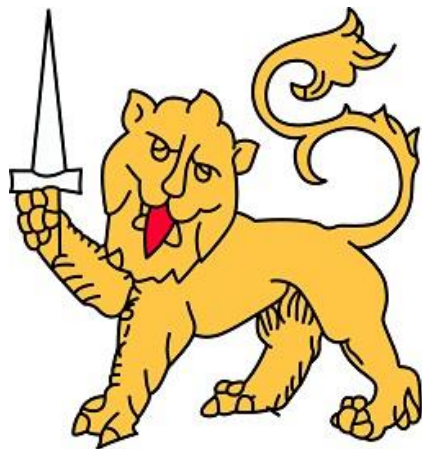


Federation Remote and Blended Learning Policy

Aylestone School federated with Broadlands Primary and Withington Primary



Approved by:	SLT	Date:
Author:	Sian Alderton	
Last reviewed by/on:	Nigel O’Neil	
	September 2021	
Next review due by:	September 2022	

Contents

1. Introduction and Scope	3
2. Online Safety	3
3. Contact	4
4. Communication	4
5. Staff Illness	5
6. Student Support	5
7. Pastoral Care	5
8. Safeguarding	5
Appendix 1: Aylestone	6
Appendix 2: Broadlands and Withington.....	10
Appendix : Teams Guidance	13

Remote and Blended Learning Policy

Introduction and Scope

‘Remote Learning’ refers to the provision of work, teacher support, assessment and feedback from teachers to pupils in the event that normal lessons are unable to be delivered ‘face-to-face’ as normal.

Situations where this policy may apply include:

- A pupil who is absent from school for 2 or more days for a pre-agreed reason e.g. taking part in a sporting tournament
- Pupil exclusion
- Pupils unable to attend school due to a period of advised self-isolation but who otherwise remain well
- An extended period of school closure.

This policy does not apply in situations such as:

- A student who absents themselves from school without prior authorisation from the school, with or without parental permission, e.g. a family holiday taken in term time
- A parental decision to absent their children as a precaution against an outbreak of infectious disease but contrary to official medical advice from Public Health England, the UK Government or the World Health Organisation.

Online Safety:

Where possible, all interactions will be textual and public.

All staff and pupils using video communication must:

- Communicate in groups – one-to-one sessions are not permitted.
- Wear suitable clothing – this includes others in their household.
- Be situated in a suitable ‘public’ living area within the home with an appropriate background – ‘private’ living areas within the home, such as bedrooms, are not permitted during video communication.
- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.

- Not record, store, or distribute video material without permission.
- Ensure they have a stable connection where possible to avoid disruption to lessons.
- Always remain aware that they are visible.

All staff and pupils using audio communication must:

- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute audio material without permission.
- Ensure they have a stable connection where possible to avoid disruption to lessons.
- Always remain aware that they can be heard.

The school will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for pupils with SEND. This will be decided and approved by the DSL and SENCO.

Pupils not using devices or software as intended will be disciplined in line with the Behaviour Policy.

The school will ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required.

The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the school.

The DSL will arrange for regular contact to be made with vulnerable pupils, during the period of remote learning.

Phone calls made to vulnerable pupils will be made using school phones where possible.

The DSL will arrange for regular contact with vulnerable pupils once per week at minimum, with additional contact, including home visits, arranged where required.

All contact with vulnerable pupils will be recorded.

The DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.

All home visits must:

- Be suitably recorded with the records stored so that the DSL has access to them.
- Actively involve the pupil.

Vulnerable pupils will be provided with a means of contacting school staff

Members of staff will report any safeguarding concerns immediately using MyConcern.

Pupils and their 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.

Communication:

The school will ensure channels of communication are arranged in the event of an emergency.

The school will communicate with parents via letter and the school website about remote learning arrangements as soon as possible.

The Headteacher or Deputy Headteacher will communicate with staff as soon as possible via email about any remote learning arrangements.

Members of staff involved in remote teaching will ensure they are available to respond to students online as appropriate.

The school understands that pupils learning remotely have the right to privacy out-of-hours and should be able to separate their school and home lives. As much as possible, all communication with pupils and their parents will take place within school hours

Members of staff will have contact with their line manager once per week.

Parents and pupils should inform the relevant member of staff as soon as possible if schoolwork cannot be completed.

