An Daras Multi-Academy Trust

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 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

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 times 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.

- o Daily learning should be uploaded to the schools preferred IT platform (e.g. school website, remote learning platform- Class Dojo)

- o (VL) Drawing upon current research, where synchronous learning is known to have the most impact on primary pupils. Provide daily live short interactive numeracy and literacy learning must be offered through the Trust approved Microsoft Teams 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.

- o 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

- o (VL) Learning/lessons provide a balance of knowledge provision and opportunity for 'deep thinking' and application – please see VL Appendix for detail.

Providing feedback on work – cover details like:

- o Providing relevant and timely feedback via Class Dojo portfolios in response to pupils' uploads
- o (VL) Careful consideration of the nature/ type and function of feedback provided – See VL appendix for detail

Keeping in touch with pupils who aren't in school and their parents – cover details like:

- o Be available to respond to parents during working hours via Dojo messaging
- o Respond to pupils via Dojo Portfolios and via the class page
- o Deal with any complaints or concerns via telephone preferably or if needed refer to a member of the SLT
- o Encourage all pupils to engage with learning, setting clear expectations on amount of work and engagement expected and deadlines.
- o Follow up concerns about of lack engagement in remote learning

Attending virtual meetings with staff, parents and pupils – cover details like:

- o Share remote learning protocol with families
- o Consider appropriate dress code
- o Choose sensible locations (e.g. avoid areas with background noise, nothing inappropriate in the background)

If teachers are working in school, we will ensure staff, parents and families know who'll cover the responsibilities above during this time.

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:

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

- o Pupils will be agreed by direction of the class teacher
- o Support will be provided through Class Dojo

Attending virtual meetings with teachers, parents and pupils:

- o Consider appropriate dress code
- o Choose sensible locations (e.g. avoid areas with background noise, nothing inappropriate in the background)

If teaching assistants are also be working in school, where relevant, details will be shared with staff, families and children who will be covering the responsibilities above during this time.

2.3 Subject Leads

Alongside their teaching responsibilities, subject leads are responsible for:

- o Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- o Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- o 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
- o Monitoring the remote work set by teachers in their subject – through remote meetings, feedback and impact reports.
- o Alerting teachers to resources they can use to teach their subject remotely
- o Checking that the new knowledge and skills are introduced step by step

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

Monitoring the wellbeing of staff working from home

Update and inform governors of success and impact of remote learning

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 SENDCo

The SENDCo will be responsible for monitoring the learning and well-being of SEN pupils. This may include:

- o Providing adapted learning resources for remote learning
- o Coordinating continued access to support services and making any necessary referrals
- o Maintaining contact with parents of SEN pupils to ensure the well-being of these families
- o Supporting teachers with SEN paperwork as usual

o   Ensuring that statutory code of practice requirements are being met

2.7 Pastoral Leads – TIS/Thrive and PSA Practitioners

o   Providing support for vulnerable pupils and families in isolation through remote meetings with families or pupils and through Class Dojo

2.8 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

2.9 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 Teams 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

9. Visible Learning (VL) Appendix

Setting Work:

- (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:

- (VL) Careful consideration of the nature/ type and function of feedback provided (Four Levels of Feedback). How will you know if feedback has been received/ understood and actioned?

- (VL) How is feedback regularly provided? (Not just at the end of 'completed work')

- (VL) How feedback will be aligned to clarity in learning intentions and success criteria

- (VL) Provide a platform for hearing more 'thinking aloud' by pupils, through strategies such as peer to peer feedback/ collaboration