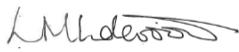


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Adopted by Governing Body:				
Chair Of Governors	C Brown		23.8.2022	



Avenue Primary School

Remote and Blended Learning Policy and Procedures



Rationale

In the event of a school closure, the school is committed to providing continuity of education to its learners and will do so through a process of remote (online) learning. Extensive remote learning would apply particularly in a situation in which the school is closed for an extended period of time, but a high proportion of learners and teachers are healthy, and able to work as normal from home. Another relevant instance would be if, following an infectious disease outbreak, learners (individuals or a bubble) are self-isolating at home but are not suffering with relevant symptoms.

We set online learning for children who are:

- At home because they have had a POSITIVE test result and are well enough to complete learning.
- Trapped in a country that they cannot return from, but for an agreed period of time (agreed by the Head Teacher).

This policy does not normally apply in the event of short-term school closures (e.g. as a result of inclement weather) or a short-term learner absence.

We DO NOT set learning for children who are:

- Absent because they have vomiting/diarrhoea/sore throat/rash/cold or anything that incurs a short-term absence (max 3 days).
- Remaining abroad because they choose to.
- Children whose parents are refusing to send them to school because they are concerned about COVID.

There is no obligation for the school to provide continuity of education to learners who absent themselves from school, with or without parental permission, in contravention of school or government guidance.

1. Aims

This remote 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 (in brief)

Head Teacher

- Deals with any safeguarding concerns as DSL.
- Deals with any issues with pupils or parents that have been passed on by phase leaders.

Deputy Head Teacher

- Has an overview of the curriculum being covered through remote learning and monitor whether it meets the NC alongside subject leads.
- In the event that the Head Teacher is unavailable, acts as the lead DSL and deals with any safeguarding concerns.
- Deals with any issues with pupils or parents that have been passed on by phase leaders.

SENCO

- Communicates with parents of SEND children regularly during remote learning period.
- Provides support and guidance to teaching staff when setting remote learning for SEND pupils.

Phase Leaders

- Have an overview of the remote learning in place for their phase and quality assures it.
- Regularly check the feedback being given by teachers within their phase to ensure it is in line with the updated Feedback and Marking policy.

- Monitor the class emails for the classes within their phase.
- Upload the weekly learning to the school website where applicable if for example, there is a bubble or whole school closure.
- Coordinate the overview of learning or weekly schedule for their phase.
- Deal with any issues regarding pupils within their phases, if class teachers have been unable to resolve or there is no need to escalate to the DHT or HT.

Class Teachers

- Have familiarised themselves with the online learning platform and know how to set learning and give feedback.
- Set learning for their class which meet the needs of their pupils.
- Give feedback to their class.
- Communicate with parents and pupils regularly via Seesaw/class emails/phone calls.
- Engage with pupils who are not completing remote learning and seeks advice if this persists.

Level 3 Cover Supervisors

- Provide feedback to classes whose class teacher is working in school.
- Provide feedback to pupils whose class teacher is unwell and unable to work from home.
- Support pupils who remain in school during a local/national lockdown.

Level 2 Teaching Assistants

- Prepare printed packs for those children who are unable to access remote learning or have limited access.
- Provide support to teachers to ensure that the online blended learning can be accessed by all pupils.

Attendance Officer

- Collate information on absence into a spreadsheet which is accessible to staff so they know which children they need to provide remote learning for.

Office Staff

- Provide administrative support linked to remote learning.
- Maintain additional contact with parents/carers as required which may include phone calls.

Roles & responsibilities (in more detail)

2.1 Teachers

When providing whole class remote learning, class teachers must be available between 8.40am and 3.30pm or if following staggered start and end times 10 minutes before their set start time and 15 minutes after their set end times.

If a teacher is unable to work for any reason during this time, for example due to sickness or caring for a dependent, you should report this using the normal absence procedure to the Head Teacher (LU).