Contact between students and staff through personal telephones must be with the number withheld only and the contents of the call should be recorded. Contact through personal email accounts, or any other third-party messaging software or video conferencing software (e.g. WhatsApp, Skype etc.), is strictly prohibited. Contact via school TEAMS accounts, SMH or school email addresses is allowed

Staff Illness

When staff are unwell during a period of school closure, they should notify the school by phoning in as usual. If they are able to set work for any lessons that require it then they should do so, otherwise responsibility for work falls to the Head of Faculty

Student support

Student support sessions will also be available via the same systems as subject-based lessons. Students will be able to contact the Student support team via Microsoft Teams or via email at the times they would normally have their lessons.

Pastoral Care

The Federation is committed to providing exemplary pastoral care, and this will continue during any period of school closure or remote learning.

During such periods, the normal channels of communication regarding pastoral care, attendance and wellbeing remain a priority. Pupils can contact their Form Tutor, Achievement Co-ordinators, Assistant Heads or Deputy Heads, or indeed any member of staff should they prefer, by email or through Teams. Form staff will contact pupils once a week during form time.

Safeguarding

During any period of school closure, the “Safeguarding and Child Protection” Policy still applies, as does the Staff Code of Conduct and the IT Acceptable Use agreement.

- Any live contact between students and staff must only take place through official school channels. This includes emails from students to teachers, which should only be sent from students’ school email address.

At Aylestone:

We will ensure that remote and blended learning delivery meets the guidelines set by the awarding organisations and allows access to a suitable curriculum.

Individual Remote Learning

This section of this policy applies in situations where school remains open and working as normal, but an individual student is unable to attend lessons as normal for a period of 2 or more days but is otherwise well and able to work, e.g. a period of advised self-isolation or an absence that has been authorised by the school in advance.

In these cases, the school will provide the following:

subject teachers will provide a suitable task(s) and will share these with parents and the student via an appropriate means e.g. SMH, email or Teams. Staff may upload a calendar of activities labelled as

work to be completed if self -isolating and as classwork (which shows up as red rather than green) in SMH which pupils will be directed towards, or may upload individual work for students to complete

- If an absence of this sort continues for more than one-week, additional work should be requested and provided on a weekly basis until the student is able to return to school.
- Contact will be made with students by the attendance team

A Period of School Closure

The Federation is committed to providing continuity of education for its students in the event of an extended school closure. While such situations are inevitably highly varied in their causes and ramifications, the school will endeavour to provide continued learning for the students during any period of closure in the following ways:

We will ensure that teaching/delivery/assessment staff are timetabled to support blended learning when a whole cohort of learners are working remotely

- The provision of relevant, developmental written work, or reading or practical work for each subject area and each year group which enables students to make continued progress.
- Regular instruction from staff, with the ability for students to ask questions of their teachers in real time either through questioning or a call according to an agreed timetable
- The opportunity for students to have their work assessed by their teachers and receive feedback on it.

Any provision of remote learning to achieve these three aims is provided following the results of surveys to determine the access students have to the internet at home . However, we cannot assume that everyone has access to printing facilities, so any work set and submitted for assessment will be entirely electronically set and distributed except for those pupils who have no means of access to such work.

Aylestone School: Work will be set, submitted for assessment and assessed through the online platform: Microsoft Teams (from iPad application or <http://teams.microsoft.com/>) or SMH

Microsoft Teams is a collaborative platform which allows for contemporaneous, real-time communication and sharing of resources between teachers and their classes. Every member of the Aylestone School community has been set up on Teams.

(a) Short-Term Closure – either whole class or year group/ whole school

In Aylestone School, for short-term closures (up to 2 weeks) departments will set tasks via SMH. This work will also be made available through Teams. Tasks will be set for each year group in each subject according to the school timetable.

The pages containing these tasks will become live in the event that a school closure is announced, and students and parents will be notified of this by email.

If the school has to re-close after a period of reopening but has already been in short-term closure previously, then they will proceed straight to the long-term closure plan for distributing work.

(b) Longer-Term Closure – 2nd or subsequent local lockdown or longer -term lockdown

In the event that the school is closed for longer than 2 weeks, the school will move to a model by which faculties will set and make work available via designated classes on Microsoft Teams following the timetable with 'live' (see section (i) below for explanation) contact with teachers. This will cover 5 hours a day.

