



**Greys Education Centre**  
An Alternative Provision Academy

# Blended and Remote Learning Policy

Greys Education Centre

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### 1 Aims

This blended learning policy for staff aims to:

- Ensure consistency in the approach to blended learning for pupils when required.
- Set out expectations for all members of the school community with regards to blended learning.
- Provide appropriate guidelines for data protection.

### 2 Roles and responsibilities

#### Teachers

When providing blended learning, teachers must be available between:  
8:45am and 3:40pm.

When providing blended learning, teachers are responsible for:

- Setting work for children to complete each day
- Work will need to be provided for all children which could include lessons from My Maths, Oak Academy and pre-recorded lessons. Work packs can also be provided on request. Primary pupils will also access White Rose Maths
- Interactive Video Conferencing lessons with a qualified Teacher will be offered daily
- Ensure work is differentiated to meet the needs of pupils with Special Educational Needs or Disability (SEND)
- Ensure lessons are well planned and strategies are put in place ensure progress is being made by pupils. Teachers will use quizzes or tests on core content as a regular feature, asking pupils to complete these in a specified time and email them back

Members of staff should use work emails as their primary form of communication with colleagues.

- Providing feedback on children's work
- As per guidance in the marking policy, all work should be marked using Assessment for Learning (AFL) principles
- Staff will use emails and phone to stay in contact with pupils and parents  
This communication will be logged daily
- Pupils are able to communicate with teachers via work email or phone
- Assistant Heads, Teachers and Teaching Assistants will be calling parents on a regular basis to establish needs relating to blended learning
- Staff are required to respond to communication from children within working hours. Any communication received outside working hours can be addressed when they commence the following day
- Any complaint from parents should be dealt with as per school policy
- If children fail to complete work on a regular basis, a conversation should be had

- with parents to establish the reasons for this and decide what support is appropriate
- Any child who is not able to complete work due to limited access to the internet should be referred to a member of SLT who will be able to provide additional support
- Any children who are posting inappropriate comments which could cause offence to others or comments which are not appropriate to the context of the discussion can be muted by the class teacher. Children should not be unmuted until a discussion has taken place with the pupil. This should then be escalated to discussion with parents should inappropriate comments continue
- Streaming live lessons
- When delivering live lessons, teachers will use an interactive video conferencing platform such as Zoom or Teams. During live lessons, staff should ensure that the location of the video is appropriate, including what is visible to children in the lesson. Backgrounds to videos should be as neutral/ plain as possible. Staff will also need to ensure that background noise is reduced as much as possible
- Staff will ensure that other programs and browsers which could potentially contain sensitive information (emails etc.) are closed
- During the first live session of the day, staff will complete a record of children who attend.
- If staff are required as per the Department of Education (DfE) guidance, to teach in school, a rota will be put in place. This will determine which staff are delivering lessons to vulnerable and key worker children and which staff are delivering live streamed sessions to children who are not able to attend school
- KS1 pupils will have 3 hours of work, KS2, 4 hours of work and KS3&4 will have 5 hours of work as per DfE guidance (January 2021)

### Teaching Assistants

When assisting with blended learning, teaching assistants must be available between 8:45am and 3:40pm.

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

- Supporting pupils who are not in school with learning remotely
- This includes children who are on an EHCP /SEND/Vulnerable and require one -to-one support

### Streaming live lessons

- Where one to one sessions are required, staff will ensure that other programs and browsers which could potentially contain sensitive information (emails etc.) are closed
- During live lessons, staff should ensure that the location of the video is appropriate including what is visible to children in the lesson. Backgrounds to videos should be as neutral or plain as possible. Staff will also need to ensure that background noise is reduced as much as possible
- Any children who do not attend the first live session, as indicated by the class teacher, will be prioritised when phone calls are made
- During these conversations the following information should be established:
- Do the family require support with COVID19 testing?
- Do the family or pupil require any additional support with blended learning?
- Does the family need a laptop or device to access lessons?
- The presence of an appropriate adult is required for a child learning at home, during a live lesson, if under the age of 16 years

### Subject Leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Monitoring the remote work set by teachers for their subject.
- Alerting teachers to resources they can use to teach their subject remotely.

## **Assistant Head Teachers**

Alongside any teaching responsibilities, Assistant Head Teachers are responsible for:

- Co-ordinating the blended-learning approach across the year groups they are responsible for including SEND/Vulnerable pupils
- Monitoring the security of blended learning systems, including data protection and safeguarding considerations
- Ensuring SEND/ Vulnerable pupils have access to hardware and software to support needs

## **Designated Safeguarding Lead**

The Designated Safeguarding Lead (DSL) is responsible for promoting educational outcomes by working closely with their teachers about their welfare, safeguarding and child protection concerns. Any disclosures made to staff will be passed on to a DSL as per safeguarding policy.