When providing remote learning **teachers** are responsible for:

Setting work

- Setting work for your class for the school week, this will include teaching videos for core lessons using appropriate software, e.g. Bandicam when a bubble or whole school closure occurs. Within these videos clear explanations must be given of new learning. These can be used alongside high quality curriculum resources and videos found online.
- The work set being sequenced and high quality and reflect the learning that normally will be being taught in school for that year group at that time. It also needs to meet the needs of the children in your class including differentiation where appropriate. New learning must be taught to build on previously learnt skills and knowledge as well as teaching concepts that fill gaps that need addressing. It is important that the tasks set include a range of activities to complete some of which are non-screen based.
- Learning tasks/teacher videos etc being uploaded to Seesaw and scheduled to go live the day the tasks are to be completed. This should be no later than 8am on the day the task is set for.
- Communicating with the office to ensure paper packs are posted out to those pupils who have limited access to devices.
- Working within phase teams when planning to ensure consistency across year groups particularly if some children are in school and others are working from home.

- Ensuring learning planned is put on the school server and changed into PDFs for Seesaw, so it can be accessed by other members of the phase as well as subject leads, phase leaders, DHT and HT for monitoring and evaluation purposes.

Providing feedback on work

- Teachers will access the children's learning through the Seesaw app daily.
- Feedback will be given using Seesaw and is expected to be given in line with the Feedback and Marking Policy and between normal working hours (approximately 8.40am to 3.30pm – as written into teacher directed time)
- During the process of giving feedback, teachers should be assessing pupil's understanding and identifying how they are progressing against the curriculum objectives for their year group.
- If teaching in school, a colleague will be assigned to give feedback to a class. This could be a phase leader, another class teacher within your phase or a Level 3 Cover Supervisor/ HLTA.
- If a teacher is unwell, the task of providing feedback will be assigned to a cover supervisor/ HLTA or, if necessary, the class level 2 TA under supervision of the phase leader.

Keeping in touch with pupils who aren't in school and their parents

- Contact must be made with pupils who are not attending school because they have contracted a highly infectious disease, if they are absent for longer than one week. This contact could be through Seesaw, a telephone call or an email to parents. If the whole class is in self-isolation then contact will mainly be made when feeding back on learning through Seesaw. In the event that a 'bubble' or 'class' is forced to self-isolate because of a case of an infectious disease in school, a weekly Zoom call to the class will be scheduled, allowing the children the opportunity to see their teacher face to face and their peers. These must be added to the schedule on the staff server and attended by two members of the school staff – ideally the class teacher and the class TA.
- Class teachers will monitor the children's attendance/regularity on Seesaw and feedback any concerns to their phase leader. If colleagues have particular concerns about a pupil who is not engaging or communicating through Seesaw, a phone contact must be instigated for safeguarding purposes, which should ideally be done in

school. This can be undertaken by a member of the school admin team if the teacher is unable to make the call.

- Parents will continue to be able to contact teachers through the class email addresses. Teachers are expected to reply within working hours only. (8.40am to 3.30pm)
- Any complaints raised by parents or children should initially be dealt with by the class teacher unless it is about them and if they are unable to deal with it, should be passed onto phase leaders. If necessary it will be escalated to SENCO, DHT or HT depending on the nature of the concern/complaint.
- Any safeguarding concerns raised again by pupils, parents, teachers or support staff should be dealt with using the same procedure as would be followed if pupils were in school.
- If teachers have any concerns regarding a pupil's behaviour, speak to the pupil and their parents if necessary. If that doesn't solve the issue, then pass on to the relevant phase leader, who will then escalate to the DHT or HT if applicable.

Attending virtual meetings with staff, parents and pupils

- When taking part in any type of video call i.e. Zoom with pupils, you must ensure you are appropriately dressed and in line with the school's code of conduct.
- Ideally video calls with your class via Zoom for example, should be made on school grounds but where this is not possible, please ensure that you are in a room where there is no background noise or anything inappropriate in the background. It is possible to blur your background and it is advisable to do this if you can.
- When taking part in video calls with your class make sure you have another school adult on the call with you for safeguarding reasons.

2.2 Support Staff

When assisting with remote learning, support staff must be available between their normal contracted working hours e.g. 8.30am and 3.15pm.

If support staff are unable to work for any reason during this time, for example due to sickness or caring for a dependent, you should report this using the normal absence procedure to the Deputy Head (JG).

