

Boroughbridge Primary School and Nursery



Blended Learning / Remote Learning Policy

Date:	Review Date:	Coordinator:	Nominated Governor:	
4 th November 2020	4 th November 2021 Or before if needed	Miss G A Lee	Safeguarding Governor	
Headteacher:		Miss G A Lee	Date:	4 th November 2020
Chair of Governors:		Mrs Jan Seymour	Date:	4 th November 2020

This Policy is valid from the date as recorded, thereby invalidating any other preceding policy.
Where the 'named' person is no longer in post, this policy remains valid until the next review date.

This policy should be read alongside other policies which support learning.

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1. Aims

This remote learning policy for aims to:

- › Deliver current Government expectations and requirements
- › Explain the remote / blended learning that may become required
- › Ensure consistency in the approach to remote learning for pupils who aren't in school
- › Set out expectations for all members of the school community with regards to remote learning
- › Provide appropriate guidelines for data protection

2. Background

The government requires where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, schools to have the capacity to offer immediate remote education. Where needed, this should be high-quality and safe, and align as closely as possible with in-school provision and is integrated with school curriculum planning.

In developing these plans, we will:

- › Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations
- › Give access to high quality remote education resources
- › Select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use

- Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- Recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum

Through the delivery of remote education, we will:

- Set work so that pupils have meaningful and ambitious work each day in a number of different subjects
- Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practiced in each subject
- Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos
- Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers
- Consider these expectations in relation to the pupils' age, stage of development or special educational needs

3. Blended / Remote Learning Scenarios

3.1 Where individual pupils are required to self-isolate

If an individual pupil is required to self-isolate then the arrangements for remote learning are as follows:

- A timetable will be made available for parents listing daily and weekly learning and when resources will be uploaded
- Resources and assignments will be made available through the Teams learning platform (or sent by email for those unable to access it) and through Evidence Me for EYFS and KS1
- Daily learning for the core subjects of English and Maths will be uploaded and assigned in line with what is being taught in school to ensure children don't fall behind in their learning
- Work for Science and the Foundation Subjects will be uploaded and assigned to correspond with what and when it is taught in school.
- Teachers will not be able to provide virtual, real-time lessons however may share learning points, work and feedback from the classroom using visualiser resources where they deem it appropriate.
- Teachers will be contactable via email and Teams although it will be made clear to parents that an immediate response may not always be feasible if during normal teaching time

Please see Addendum A for a more detailed breakdown of learning and resources.

3.2 Where a whole class are required to self-isolate

If the whole class bubble and teaching staff are required to self-isolate then the arrangements for remote learning are as follows:

- Teachers will aim to provide virtual, real-time sessions through Teams for Maths and English to share learning points, explain independent work and provide feedback.
- Resources and assignments will be made available through the Teams learning platform (or sent by email for those unable to access it) and through Evidence Me for EYFS and KS1

- Daily learning for the core subjects of English and Maths will be uploaded and assigned in line with what would have been planned for in-school learning
- Work for Science and the Foundation Subjects will be uploaded and assigned to correspond with the medium curriculum plans in place
- A timetable will be made available for parents listing daily and weekly learning and when resources will be uploaded
- Teachers will be contactable via email and Teams during normal school hours

Please see **Addendum B** for a more detailed breakdown of learning and resources.

4. Roles and responsibilities

4.1 Teachers

When providing remote learning (in the event of the whole class bubble being isolated), teachers will be available between 9am and 3pm. 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 procedures. If it affects the completion of any work required ensure that arrangements have been made with year group partners or SLT to ensure work is completed.

When providing remote learning, teachers are responsible for:

- Setting work:
 - Creating a weekly timetable of work for their class. This must include subjects from across the curriculum in line with the long and medium term plans already in place
 - Upload work on to Teams/Evidence me as soon as possible in preparation for the next day.
 - Ensure any pupils unable to access Teams receive work by email or in hardcopy if necessary
 - Set and monitor online learning platforms such as TTRS and SATs Companion
- Providing feedback on work:
 - Pupils submit completed work via Teams/EM or email to class teachers
 - Teachers share feedback in follow up virtual sessions or to individual pupils via Teams/EM or email
- Keeping in touch with pupils:
 - If individual pupils are absent from school due to needing to self-isolate and not ill, teachers will make regular contact with parents (email) and pupils (Teams) however consideration will be given to the fact teachers are still teaching and working within school with the rest of the class.
 - If the whole class bubble is isolating, teachers will make daily contact with pupils through Teams and be available to answer parent/carer emails during normal school hours. In this instance teaching session will be with a register and wellbeing check in.
 - Should pupils / parents not respond to contact during these scenarios, teachers will notify SLT who will follow this up via phone call.
 - Should pupils not complete work, teachers should contact parents/carers to discuss and find out if there are any issues that can be resolved
 - Any issues or concerns that are received are to be dealt with professionally by the class teacher and the headteacher notified of them.
- Attending virtual meetings with staff, parents and pupils
 - Any virtual meetings will take place using Microsoft Teams
 - Staff will be required to dress appropriately as they would if working in school
 - Meetings will be taken in appropriate locations (e.g. avoid areas with background noise, nothing inappropriate in the background – background should be blurred if device allows it)

When storing school work including pupil's work information about progress and attainment teachers will:

 - Only use school provided end point devices (encrypted storage device or school laptop) should be used by staff in respect to school work

- If using their personal mobile or home phone number should be withheld when calling parents. If a member of staff needs to speak to a pupil then the parent's phone must be on speakerphone and the parent/carer should be present.