## **IT Staff**

IT staff are responsible for:

- Helping staff with any technical issues they're experiencing and fixing issues with system used to set and collect work
- Reviewing the security of blended learning systems
- Assisting staff and pupils with accessing the internet or devices
- Maintaining the hardware in school to ensure home learning can be delivered effectively

## **Absence**

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

## **Pupils and Parents**

Staff can expect pupils learning remotely to:

- Take part in live online sessions
- Timetables will be provided to ensure pupils are aware when they need to take part in these sessions
- 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:

- Ensure children are online to take part in live sessions and are given the opportunity to complete independent work linked to live sessions
- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it. School staff will direct parents to the necessary support of member of staff to offer such support
- Be respectful when making any complaints or concerns known to staff

## **Governing Body**

The governing board is responsible for:

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

## **Who to Contact**

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

- a. Issues in setting work or behaviour – relevant Assistant Head or Head of School.
- b. Issues with IT – talk to IT technicians.
- c. Issues with their own workload or wellbeing – talk to their line manager.
- d. Concerns about data protection – talk to the data protection officer – Julie Connor.
- e. Concerns about safeguarding – talk to the DSL (Karen Dell on Secondary School Site, Jo Tift on Primary School site).

The most appropriate way to discuss these issues is via email or phone. Alternative forms of communication may be used should they be required.

## **Data Protection**

### **Accessing personal data**

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

- Use VPN to access school-based information

### **Processing personal data**

Both children and staff will access online learning.

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

## **Safeguarding**

Where staff are interacting with children online, they will continue to follow our existing Code of Conduct and Acceptable Use Policy.

Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures as set out in the school's Safeguarding and

Child Protection policy.

We will make sure children know how to report any concerns they have back to our school, and signpost them to other sources of support too.

### **Monitoring arrangements**

This policy will be reviewed annually by the Senior Leadership Team (SLT). At every review, it will be approved by the Trustees and/or the Local Advisory Board (LAB).

### **Links with other policies**

This policy is linked to our:

- 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 and Online Safety Policy

### **REMOTE EDUCATION OFFER**

- We will offer lessons by qualified Teachers via an interactive video conferencing platform i.e. Microsoft Teams or Zoom
- We will identify work to be completed on the Oak Academy Virtual school site
- Links to commercially-produced or subscription online resources and activities
- We will offer independent paper-based learning packs

#### **The remote curriculum: what is taught to pupils at home**

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching. We will ensure work packs and online access to an interactive video conferencing platform will be provided.

#### **What should my child expect from immediate remote education in the first day or two of pupils being sent home?**

We will be sending pupils home with workbooks to complete independently in the first instance. We will then offer remote, home learning which will include interactive video conferencing lessons, work packs and Oak Academy Virtual School lessons. In addition at Primary, pupils will access White Rose maths and other appropriate resources to cover other subjects.

#### **Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?**

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects if specialised teachers are not available.

## **Remote teaching and study time each day**

### **How long can I expect work set by the school to take my child each day?**

We expect that remote education (including remote teaching and independent work) will take pupils:

KS1 – 3 hours per day

KS2 – 4 hours per day

KS3/4 – 5 hours per day

## **Accessing remote education**

### **If my child does not have digital or online access at home, how will you support them to access remote education?**

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education

- We will issue laptops if you do not have a device to work on at home.
- We will post our printed materials as required which can be posted back to us for marking.
- We will contact you daily via phone or email as a keyworker will be assigned to you.

### **How will my child be taught remotely?**

We use a combination of the following approaches to teach pupils remotely:

- live video conferencing teaching (online lessons)
- recorded teaching (e.g. Oak National Academy lessons, video/ audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- long-term project work and/or internet research activities (as per the schools full opening guidance, schools full opening guidance, however, schools are expected to avoid an over-reliance on these approaches)

## **Engagement and feedback**

### **How will you check whether my child is engaging with their work and how will I be informed if there are concerns?**

- We will check daily student engagement.
- Keyworkers will ring/email you daily to identify any pastoral issues or student wellbeing.

### **How will you assess my child's work and progress?**

- Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes, marked automatically via digital platforms are also valid and effective methods amongst many others. Teachers will use quizzes or tests on core content as a regular

feature, asking pupils to complete these in a specified time and email them back.

Our approach to feeding back on pupil work is as follows:

- Verbal feedback during online lessons
- Work will be marked using AFL principles

### **Additional support for pupils with particular needs**

**How will you work with me to help my child who needs additional support from adults at home to access remote education?**

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- Keyworkers will monitor pastoral issues and will contact parents/carer's regularly
- We will ensure contact with any multi agencies continues
- Home visits will occur, if required
- Teachers will differentiate work and put in place strategies identified in pupils' EHCPs
- Teachers will use quizzes or tests on core content as a regular feature, asking pupils to complete these in a specified time and email them back to ensure SEND pupils progress
- Onsite Teaching will be part of the blended learning offer
- We will provide hardware and software as a matter of priority

### **Remote education for self- isolating pupils**

**If my child is not in school because they are self -isolating, how will their remote education differ from the approaches described above?**

- We will ensure work-packs are sent home via post
- We will check to see if you need a laptop to complete work
- We will provide interactive video conferencing lessons
- We will identify work to complete on the Oak Academy Virtual School