When assisting with remote learning, support staff are responsible for:

Supporting pupils who aren't in school with learning remotely

- Level 3 cover supervisors may cover for teachers who are in school or ill and providing feedback to classes on Seesaw.
- Level 2 teaching assistants may also cover class Seesaw if they wish and support their class teacher in giving feedback.
- All support staff be available to support the learning of specific children who are experiencing difficulties including those with SEND and EAL.
- Preparing printed packs for those pupils who have limited access to devices to complete remote learning.

Supporting pupils who are in school with learning

- Some support staff may be asked to work in school to support pupils with their learning.
- To ensure that, if supporting children that they don't normally work with, they have a full understanding of the child's needs.

Attending virtual meetings with teachers, parents and pupils

- Supporting class teachers with video class with their class
- When taking part in any type of video call i.e Zoom with pupils, you must ensure you are appropriately dressed and in line with the school's code of conduct.
- Ideally video calls with your class via Zoom for example, should be made on school grounds but where this is not please ensure that you are in a room where there is no background noise or anything inappropriate in the background. It is possible to blur your background and it is advisable to do this if you can.

2.3 Subject leads including PE.

Alongside their teaching responsibilities, subject leads are responsible for:

- Supporting class teachers with planning and teaching ideas for remote learning to make sure all work set is appropriate and consistent
- Alerting teachers to resources they can use to teach their subject remotely

- Working with other subject 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. This will be done through meetings with the DHT where LTP and MTP will be looked at as well as evidence of pupil learning on Seesaw.

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school (DHT and Phase Leaders.)

Monitoring the effectiveness of remote learning.

- Undertaken through phase meetings, where previous remote learning set will be discussed.
- Feedback given by pupils and parents will be considered during these discussions.

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

- The SBM, HT and SLT will, with the support of the MTS technician monitor the security of the online learning system.
- The DPO will be informed of any data breaches in data protection.
- The class teachers will send any safeguarding concerns to their phase leader (DSL).
- Phase leaders will record safeguarding issues on CPOMs and discuss those that are applicable with the Head Teacher (Designated Safeguarding Lead).

2.5 Designated safeguarding lead

The DSL is responsible for:

- Dealing with any safeguarding concerns that have been escalated by another DSL or other member of staff.
- Supporting staff and contacting parents where applicable.
- Ensuring that outside agencies are contacted and used effectively to support when needed.
- Liaising with external support and internal support mechanisms.

- Completing home visits when a safeguarding concern cannot be allayed through telephone conversations.

2.6 IT staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff with any technical issues they're experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer

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're 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 can't complete work
- Seek help from the school if they need it – if you know of any resources staff should point parents towards if they're struggling, include those here
- Be respectful when making any complaints or concerns known to staff.
- Sign and agree to the conditions of the 'home school agreement'.
- Monitor the children's use of the internet and social media.

2.8 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.
- Remote learning updates will be given at FGB meetings throughout the year as necessary.
- 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 – staff to talk to their phase leader or SENCO
- Issues with behaviour – staff to talk to their phase leader or SENCO or DHT/HT depending on the concern.
- Issues with IT – talk to phase leader/DHT/HT/IT staff and notify IT support.
- Issues with their own workload or wellbeing – talk to their phase leader/DHT/HT
- Concerns about data protection – talk to the data protection officer
- Concerns about safeguarding – talk to a DSL

4. Data protection

4.1 Accessing personal data

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

- Connect remotely to the school server using a virus-protected device that is preferably a school issued device rather than a personal one.

4.2 Processing personal data

Staff members may need to collect, use or share personal data such as parent's 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.

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 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 including portable hard drives are 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
- Having school based antivirus and anti-spyware software installed on school devices
- Keeping operating systems up to date – always install the latest updates
- Seeking advice if they are unsure about data protection linked to remote learning.

5. Safeguarding

- See the updated safeguarding policy.

6. Monitoring arrangements

This policy will be reviewed yearly. At every review, it will be approved by the full governing body or a related committee assigned to oversee teaching and learning.

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy

Add any other related policies and procedures that the school has here.