4.2 Teaching assistants

When assisting with remote learning (in the event of the whole class bubble being isolated), teaching assistants will be available during their contracted 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 procedures between 9am and 3pm on the designated absence number.

4.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Monitoring the work set by teachers in their subject – review work set regularly and may join teaching on Teams sessions with other staff.
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Review current subject in the light of blended / remote learning alongside the development and evaluation of a subject action plan.

4.4 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 subject leaders, reviewing work set or reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

4.5 Designated safeguarding lead

The DSL and DDSL are responsible for:

Maintaining contact, collating, passing on information and responding to any concerns.

See the COVID-19 amendments to the Child Protection Policy

4.6 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day 9am-3pm. Although they will not be expected to 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
- Alert teachers if they're not able to complete work
- Read and adhere to the Acceptable Usage Policy

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work

- › Access the 'Home Learning' section of the website, emails from teachers and online learning platforms (Microsoft Teams and Evidence Me!)
- › Seek help from the school if they need it
- › Be respectful when making any issues or concerns known to staff
- › Read and adhere to the Acceptable Usage Policy

4.7 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
- › Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

5. 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 / SENCO / SLT
- › Issues with behaviour – talk to the SENCO / SLT
- › Issues with IT – talk to SLT who will contact the relevant LA Support via Schools ICT
- › Issues with their own workload or wellbeing – talk to SLT
- › Concerns about data protection – talk to the data protection officer via the school business manager
- › Concerns about safeguarding – talk to the DSL or DDSL

All staff can be contacted via their school email addresses

6. Data protection

6.1 Accessing personal data

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

- › All staff have access to CPOMS to record any concerns about children, this is accessed via a secure password. Ensure you log out after use. Do not allow access to the site to any third party.
- › Teachers are able to access parent contact details via ScholarPack using a secure password. Do not share any details with third parties and ensure ScholarPack is logged off.
- › School laptops are the school's preferred devices to be used when accessing any personal pupil information. School laptops should be signed out of school with details of the device taken.

Where removable media is used (such as a memory stick or memory card) in a Phone, tablet or laptop as temporary storage the data or the media must be encrypted

All copies of Operationally critical and confidential information must always be stored securely including protection against data loss and un authorised access (password / encryption)

Secure storage is provided by the school

via school provided laptop, the school server and through One Drive, Microsoft teams and Evidence Me.

- › Any group / whole class emails which are sent must have all email addresses as BCC

6.2 Processing personal data

Staff members may need to collect and/or share personal data such as emails or phone numbers as part of the remote learning system. Such collection of personal data applies to our functions as a school and doesn't require explicit permissions. While this may be necessary, staff are reminded to collect and/or share as little personal data as possible online.

6.3 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 – SCHOOLS ICT
- 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 – SCHOOLS ICT
- Keeping operating systems up to date – always install the latest updates – SCHOOLS ICT

7. Safeguarding

Please see the following for updates concerning safeguarding in relation to home learning.

COVID-19 amendments to the Child Protection Policy

This also details reference to remote learning curriculum and risks online.
is available on our website

This policy

8. Monitoring arrangements

This policy will be reviewed and approved as and when updates to blended and remote learning are provided by the government by SLT and School Governors

9. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- ICT, e-safety and internet acceptable use policies

Addendum A

Learning and Resources in the event of individual pupils self-isolating

- Maths
 - EYFS and Y1 - NCETM Number Block resources
 - KS1 and KS2 follow the White Rose Maths medium term plans which are used in school. Pupils access the home-learning video clips with corresponding worksheets uploaded to Teams or emailed.
 - Fluent in 5 Daily Activities
 - Times Table Rock Stars and SATs Companion
 - Additional activities and resources may be sent home to link with coverage in school

➤ Phonics and Reading

- EYFS – Geraldine the Giraffe and Mr T does phonics
- KS1 and Y3 Home reading book
- Y4/5/6 Reading Circles Reading Activities
- KS1 and KS2 – Reading Comprehension Resources uploaded to Teams from The Literacy Shed Plus

➤ Writing/English

- Work set according to each class' coverage and current lesson plans
- KS1 and KS2 – SPaG – specific activities following each class' planning

➤ Science and Foundation Subjects

- Video clips, resources and activities to follow medium term curriculum planning and weekly, in-school teaching

As much as is possible teaching approaches and sequences must match the schools agreed subject specific pedagogies such as mastery of mathematics, four-part phonics lesson, reading circle structure etc

We will also review the structure of our curriculum and in the case of a whole class bubble self isolating it may be that we teach content that it more suited to virtual/home learning.

Addendum B

Learning and Resources in the event of whole class bubble self-isolating

Remote learning resources will be as the above 'Core Offer' with the addition of:

➤ Virtual, real-time sessions

- Parents/carers to be provided with a detailed timetable of virtual sessions
- Classes to be split into groups
- Each group to have 20-30 minutes virtual session for English
- Each group to have a 20-30 minutes virtual session for Maths
- Sessions to include input and new learning, feedback from previous learning and addressing any misconceptions
- Independent learning following each session to be completed off-line during the rest of the school day
- Additional virtual sessions can be arranged for other subjects to ensure our broad curriculum planning and learning continues throughout any period of isolation or local lockdown