

# Remote and Blended Learning Policy

St Michael's Academy



**Approved by:**

**Date:**

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**Next review due by:**

## Contents

1. Aims.....	2
2. Roles and responsibilities.....	3
3. Who to contact.....	5
4. Data protection .....	6
5. Safeguarding .....	6
6. Monitoring arrangements.....	6
7. Links with other policies.....	6

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## 1. Introduction and Aims

This remote learning policy for staff aims to:

- 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

'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, we expect schools to have the capacity to offer immediate remote education.' DfE Guidance for full opening 7th August 2020

Building blended learning that is sustainable and appropriate for education in the future will both increase learning opportunities and prepare learners and teachers to continue education in changing circumstances.

In the event of long term closure or part-time attendance, staff at St Michael's Academy will continue to provide education and support to our pupils, using in-school teaching, remote learning and/or a combination of both. Depending on the circumstances, learning will be conducted using in-school teaching and learning, educational packs of resources and G Suite for Education including Google Classroom. This will ensure that the needs of all pupils are catered for and the Apps will allow staff to keep in daily contact and provide a two-way platform for learning and teaching, in a professional and confidential manner with each pupil in their class. Teachers will be able to schedule learning in a manner that does not overwhelm or concern our pupils.

In the event that children are forced to self-isolate while awaiting a test for themselves or a close contact, staff will continue to provide work for the time that they are absent from school.

## 2. Roles and responsibilities

### 2.1 Teachers

2.1(a) In the event of a year group or whole school closure:

When providing remote learning to a whole class, teachers must be available between 9am - 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, then a solution should be found with the headteacher. If it affects the completion of any online meetings with children, then arrangements should be made with year group partners and/or the SLT.

When providing remote learning to a class, teachers are responsible for:

- Setting work:

- Create a weekly timetable of work for their year group in liaison with year group partners. This must include subjects from across the curriculum but should include maths and literacy every day and as a minimum one other subject from the wider curriculum
- Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos
- Provide clear expectations on 'flipped learning' whereby the children attempt to complete their tasks before deepening that understanding through a conversation with the teacher and their peers via Google Meets
- Set differentiated Times Table Rockstars and Spelling shed targets for the week
- Email year group weekly timetables directly to the assistant head before the week the work commences, and assistant head to ensure consistency across year groups
- Work as a year group team to ensure the above work is planned and ready and follows a clear sequence so that knowledge and skills are built incrementally
- Ensure all of the work for the week is set on Google Classroom for the children in their class
- Provide printed hard-copy packs for those children who are not able to access Google Classroom

- Providing feedback on work

- Meet with children via Google Meets in groups of no more than 10 for approximately 50 minutes a day at a consistent time
- Liaise with other year groups to ensure that siblings are not being expected to be online at the same time when there are not enough devices in the household to facilitate this
- Children are able to submit work to an assignment, and teachers should provide appropriate feedback on the work, including giving children the chance to resubmit their work if required
- 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

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

- Messages received on classdojo from parents should be checked as a minimum between 9am –3pm. Messages from pupils within Google Classroom should also be checked as a minimum between 9am-3pm and before any meeting on Google Meets. Messages should always be replied to within 48 hours.
- Any issues that are received are to be dealt with professionally by the class teacher. If necessary, teachers to contact a member of SLT for advice
- If children are not accessing Google Classroom, then teachers are to attempt to make contact with all pupils in their class at least once a week via telephone call from a withheld number. Contact details can be accessed from the class list emailed to you, record all contacts with parents of children not accessing Google Classroom on MyConcern and add any relevant actions.
- Contact should be polite and encouraging. Teachers must adhere to the email policy and not give out any personal details. Any concerns should be forwarded to a member of SLT who may choose to contact the parents directly. There is no expectation from school that specific work must be completed at this time. We believe our parents will be doing their best.

## 2.1(b) In the event of individual children being forced to self-isolate

When providing remote learning to individuals, teachers are responsible for:

- Setting work:

- Ensure appropriately differentiated activities and tasks are posted on Google Classroom for the day in line with what is happening in the classroom

- Provide access to high-quality teaching materials such as White Rose Maths, including opportunities for new learning if absent for a prolonged period
  - Provide printed work for children who are likely to be absent for a prolonged period who are not able to access Google Classroom
- Providing Feedback on work
    - Teachers should not feel required to be in close contact with children who are absent during the school day as their focus should be on the members of their class who are in lessons. However, messages from children and parents of children who are absent should be checked at the end of the day, with support provided where possible
    - Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks, signposting children to alternative resources where appropriate
  - Keeping in touch with pupils who aren't in school and their parents
    - Children marked with an X in SIMS are self-isolating due to suspected COVID symptoms in themselves or a close contact. Teachers should be prepared to make contact and, if well, provide children with work to do.

## 2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between their normal working hours at school.

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:

- Supporting pupils who aren't in school with learning remotely:
  - They will have a clear understanding of which pupils they'll need to support.
  - They will have a clear understanding of how they should provide this support.
- Attending virtual meetings with teachers, parents and pupils
  - Dress code – The school dress code should be followed at all times
  - Locations (e.g. avoid areas with background noise, nothing inappropriate in the background)
  - Covering for the class teacher in the event that they are unable to deliver a meeting

A full detailed plan will be produced by the HT/AHT explaining how teaching assistants will operate should they be working in school at the same time.

## 2.3 Subject leads

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, and provide advice when asked
- 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 the remote learning approach across the school, specifically lead by the assistant headteacher
- Monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set and gaining feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

## 2.5 Designated safeguarding lead

See updated safeguarding policy

## 2.6 Google Classroom admin and support

Fiona Bunkin, David Rowland and Edwin van Boggelen are responsible for:

- Helping staff and parents 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
- Assisting pupils and parents with accessing the internet or devices

## 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 – a list of resources and websites will be available on the school website to support parents fully during this time.
- Be respectful when making any complaints or concerns known to staff

## 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
- 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 assistant head, relevant subject lead or SENCO
- Issues with behaviour – talk to a member of SLT or the behavioural lead
- Issues with IT – talk to DR, FB or EvB

- 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 and processing personal data, and keeping devices secure

See safeguarding policy

## 5. Safeguarding

The current school safeguarding policy has been adapted to meet all of the requirements above and can be found on the school website or via myconcern.

## 6. Monitoring arrangements

This policy will be reviewed at times of change to expectations on remote learning by the government by David Rowland the assistant headteacher. At every review, it will be approved by Matt Vella, the Headteacher

## 7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Safeguarding 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