Model Policy for Redbridge Schools

Glade Primary School

Remote and Blended Learning Policy

Approved by:	Governing Body
Last reviewed on:	21.1.22
Next review due by:	21.1.23

Contents

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1. 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

2. Roles and responsibilities

2.1 Teachers

When providing remote learning, teachers must be available between 8:30am and 4:00pm

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. This is to call the school office and select option 2, leaving your name and the reason for your absence. This should be followed by a call or message to your Phase Leader or Line manager so that cover can be arranged. Please keep them updated as to your return.

When providing remote learning, teachers are responsible for:

Setting work:

Staff will set daily work for their classes.

   o   They need to provide 1 piece of English, Maths and Foundation work a day.

   o   **If full remote working**, a daily Zoom session will take place for a Maths and English session. This is in addition to a daily DEAR session led by a member of support staff.

   o   Work needs to be set by 8am each day.

   o   Work should be uploaded to Google Classrooms

   o   Staff should co-ordinate with their year group partner to ensure consistency across the year group. This process will be overseen by the Phase Leader. Paper packs will be provided for those with limited access to devices to ensure that work can still be completed. The school will also look into sourcing laptops and additional Internet data to those in need.

Providing feedback on work

   • Feedback is provided daily either through individual marking and response through Google classroom or whole class feedback addressing common misconceptions.

   • Times Table Rockstars and Education City provide instant feedback so that children know how well they have achieved.

• MyMaths allows teachers to track progress across time and feedback verbally to pupils.

• Parents will receive a report the week leading up to half term to update them on their child's learning.

• Children will complete quizzes using Google Classroom (Google forms) which provide instant feedback.

• Some work will be self-marked allowing children to take ownership of their learning.

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

- o Hamoomah Sohail (Attendance officer) calls parents of children who are absent daily. Persistent absence is reported to the EWO who work with the family to support. In unexplained absences for long periods, the SLT team will do a home visit. CME (Children missing in education) forms are also used for children who leave our school and whereby a receipt from their new school is not received. Messages and announcements are also posted on Google Classroom.

- o Parents should not be emailing staff directly. If parents wish to contact staff, they should do so through the office either by emailing parentinfo@glade.redbridge.sch.uk or phoning 020 8708 0200. If staff need to contact parents they should phone them or forward their email to the office who can send from the administration email. This ensures that the teacher's email address is kept private.

- o If any complaints or concerns are shared by parents or children they should initially be investigated by the Class teacher, who may need to pass them to the Phase Leader. If these need to be raised further, they will be investigated by the Deputy Headteacher or the Headteacher.

Attending virtual meetings with staff, parents and pupils:

- o Please be aware of all that is shown on your camera and heard through your microphone.

- o Please be mindful of your background – keep it simple and plain.

- o Avoid sitting in front of a window as this will cause a dark shadow.

- o Be mindful to work in a quiet area, free from distractions.

- o Please make sure that you are appropriately dressed.

- o Sessions will be recorded for Safeguarding purposes.

- o Please do not adjust any of the setting. These have been set accordingly for Safeguarding purposes.

- o Two adults must be present in all live sessions.

- o Teachers will be leading live sessions from home, except when on rota in the Vulnerable and Keyworker children Bubble group. In this case, the support staff will lead the Bubble whilst they run their sessions.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available for their set hours. In the event of full remote working, support staff will be given a timetable to follow.

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. This is to call the school office and select option 2, leaving your name and the reason for your absence. This should be followed by a call or message to Sue Jones so that cover can be arranged.

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

Supporting pupils who aren't in school with learning remotely:

- o Providing additional support in live sessions to ensure good understanding and engagement for all
- o Providing small group support in live sessions, for example through use of Breakout rooms.
- o Leading DEAR sessions
- o Leading small Phonics groups
- o Leading interventions for SEN pupils
- o Assisting with feedback of work
- o Assisting with the management of Google Classroom – replying to posts/announcements etc.

Attending virtual meetings with teachers, parents and pupils:

- o Please be aware of all that is shown on your camera and heard through your microphone.
- o Please be mindful of your background – keep it simple and plain.
- o Avoid sitting in front of a window as this will cause a dark shadow.
- o Be mindful to work in a quiet area, free from distractions.
- o Please make sure that you are appropriately dressed.
- o Sessions will be recorded for Safeguarding purposes.
- o Please do not adjust any of the setting. These have been set accordingly for Safeguarding purposes.
- o Two adults must be present in all live sessions.

Support staff who are on the Bubble rota for Vulnerable and Keyworker children will continue to run their sessions as usual, as there are sufficient adults to cover the classes.

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

Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other

Monitoring the remote work set by teachers in their subject through their planning folders.

Alerting teachers to resources they can use to teach their subject remotely, including opportunities for virtual visits and visitors.

SENCO - The SENCO (Sue Jones) will support and aid to ensure that all pupils are able to access the curriculum when working remotely. This includes sending weekly home learning packs and resources to identified children and overseeing the interventions carried out remotely by support staff. Support will also be offered to staff with how to differentiate work remotely.

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

Co-ordinating and supporting with the remote learning approach across the school.

Monitoring the effectiveness of remote learning through regular meetings with staff and subject leaders and reviewing work set.

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

Monitoring and supporting wellbeing of staff.

Reviewing feedback from parents with regards to provision.

Liaising with Governors with regards to remote learning provision.

2.5 Designated safeguarding lead

Please see Remote Learning Annex to our Child Protection policy for full details.

2.6 IT staff

Our ICT manager is responsible for:

Fixing issues with systems used to set and collect work

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.

Leading training for staff.

2.7 Pupils and parents

Staff can expect pupils learning remotely to:

Attend and engage with all live sessions.

Complete work to the deadline set by teachers

Seek help if they need it, from staff.

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

Be respectful when making any complaints or concerns known to staff and use the correct channels – phone or email the school office.

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

Monitoring wellbeing of staff during the lockdown period.

3. Who to contact

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

Issues in setting/adapting work – talk to the relevant Subject Leader or SENCO

Issues with behaviour – talk to your Phase Leader

Issues with IT – talk to Kevin Crouch

Issues with their own workload or wellbeing – talk to your Phase Leader

Concerns about data protection – talk to the data protection officer – Rachel Banks

Concerns about safeguarding – talk to any of the Safeguarding team – Farzana Hussain (DSL) or Philip Merchant, Sue Jones, Denise Graham (DDSL)

4. Data protection

4.1 Accessing personal data

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

Use the remote login to access the school cloud network.

Be mindful to secure and protect the devices that they use for virtual sessions and home learning.

4.2 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

Installing antivirus and anti-spyware software

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

5. Safeguarding

Please see Remote Learning Annex to our Child Protection policy for full details.

6. Monitoring arrangements

This policy will be reviewed annually by the Upper Leadership team. At every review, it will be approved by the Full Governing body.

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