Tasks will be set by individual teachers to their own classes or by HOF to their faculty classes . This work will follow the curriculum to allow knowledge and skills to be built incrementally and will include frequent clear explanations of new content through teacher delivery and high quality content, with the opportunity for interactivity, discussion and the opportunity to apply new knowledge. Support will be available from teachers and support staff to allow pupils with SEND to successfully access remote education

The school reserves the right to vary the methods described above in the light of developing situations surrounding the reasons behind any closure.

(i) Live Sessions

Students are expected to follow their normal timetable (it will be communicated at the start of the period of closure whether that is the timetable followed in school or a hybrid model). Teachers are expected to have an online presence via Microsoft Teams at the time they would normally have a lesson with that year group to be available for students to ask questions. This may be achieved through live chat via the Teams channel. There is no expectation for staff or students to broadcast audio or video using Teams in every lesson, but they may wish to pre-record audio or video to send for the group to use in conjunction with a PowerPoint, or written instruction.

Students are required to take part in the live lessons that are available if they are well enough to do so and if they have suitable access.

(ii) Assessment and Feedback

We will ensure that all assessment methodologies used are valid, reliable and do not disadvantage any group or individual learners.

For BTEC and other external qualifications we will where possible ensure the setting of assignments is undertaken in the face-to-face sessions and that deadlines are clear

We will ensure that when learners submit work for external assessment reasonable measures are taken to ensure the work is authentic and has been completed by the learner

- We will maintain and store securely all external assessment and internal verification records for external qualifications in accordance with exam board regulations .

We will ensure there is a process to manage feedback on assignments, questions are constructively answered, and feedback is provided in a timely manner as below:

The work that is set will, as far as is possible, include one diagnostic piece of work in each subject each 3 lessons (though with varying demands depending on how frequently a particular subject is taught) which is to be submitted for teacher assessment and feedback- every 3 lessons.

The method by which assessment will be set will vary according to department and may include (but will not be exclusive to) individual and peer assessment, using both written and online channels.

Work should be submitted to teachers via Microsoft Teams, and/or SMH. Teachers will assess the work and return it to students with feedback attached in a timely fashion.

Expectations of Students

Assuming they are well enough to work, students are expected to:

- Complete all work set for them and submit work which is requested for feedback within the deadline provided if they are able to.
- Check communications regularly and read and respond to communication from the school
- Where possible, try to ensure a suitable working environment (working in a quiet area without distraction) and have good Wi-Fi connection
- Be on time for lessons and ready to learn
- Students are expected to uphold the same standards of conduct and behaviour during online lessons as they would be expected to in school. This includes but is not limited to:
 - Ensuring appropriate language is used in Teams comments or emails, and that any comment is on-topic and relevant to the task in hand.
 - Ensuring full engagement with the tasks in hand, including submission of any required work by the deadline that has been set.

Expectations of Staff

Assuming they are well enough to work, staff are expected to:

- Ensure that work is set and made available on Microsoft Teams and/or SMH at the start of each lesson, and that sufficient resources are made available to students via electronic means to allow

them to carry out this work at home. HOF may decide that the lessons will be delivered by another member of the faculty or the timetabled teacher. This may need to be flexible due to staffing needs. Where textbooks are not available online, staff should scan relevant pages and share them with students along with the resources for the lesson if necessary. Staff may choose to use resources from Oak national academy, BBC bitesize, GCSE pod, SMH or other relevant sources.

- Most departments will wish to set work by individual class teachers; HoFs are responsible for choosing whether to set (or delegate) whole-year-group tasks for classes;
- Additionally, HoFs are required to maintain oversight of the appropriateness and quality of the work set across their Department.
- To be familiar with the use of SMH and Microsoft Teams and actively engage with professional development opportunities made available to develop online teaching practice, as well as be available online through Teams at the times they would usually have lessons to engage in live support with their students if required .
- To set, assess and return work to students promptly, and to answer any questions from students before the next block of lessons ,by electronic or paper means.
- Offer a variety of screen and non-screen time lessons and activities.
- HoFs are required to liaise with their Departmental staff through regular (at least weekly) contact to ensure that:
 - Sufficient work is being set to cover ongoing periods of closure
 - Students causing concern through a lack of engagement with live lessons or assignments requiring submission are checked daily and flagged with HOF's on a weekly basis. ACs are required to use the student cause for concern list to follow up with students relevant to their year group. Contact with parents will be made where engagement is a concern.

