



An Daras Trust
Igniting Curiosity Growing Capabilities

An Daras Multi-Academy Trust

Remote Learning (or Blended Learning) Policy

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Recommended	
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Statutory	
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Advisory Committee	ADMAT TLA Committee ADMAT LGB
Linked Documents and Policies	ADMAT Child Protection /Safeguarding Policy ADMAT Health and Safety Policy School Emergency Procedures School Learning Contingency Plan

1. Aims

This remote learning or blended learning 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

Pastoral leads:

- ✓ To liaise with Headteacher, Safeguarding managers and SENDCo in the best interest of the child.

- ✓ To provide weekly contact with vulnerable families to ensure well-being /mental health issues are addressed to enable remote learning and care for their child/ren.
- ✓ To talk with and /or offer advice to families for pupils currently receiving Trauma Informed (TIS) support in school.
- ✓ To direct families to /organise outside agency support e.g. family support workers and Food Bank.
- ✓ To action where necessary items for 'My Concerns' logged.

Safeguarding managers:

- ✓ To liaise with Headteacher, Pastoral Leads and SENDCo in the best interest of the child.
- ✓ To monitor and take shared responsibility for My Concerns logged.
- ✓ To monitor and action where necessary My Concerns logged and Police confidential information.
- ✓ To work with outside agencies including EWO for pupils not accessing learning remotely.

SENDCOs:

- ✓ To liaise with Headteacher, Pastoral Leads and Safeguarding managers in the best interest of the child.
- ✓ To line manage and support ARB Teacher and teachers with EHCP pupils.
- ✓ To ensure weekly contact with SEN pupils and their families to ensure correct support with home learning and targets linked to Provision Maps / EHCP's.
- ✓ To monitor and take shared responsibility for My Concerns logged.
- ✓ To work with outside agencies including for pupils not accessing learning remotely.

2.1 Teachers

When providing remote learning, teachers must be available between their normal daily working hours.

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 or blended learning, teachers are responsible for:

Setting work:

- For their normal class or group of pupils and at times for groups of pupils as directed by their line manager
- Work will include daily numeracy and literacy lesson plus a range of foundation curriculum subjects in line with established Schemes of Learning
- Learning opportunities/tasks/recording may take a range of access and resource formats and should not be provided in only one format as that may restrict pupil accessibility (i.e. learning opportunities that are varied so some IT platform based, paper based, project based, interactive, live, recorded etc)
- Daily learning should be uploaded to the schools preferred IT platform (e.g. school website, remote learning platform) At SSCA they will be uploaded to J2E /Evidence Me
- Daily live short interactive numeracy and literacy learning must be offered through the Trust approved Microsoft Teams platform. Recordings of live learning must be made available for wider pupil access as required. At SSCA they will be uploaded to J2E /Evidence Me

- Timetabling of daily live interactive learning must be considered across the whole school to ensure pupils in different classes within the same family can have effective access to the live learning. KS2 teachers to hold live 'learning conversations' twice a week with their class. EYFS/KS1 teachers to hold live 'story and celebration time' once a week. These will be timetabled session to ensure all families can access.

Class @ St Stephens	Day of the week	Time for live learning conversations
Foundation	Tuesday	1.00-1.20
Year 1	Monday	1.30-1.50
Year2	Friday	2.00-2.20
Year 3	Wednesday & Friday	09.00-09.15
Year 4	Wednesday & Friday	09.30- 09.45
Year 5	Wednesday & Friday	10.00-10.15
Year 6	Wednesday & Friday	10.30- 10.45

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Providing feedback on work:

- Access to completed work from pupils via Dojo (Pre-school) Evidence Me (Pre-school -YF), J2E (Y1-Y6)
- Share feedback with pupils via messaging links to the above on-line platforms. Likewise, when sharing feedback on completed work
- **Teachers must respond within school hours only to ensure this is manageable.**

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

- Regular contact should be made daily if the whole 'bubble' is working remotely, via emails/texts in the morning to explain daily challenges and to direct to learning set. If a small group or individual working remotely, contact should be made twice a week to set weekly tasks and to check on their well- being via emails/texts. If necessary, phone calls /emails from the Headteacher or member of Pastoral/Safeguarding/SENDCo.
- Teachers should only answer emails/messages from parents and pupils during working hours. Any urgent concerns will be dealt with or actioned by the Headteacher and this will be conveyed to the staff that need to know.
- Any complaints or concerns shared by parents and pupils should be shared with the Headteacher /KS Leads as appropriate. The Headteacher will follow-up any complaints. For any safeguarding concerns, teachers to follow normal school procedures, contact Safeguarding managers, log concerns on 'My Concern' ASAP.
- Any behavioural issues, such as failing to complete work should be initially 'discussed 'with the parents/carers via text/email by the class teacher. If still no communication, the Headteacher/Pastoral lead will make contact to see what the issues are via phone /email. If still no results the school will ensure Safeguarding manager/EWO are informed. Each case will be dealt with as best fits the needs of the family in question.

