportunity for pupils and teachers to remain connected and engaged in learning with content which would have normally been learnt in school whilst working solely at home. Remote learning will be set when one or two children/families are self-isolating.

Blended Learning is an approach to education that combines content which would have been taught through interaction online, live lessons, pre-recorded lessons and one to one session alongside paper based and practical learning. It requires the physical presence of teacher, pupil and parent. Blended learning will take place when whole bubbles are unable to attend school due to a positive covid case.

2.Aims

This remote learning policy for staff, parents and carers aims to:

- Ensure consistency in the approach to remote learning for pupils who are not in school;
- Set out clear expectations for all members of the school community with regards to remote learning;
- Provide appropriate guidelines for data protection and safeguarding;
- Support wider school initiatives and support (e.g. CPD for staff, Parent/Carer consultations, parent workshops etc.)
- Support effective communication between school and families.

3.Roles and Responsibilities

When providing remote learning to the whole class, teachers will be available between 8.45am and 3:00pm to respond to questions from pupils and parents about the remote learning that has been set. Teachers will aim to respond during the same day where possible.

Where a teacher is unable to teach from home for any reason during this time, for example due to sickness or caring for a dependent, learning will be set by the year group partner teacher or Key Stage Leader.

When providing remote and blended learning, teachers are responsible for:

➤ Setting Work:

- Teachers within a year group are responsible for setting the remote and blended learning for the year group;
- Class teachers should ensure their class members have access to the correct learning platforms (Microsoft Teams, Tapestry, Purplemash);
- Work / Activities will be tailored to the age of the children;
- Each class should have at least four pieces of remote/blended learning set per day (In Key Stage 1 this will be Phonics, Maths, English and one Foundation Subject).
 - The learning for the first day of remote learning in Reception and Key Stage 1 will be provided by midday of the first day of home learning. The teacher will be responsible for providing work for the subsequent days, this will be collated in a pack and ready to be delivered. Parents will also be sent links to access Oak Academy Lessons.
 - Microsoft Teams and Tapestry will be used to set work with links to any live and pre-recorded lessons.
 - Teachers should view all Oak Academy lessons/White Rose that have been set in their entirety to ensure that they match the learning intentions required for the class and year group.
 - Teachers in year groups and key stages should co-ordinate with each other to ensure consistency across all classes and year groups.
 - Alternative, paper-based learning materials will be provided on a weekly basis for pupils without access to online materials.

➤ Providing feedback on work:

- Class teachers will provide details of the learning that is expected to be returned electronically and by when. Written feedback will be provided, once a week, to any work sent by email. Teachers are not expected to mark or feedback on any other work sent to them from parents to ensure that this is manageable. However, teachers are expected to communicate with parents to ensure their involvement and that they feel supported.
- Where this is needed, any paper-based learning from home should be brought into school when the children return. Class teachers will look through the learning completed when this returns to school and provide any necessary feedback within one week.
- Class teachers and teaching assistants will provide some contact with each child within their class at least once on a weekly basis via Teams; which will include feedback on the child's engagement in remote learning/markings of work. This will usually be provided electronically but could also be provided by telephone if necessary.

• Keeping in touch with pupils who are not in school and their parents:

- Where the whole class or year group is learning remotely, the class teacher will make regular (at least weekly) contact with pupils/parents via Teams.

- **Teachers are not expected to answer emails or questions received by pupils or parents online outside of school hours 8.45am-3:00pm.** Teachers should respond to questions the same or following day.
 - Staff must make the Leadership Team aware of any general concerns or complaints raised by parents or pupils as soon as possible and log incidents via MyConcern as usual.
 - Staff must make the Designated Safeguarding Lead aware of any safeguarding concerns as soon as possible and log incidents via MyConcern as usual.
 - Teachers should raise any concerns about pupils failing to complete learning with their parents and agree with their parent's any necessary reasonable adjustments where these are justifiably required to support a child's individual needs.
 - Assist parents/children with any issues with logging in (refer to Computing Lead)
- Attending virtual meetings with staff, parents and pupils:
- Dress Code: Staff should dress in the same professional manner for virtual meetings as they would in school. Children may like to wear their school uniform for the duration of the school day.
 - Locations: Staff should ensure the location for the virtual meetings is appropriate. Plain, neutral backgrounds are recommended to reduce distraction for pupils. Staff can choose to 'blur' their background to provide a plain, neutral background. Staff should avoid areas with background noise and remove any photographs/information that may contain sensitive information.

Teaching assistants

When assisting with remote learning, teaching assistants are expected to be available for their usual working hours in school.

If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure as outlined in the Staff Handbook.

When assisting with remote learning, teaching assistants are responsible for:

- Supporting pupils on an individual basis; e.g. doorstep visits to provide individual learning materials or a phone call at home to provide additional support.
- Specific remote support to pupils to support their individual learning e.g. a Microsoft Teams individual session to provide specific support and weekly one to one reading.
- Attending virtual meetings with teachers, parents and pupils:
 - Dress Code: Staff should dress in the same professional manner for virtual meetings as they would in school.
 - Locations: Staff should ensure the location for the virtual meetings is appropriate. Plain, neutral backgrounds are recommended to reduce distraction for pupils. Staff can choose to 'blur' their background to provide a plain, neutral background. Staff should avoid areas with background noise and remove any photographs/information that may contain sensitive information.

Assistant Headteacher and EYFS Leader

Alongside their teaching responsibilities:

- The Inclusion Lead will work with teachers to co-ordinate remote learning for children with SEND across the school; ensuring that the learning set is appropriate for their needs by working with teachers.
- KS1 and EYFS leaders will work with teachers across their phase remotely to make sure all work set is appropriate and consistent and that planning is available on the school website for their phase weekly.
- KS1 and EYFS Leaders and Inclusion Lead will monitor the remote work set by teachers by viewing these online on a weekly basis.
- KS1 and EYFS Leaders should alert teachers to any useful resources they can use to teach their class remotely.

