An Daras Multi-Academy Trust

Princetown Community Primary School

Remote Learning (or Blended Learning) Policy

An Daras template to be completed by schools with specific information and then adopted. Aspects highlighted in red need to be completed by individual schools as these are based on specific operational context.

Status: **Draft**	
Recommended	
Version	v1.0
Statutory	Yes
Adopted v1.0	**Autumn Term 20**
Last Review v1.0	
This review v1.1	
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 and effectiveness of ~~to~~ remote learning for pupils who aren't in school
- ✓ Set out clear expectations for all members of the school community with regards to remote learning
- ✓ Provide appropriate guidelines for data protection
- ✓ ~~(VL)~~ Establish a Visible Learning (VL) culture and belief that 'it is the methods that we use that matter to learning not the location'

2. Roles and Responsibilities

2.1 Teachers

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

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 providing remote or blended learning, teachers are responsible for:

- ✓ Setting work/ learning tasks (VL indicates Visible Learning approach):
  - o For their normal class or group of pupils and at time~~r~~s for groups of pupils as directed by their line manager
  - o Work will include daily numeracy and literacy lesson plus a range of foundation curriculum subjects in line with established Schemes of Learning
  - o 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)
  - o (VL) Ensure careful consideration of the remote tools required. The purpose of the task should determine the tool. For example: Information Task: e.g. Kahoot/ Padlet. Using the information: e.g. Evernote
  - o Daily learning should be uploaded to the schools preferred IT platform (e.g. school website, remote learning platform)
  - o (VL) Drawing upon current research, where synchronous learning is known to have the most impact on primary pupils. Provide d~~D~~aily live short interactive numeracy and literacy learning must be offered through the Trust approved Google Classroom platform. Recordings of live learning must be made available for wider pupil access as required
  - o (VL) Within the virtual classroom, establish 'norms' and co-construct classroom agreements. Video expectations for younger pupils may be supported by visual images.
  - o (VL) Continue to promote schools 'learning dispositions'. Providing opportunity for application as well as valuing and celebrating them within all remote learning provision
  - o (VL) Continue to develop metacognitive strategies for example, provide roles to pupils e.g. feedback monitor/ criteria monitor

- 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
- (VL) Learning/Lessons provide a balance of knowledge provision and opportunity for 'deep thinking' and application
- (VL) All Learning/ lessons are structured with clarity in learning intentions and success criteria, made clear to pupils. Strategies such as co-construction of success criteria continue.
- (VL) Communicate learning expectations clearly: What are we learning? Why are we learning? (Relevance) What does success look like? How will I know I am learning?
- (VL) Provide opportunity for pre/ post-assessment by pupils (Before/ After rating against Learning Intention)
- (VL) Within a learning sequence, make consideration of surface, deep and transfer learning and ensure opportunity for spaced repetition systems to 'break the forgetting curve'
- (VL) Connect with pupils beyond 'live lessons', for example feedback provided through video form than written notes, personalise feedback (e.g. Google voice comments), post photos for discussion and asking intriguing questions

✓ Providing feedback on work:
- Pupils will be asked to submit learning evidence through Google Classroom
- Feedback will be given through Google Classroom both verbally and in written form
- Teachers will provide feedback on work on a regular basis

✓ Keeping in touch with pupils who aren't in school and their parents:
- Google and Class Dojo will be the main form of communication for pupils not in school. If families have not engaged via Google Classroom or Class Dojo the class teacher will inform the Head of School. A member of staff will then phone or text the main carer to check on wellbeing
- Messages on Class Dojo and Google Classroom will be checked daily during school hours. Staff will respond as soon as possible.
- Staff and Parents will adhere to the Code of Conduct whilst online
- Complaints from parents will be referred to the Head of School who will contact the parents
- Pupils will be actively encouraged to complete home learning. Virtual rewards will be given.
- Pupils struggling to complete learning will be offered support

✓ Attending virtual meetings with staff, parents and pupils:
- During virtual meeting appropriate day clothing is to be worn
- Ensure other household members know the lesson is taking place to minimise disruptions.
- Devices to be used in appropriate areas and where possible be against a neutral background.
- Lessons to always be pre-arranged by the class teacher.

- Wherever possible, live lessons are to be recorded and stored on Google Classroom so that if issues were to arise the video can be reviewed. Parents and children will be asked to confirm they are aware of this and give consent at the start of each session.
- Children's microphones should be set to mute and only unmuted when asked by the teacher.
- At the end of the session, the class teacher will end the session for all.

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'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:

Responsibilities:

- ✓ Supporting pupils who aren't in school with learning remotely :
  - Support identified pupils as directed by the class teacher
  - Support may include uploading learning to Google Classroom or pastoral support to individuals via dojo or Google Classroom
- ✓ Attending virtual meetings with teachers, parents and pupils:
  - During virtual meeting appropriate day clothing is to be worn
  - Ensure other household members know the lesson is taking place to minimise disruptions.
  - Devices to be used in appropriate areas and where possible be against a neutral background.
  - Lessons to always be pre-arranged and agreed by the class teacher.
  - Wherever possible, live lessons are to be recorded and stored on Google Classroom so that if issues were to arise the video can be reviewed. Parents and children will be asked to confirm they are aware of this and give consent at the start of each session.
  - Children's microphones should be set to mute
  - At the end of the session ensure the session is ended for all.

2.3 Subject Leads

Alongside their teaching responsibilities, subject leads are responsible for:

- ✓ Considering whether any aspects of the subject curriculum needs 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 being set are realisitic
- ✓ Monitoring the remote work set by teachers in their subject through Google 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 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 for 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'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

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 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 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

This policy will be reviewed annually by the Local Governing Body.

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
- ✓ Visible Learning approach

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 recorded and stored on Google Classroom 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