Attending virtual meetings with staff, parents and pupils:

- Dress code -smart/casual as in school.

- Locations (e.g. avoid areas with background noise, nothing inappropriate in the background)

If teachers are still working in school, links between the in-school and remote provision must be in place to recognise work/life balance. For example, homework grids are the same, on-line learning e.g. My Maths, Learning Ladders, TT Rockstars and SPAG.com are the same. If possible, videos that the class teacher has produced to support in class learning or those produced by White Rose/ NCTEM to be uploaded onto digital platforms for those working remotely. Paper packs will be provided if families cannot access on- line platforms. TA's to support with preparation.

2.2 Teaching Assistants

When assisting with remote learning, teaching assistants must be available between their normal daily working hours or with variations agreed with their direct line manager.

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 assisting with remote learning, teaching assistants are responsible for:

Supporting pupils who are not in school with learning remotely:

- Teachers will identify pupils they will need to support.
- Class teachers will identify how they should provide support e.g. marking learning, messaging to ensure any misconceptions can be overcome, creating paper- based packs to enable blended learning, filming class teacher/themselves reading story and upload on website /J2E.

Attending virtual meetings with teachers, parents and pupils:

- Dress code-smart/casual as in school
- Locations (e.g. avoid areas with background noise, nothing inappropriate in the background)

If teaching assistants also working in school, links between the in-school and remote provision must be in place to recognise work/life balance. The class teacher will lead this.

2.3 Subject Leads

Using the term 'subject lead' here refers to anyone co-ordinating subject provision across the school. This includes the SENCo here with responsibility for co-ordinating remote learning for children with SEND across the school with the class teachers.

Alongside their teaching responsibilities, subject leads 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 subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other

Monitoring the remote work set by teachers in their subject – explain how they will do this, such as through regular meetings with teachers or by reviewing work set

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 effective remote learning or blended learning approach across the school

Ensuring training, equipment and IT resources are suitable to support teachers with the delivery of remote or blended learning

Ensuring there is a range of learning access and resources made available to support age appropriate learning in line with the needs of pupils and families

Monitoring the effectiveness of remote or blended learning – such as through regular meetings with teachers and subject leaders, reviewing work set or gaining feedback from pupils and parents

Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated Safeguarding Lead

The DSL is responsible for:

Monitoring the remote or blended learning offer in terms of safeguarding, providing guidance and support to address any identified risk and responding to staff safeguarding concerns in line with the Trust Child Protection and Safeguarding Policy.

2.6 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 – if you know of any resources staff should point parents towards if they are struggling, include those here

Be respectful when making any complaints or concerns known to staff

2.7 Local Governing Body

The Local Governing Body 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

3. Who to contact

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

Issues in setting work – talk to the relevant subject lead or SENCO

Issues with behaviour – talk to the relevant head of phase or year

Issues with IT – talk to IT provider i.e. ICT4 helpdesk

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

4. Data Protection

4.1 Accessing personal data

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

Use official Trust or school issued devices to access the data not their own

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as [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. This includes, but is not limited to:

Keeping the device password-protected – strong passwords are at least eight 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

Ensuring antivirus and anti-spyware software is installed and up to date

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

5. Safeguarding

Staff should refer to the Trust Child Protection and Safeguarding Policy and follow established procedures should they have safeguarding concerns.

6. Monitoring arrangements

The Local Governing Body will review this policy annually.

7. Links with other policies

This policy is linked to our:

- ✓ Behaviour policy

- ✓ Child protection policy
- ✓ Data protection policy and privacy notices
- ✓ ICT and internet acceptable use policy

Online safety policy

8. Example - Remote Learning On-Line Working Protocols for Staff

- ✓ Staff to wear task and audience appropriate clothing
- ✓ If providing remote learning from home, ensure other household members are informed to ensure lesson disruption
- ✓ Devices used in appropriate locations with blurred or neutral backgrounds
- ✓ Behaviour expectations for pupils accessing the learning remain the same as they do in the classroom
- ✓ Parents to be present or in nearby room with an open door
- ✓ Pupils must be logged on and ready for interactive lesson start time
- ✓ Logins must not be shared within class or beyond
- ✓ Live learning meetings recorded and stored on Teams internal platform. Parents and pupils informed of this condition and give consent at the start of each lesson
- ✓ Pupil microphones remain muted and only unmuted when authorised by the class teacher running the learning session
- ✓ Pupils can use the hand raise tool to signal a question
- ✓ At the end of the session the class teacher will end the session centrally for all pupils accessing that session
- ✓ Live interactive lessons must be scheduled by the class teacher and moderated throughout by the class teacher