Headteacher

Alongside any teaching responsibilities, with support from the leadership team the Headteacher is responsible for:

- Co-ordinating the remote learning approach across the school.
- Monitoring the effectiveness of remote learning through regular meetings with staff and by reaching out for feedback from pupils and parents.

- Monitor weekly numbers of children accessing remote/blended learning.
- Provide support and challenge to families not accessing remote/blended learning.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Designated safeguarding lead

The DSL is responsible for:

- Identifying the most vulnerable children in school and their needs for remote learning.
- Updating and managing access to child protection files, where necessary.
- Liaising with children's social workers where they need access to children in need and/or to carry out statutory assessments.

Computer Leader / IT Technician / Headteacher

Computer lead and IT Technician are responsible for:

- Fixing issues with systems used to set and collect work.
- Helping staff and parents with any technical issues they are experiencing.
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer.
- Assisting pupils and parents with accessing the internet or devices.

Pupils and Parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day.
- Engage with remote learning; include online learning on a daily basis completing the learning that has been set by their class teacher.
- Complete work within the given timings.
- Seek help if they need it, from teachers (class e-mail)
- Alert teachers if they're not able to complete work.

Staff can expect parents with children learning remotely to:

- Ensure appropriate internet filtering is in place
- Support their child to understand how to keep safe when online (<https://www.thinkuknow.co.uk/https://www.nspcc.org.uk/keeping-children-safe/online-safety/talking-child-online-safety/>)
- Make the school aware if their child is unwell or otherwise unable to complete their learning.
- Seek help from the school if they need it – e.g. if they are unable to access learning due to technical issues or a lack of resources. Oldbrook First School will seek to provide alternative resources where possible so that no child misses out on their entitled learning opportunities.
- Sit with and support their child during live sessions.
- Alert the class teacher or where appropriate a senior member of staff confidentially to raise a concern.

Governing Board

The Governing Board is responsible for:

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

4. Who to Contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- Issues in setting work – Key Stage Leader
- Issues with behaviour – Headteacher
- Issues with IT – talk to IT staff or Computing Lead
- Issues with their own workload or wellbeing – Headteacher
- Concerns about data protection – School Business Manager and Data Protection Officer

- Concerns about safeguarding – talk to a DSL or Deputy DSL

5. Data protection

Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:

- Use secure cloud service providers or platforms such as Microsoft apps linked to your school email account, Tapestry, Parentcloud and MyConcern.
- Ensure the use of these applications and service provided is password protected.
- Only use school laptops or devices and not personal devices

Processing personal data

Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen. Only school email addresses for pupils and staff should be used for remote learning purposes.

However, staff are reminded to collect and/or share as little personal data as possible online.

Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- 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 updates.
- Keeping operating systems up to date – always install the latest updates.

6.Safeguarding

Safeguarding during live recordings and accessing remote learning:

By accessing any of the learning materials provided, users agree with all of the school's policies which can be found on the school's website. These policies highlight the responsibilities of all users, including showing respect and courtesy for all other users, pupils, parents and staff in our school community.

Pupils should be reminded of Internet Safety rules and parents will be expected to manage their children's safety whilst at home.

It also includes the strict prohibition of cyber bullying, online harassment and the use of inappropriate language in any communication.

Any misconduct online will be treated in the same accordance with other school policies.

Users do not have permission to reproduce or share any of the learning materials, videos or content, which includes recording videos or images on other devices.

All users must comply with legal restrictions regarding the use of digital platforms and social media.

This means that parents are not allowed to take pictures/ recordings of any live sessions. If you do take pictures, your class teacher will remove you/your child from the session, or indeed you will not be invited to take part in future sessions, until we have confidence you will support our school policy.

An essential part of the online planning process will be ensuring children who are being asked to work online have very clear

reporting routes in place so they can raise any concerns whilst online. As well as reporting routes back to the school staff will also make children aware to age appropriate practical support from the likes of:

- Childline - for support
- UK Safer Internet Centre - to report and remove harmful online content
- CEOP - for advice on making a report about online abuse

Interacting with Pupils and Families

It is important that all staff who interact with children, including online, continue to look out for signs that the child may be at risk of harm or experiencing harm. Any such concerns should be dealt with as per the child protection policy and where appropriate referrals should still be made to children's social care. All concerns must be reported on MyConcern.

Online teaching should follow the same principles as set out in the staff code of conduct.

When we are in contact with parents and carers, communications will also reinforce the importance of children being safe online. Parents and carers will be informed of what their children are being asked to do online, including the sites they will be asked to access. The school will be using Purple Mash, Tapestry and Microsoft Teams. This includes Microsoft Teams video call, it is expected that a parent will sit with a child whilst they are remotely accessing the Microsoft Teams function. These videos will be recorded for safeguarding purposes.

Peer on Peer Abuse

Where school receives a report of peer on peer abuse, we will follow the principles as set out in part 5 of KCSIE and of those outlined within the School Child Protection Policy. The school will listen and support the pupil, parents/carers and work with any multiagency partner required to ensure the safety of the young person.

7. Monitoring Arrangements

This policy will be reviewed annually by Computing Lead and Senior Leadership. At every review it will be approved by the Governing Board.

8. Links with other policies

This policy is linked to our:

- Behaviour Policy
- Children Protection Policy
- Internet Access Policy
- Computing Policy
- Data Protection Policy and Privacy Notices
- Home-School-Agreement