Glebe School

Remote/Blended Learning Policy

Date approved by Governing Body	December 2021
Date of next review	December 2022

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1. Statement of intent

At Glebe School, we understand the need to continuously deliver high quality education, during remote/blended learning. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

2. Aims

- Minimise the disruption to pupils' education and the delivery of the curriculum. DfE states that schools have the flexibility to decide how subjects will be provided whilst following measures to minimise risks.
- Ensure provision is in place so that all pupils have access to high quality learning resources.
- Protect pupils from the risks associated with using devices connected to the internet.
- Ensure staff, parent, and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote/blended learning.
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote/blended learning.
- Inform and update parents on progress.

3. Remote/blended learning for students

- A child who is absent
- All children, if the school is required to close as a result of an emergency or national guidance.
- Remote learning will be shared with families when they pupils are absent

4. Roles and Responsibilities

Board of Trustees

- Monitoring the school's approach to providing remote/blended learning to ensure that the quality of education remains as high for all pupils.

Senior Leaders

- Co-ordinating the remote learning approach across the school including daily monitoring of engagement.

- Monitoring the effectiveness of remote learning – through regular meetings with teachers and subject leaders, reviewing samples of work set or reaching out for feedback from pupils and parents. Accurate reporting to parents.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- Arranging any additional training staff may require, to support pupils during the period of remote/blended learning.
- Reviewing the policy on an annual basis and communicating any changes to staff, parents, and pupils as per Government update.
- The school will remain mindful of families who do not have access to the resources required for remote/blended education, and will ensure that an up-to-date record of which pupils do not have appropriate devices or internet access is maintained. (School will ensure other alternatives if pupils

do not possess devices/internet at home).

- Ensuring the school has adequate insurance to cover all remote/blended working arrangements**.**

The Designated Safeguarding Lead (DSL)

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote/blended learning period.
- Identifying vulnerable pupils who may be at risk if they are learning remotely.
- Ensuring that child protection plans are enforced while the pupil is learning remote/blended, and liaising with the headteacher and other organisations to make alternate arrangements for pupils who are at a high risk, where required.
- Identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place.
- Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote/blended working ensuring all safeguarding incidents are adequately recorded and reported to the DSL and on CPOMS.
- Ensure parents will be encouraged to contact the DSL if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying. The school will also signpost families to the practical support that is available for reporting these concerns.

The Data Manager and ICT technicians

- Ensuring that all school-owned devices used for remote/blended learning have suitable anti-virus software installed, have a secure connection, can recover lost work, and allow for audio and visual material to be recorded, where required.
- Ensuring that any programs or networks used for remote/blended learning can effectively support a large number of users at one time, where required, e.g. undertaking 'stress' testing.
- Ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff.
- Assisting with staff training to ensure staff are competent with any new systems being used.
- Assisting staff and parents with any technical issue.

Teachers

- Reporting any health and safety incidents to the health and safety officer.
- Reporting any safeguarding incidents to the DSL and asking for guidance as appropriate.
- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
- Reporting any defects on school-owned equipment used for remote/blended learning to an ICT technician.
- Adhering to the Staff Code of Conduct at all times.
- Plan, deliver, set work in line with the Teacher Standards and the school's Teaching and Learning Policy.
- Mark and feedback on students' work, updating parents on their progress.
- Respond to individual concerns of students and families to help support the continuity of education.
- Take responsibility to ensure knowledge and understanding of technologies required to support online learning are up to date
- Report via the normal school procedures incidents of misconduct for example in live lessons on shared learning platforms such as Microsoft Teams.

- The arrangements for any 'live' classes via video conferencing or webinars, are communicated via Microsoft Teams once the teacher schedules them.
- All communication with learners and parents/carers will take place using school provided or approved communication channels; for example, school provided email accounts, Microsoft 365 and Microsoft Teams.

Subject Leaders

- Ensure that the work being set is appropriate in terms of quantity, relevance to existing schemes of work and meets the needs of students as best as is possible under the circumstances of remote/blended learning.
- Ensure that feedback is being given to students for agreed key pieces of work in conjunction with class teachers, respond to individual concerns of students and families to help support the continuity of education.
- Follow up via the normal school Behaviour Policy procedures, incidents of misconduct. For example in live lessons or on shared learning platforms such as Microsoft Teams.
- Ensure regular meetings take place to plan, review and moderate work.

Teaching Assistants

- Teaching Assistants will be active in engagement with reluctant learners, supporting teachers with feedback on work, adapting learning resources.
- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
- Follow up via the normal school procedures, incidents of misconduct for example in live lessons or on shared learning platforms such as Microsoft Teams.
- To liaise with Line Managers if working from home to support the department.

Expectations of Pupils and Parents

- It is expected that pupils complete as much work as possible, set by teachers, 3-5 hours a day
- Adhering to this policy at all times during periods of remote/blended learning
- Reporting any technical issues to their teacher as soon as possible
- With support of parent/carer), ensuring they have access to remote/blended learning materials and notifying a responsible adult if they do not have access
- Notifying the school if they are feeling unwell or unable to access resources
- To follow the Behaviour Policy and code of conduct with appropriate behaviour for live sessions
- To complete work if physical packs sent home.
- Pupils will be required to use their own or family-owned equipment to access remote/blended learning resources, unless the school agrees to provide or loan equipment e.g. laptops.
- If school equipment is loaned, pupils and parents will be required to read school terms and conditions and sign the agreement for any equipment they use to access remote/blended learning resources.
- Be respectful of making any complaints or concerns known to staff.

To safeguard staff and pupils when using Microsoft Teams:

- Live calls, where possible, should have at least two members of staff present. One will lead the lesson and the other will act as chaperone.
- The register for all live Teams calls must be downloaded and saved in accordance with registration policy.

- Staff will remind pupils of code of conduct and Behaviour Policy. Sanctions will apply, should pupils not adhere to this.

- Teachers will naturally take ownership and responsibility when seeing any kind of inappropriate online behaviour and sometimes that will mean talking to parents.

- Staff to ensure they do not have any other tabs they have open in their browser would be appropriate for a child to see, if they're sharing their screen.

- Staff to ensure they do not have any other tabs open in their browser that would be inappropriate for a pupil to see, if they're sharing their screen.

- If delivering or receiving a lesson from home a suitable location must be used with no personal items on display.

- Pupils should be in a shared space in the house not in bedrooms.

- Pupils must follow the Behaviour Policy and code of conduct.

5. Resources

The school will accept a range of different teaching methods during remote/blended learning to help explain concepts and address misconceptions easily. For the purpose of providing remote/blended learning, the school may make use of, but not limited to:

- Past and mock exam papers
- Educational websites
- Reading tasks
- Live Microsoft Teams Sessions
- Pre-recorded video or audio lessons
- Assignments set using the Teams
- Physical work packs

6. Monitoring and Review

This policy will be reviewed on an annual basis by SLT.

7. Links with other policies and development plans

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Data Protection Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Behaviour Policy
- Curriculum Policy
- Health and Safety Policy
- Staff Code of Conduct
- E-Safety Policy