Blended learning and Remote Learning Policy

Probus School

September 2020

Definitions

Blended learning – Sharing by online means or physical resources the classroom practise to assist pupils who are self-isolating or awaiting tests.

Remote learning – Supporting the learning jouorney when a partial pod lock down or school lockdown occurs.

1. Aims

This policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who are not in school
- 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 for remote learning

2.1 Teachers

When providing remote learning, if working from home, teachers will be available for work between 9am and 3pm.

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:

When providing remote learning, teachers are responsible for:

- Setting work:
    - For their usual class online with their usual learning where possible
    - Daily for English and Maths
    - Weekly topic
    - By 8am on the day
    - Using Tapestry (EYFS), Seesaw (KS1) and Google Classrooms (KS2)
- Providing feedback on work:
    - Pupils are to share their work in their eclassroom so their teacher can see it
    - As a whole class or individually where needed
    - State when work needs to be completed by
- Keeping in touch with pupils who are not in school and their parents:
    - Regular contact via their eclassroom, Teams or phone
    - Respond to emails during the hours of 9am and 3pm
    - Refer any complaints or concerns towards SLT
    - Make direct contact with pupils who are not completing work
- Attending virtual meetings with staff and provide video support for parents/children:
    - Consider dress code and treat each day as a working day
    - Be mindful of the location if producing any video contact or making calls

- Attend staff meeting by teams

2.2 Teaching Assistants

When assisting with remote learning, teaching assistants must be available between 9am and 3pm, or their working hours, to support teachers with the day to day organisation of remote learning.

If they're 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.

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

- Supporting pupils who are not in school with learning remotely as directed by the class teacher or SLT.
- Attending virtual meetings with staff and provide video support for parents/children:
    - Consider dress code and treat each day as a working day
    - Be mindful of the location if producing any video contact or making calls
    - Attend virtual staff meetings as required

2.3 Curriculum Leads

Alongside their teaching responsibilities, curriculum leads, including the SENDCo team and Pupil Premium Lead, are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Working with other curriculum leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent
- Monitoring the remote work set by teachers in their subject through joining their online classroom
- Alerting teachers to resources they can use to teach their subject remotely

2.4 Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

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

2.5 Designated safeguarding lead

We will follow the statutory safeguarding guidance, Keeping Children Safe in Education.

We will always have regard for these important safeguarding principles:

- The best interests of children must come first
- If anyone has a safeguarding concern about any child, they should act on it immediately
- A designated safeguarding lead (DSL) or deputy should always be available
- Children should continue to be protected when they are online

All staff and volunteers must continue to act on any concerns they have about a child immediately. It is still vitally important to do this, both for children at school and those at home. Continue to record any concerns using My Concern.

We will continue to work with children's social care, with virtual school heads for looked-after and previously looked-after children, and with any other relevant safeguarding and welfare partners, to help keep children safe.

2.6 IT staff (Aspire)

IT staff 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

2.7 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although consider they may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- 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 with children learning remotely to:

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

3. Who to contact

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

- Issues with IT – log with Aspire Help Desk
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the data protection officer
- Concerns about safeguarding – talk to the DSL
- Concerns about work content for individual children – talk to the SENDCo

4. Data protection

4.1 Accessing personal data

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

- Access data through the Probus Academy Sharepoint and Arbor system.

- Use school laptops rather than personal devices. Please speak to HofS if you do not have access at home.
- Ensure the 3XC app is used for calls and downloaded on phones.

4.2 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 will not need to give permission for this to happen.

However, 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 in line with the Aspire ICT usage policy. 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
- Keeping operating systems up to date – always install the latest updates

5. Roles and responsibilities for blended learning

5.1 Teachers

Blending learning is established as part of the daily school routine teachers are responsible for:

- Setting work:
    - Daily for English and Maths
    - By 8am on the day
    - Using Tapestry (EYFS), Seesaw (KS1) and Google Classrooms (KS2)
- Providing feedback on work:
    - Pupils are to share their work in their eclassroom or return in physical form so their teacher can see it
    - State when work needs to be completed by
    - Give brief feedback when appropriate
- Keeping in touch with pupils who are not in school and their parents:
    - Make direct contact with pupils who are not completing work

5.2 Teaching Assistants

- Supporting pupils who are not in school with blended learning as directed by the class teacher or SLT.

5.3 Pupils and parents

- Complete work to the deadline set by teachers
- Alert teachers if they are not able to complete work

Staff can expect parents with children learning remotely to:

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

6. Safeguarding

Find the Safeguarding Policy in the staffroom or on the school website.

7. Monitoring arrangements

This policy will be reviewed termly or before if the current Covid-19 situation changes.

8. Links with other policies

This policy is linked to our:

- Behaviour Policy
- Child Protection Policy
- ICT and Internet Acceptable Use Policy