Any online contact between students and staff must only take place through official school channels, which are:

- School email address only. No personal email addresses must be used by either staff or pupils
- Microsoft Teams chat or video conference (through school email addresses only)
- SMH

Staff members are responsible for:

- Reporting any safeguarding incidents to the DSL via my concern and asking for guidance as appropriate.

- Reporting any defects on school-owned equipment used for remote learning to an ICT technician.
- Adhering to the Staff Code of Conduct at all times.

Parents are responsible for:

- Ensuring their child is available to learn remotely at the times set out on their child's timetable, and that the schoolwork set is completed on time and to the best of their child's ability.
- Reporting any technical issues to the school as soon as possible.
- Ensuring that their child always has access to remote learning material or hard copies during the school day
- Reporting any illness
- Ensuring their child uses the equipment and technology used for remote learning as intended.

Pupils are responsible for:

- Ensuring they are available to learn remotely according to their school timetable , and that their schoolwork is completed on time and to the best of their ability.
- Reporting any technical issues to their teachers as soon as possible.
- Ensuring they have access to remote learning material or hard copy materials and notifying a responsible adult if they do not have access.
- Notifying a responsible adult if they are feeling unwell or are unable to complete the schoolwork they have been set.
- Ensuring they use any equipment and technology for remote learning as intended.
- Adhering to the Behaviour Policy at all times.

At Broadlands and Withington:

General points

School will be using Microsoft Teams, Loom and Class Dojo for remote learning. Work will be provided each day for 4 hours at KS2 and 3 hours at KS1

Loom does not require an account but Microsoft Teams and Class Dojo do. There are only certain circumstances when Teams will be used at the primary school; parents and carers will be contacted individually to give them details of how to log in to Teams. All parents and children have been given their access details for Class Dojo. If you do not have this, please contact the school office.

Due to the nature of the current situation, we may need to invoke our remote learning policy at short notice. For this reason, we would ask that parents and carers have general stationary resources (such as pens, pencils and work books) available at home as we may not be able to provide these to children.

Scenario 1 - Individual or small group remote learning

This will apply where an individual is having to self-isolate either because they or a member of their household is displaying symptoms of Covid-19 but the pupils are well enough to complete work.

Work will be set via loom (see below) before 9 am each day and will include the full day's learning.

Children will be given a minimum of three learning tasks a day and this will include English, Maths and a foundation subject. In Early Years, this will be a phonics, maths and knowledge learning.

Completed work should be submitted to teachers using Class Dojo. Work can either be scanned in or photographed.

Teachers will provide feedback where appropriate the following day via class Dojo.

Where pupils are absent for more than 3 days, families will be contacted by teachers via a telephone call (this will include a conversation with the child) and will be called again every 3 days.

Scenario 2 – Whole class remote learning

This will apply where a whole class bubble is having to isolate or where there is a local or national lockdown.

Work will be set via loom (see below). Some work will be available before 9am and additional learning tasks may be added throughout the school day in line with the children's normal timetable.

Completed work should be submitted to teachers using Class Dojo. Work can either be scanned in or photographed.

Teachers will provide feedback where appropriate the following day. This may be whole class feedback at the start of a loom learning video or individual feedback through Class Dojo.

Throughout the normal school day, teachers will be available to contact through Class Dojo to answer any questions related to the children's learning.

Families will be contacted by teachers once a week via a telephone call (this will include a conversation with the child).

Loom lessons:

Loom is a video editing and sharing platform that allow individuals to record from their computer and upload the content to the internet. Teachers can use it to record their screen to share PowerPoints or to record from a visualizer to demonstrate practical work.

Each Loom lesson will consist of a short video presentation from the teacher introducing the learning task to the children.

A link to the video (along with the access password) will be shared using Class Dojo

Microsoft Teams

The majority of remote learning in the Primary setting will be done through Loom with pre-recorded lessons. There may be occasions where 1:1 or small group 'live learning' is required for example to meet the objectives set out within an Education, Health and Care Plan.

In instances where Microsoft Teams is being used, parents and carers will be contacted via Dojo to arrange a suitable date and time and also to share log in details.

If hosting a Teams 1:1, staff should ensure that:

- The video conference takes place in school in a location agreed by a member of the senior leadership team.
- The video is recorded. This is for the purposes of safeguarding and the video will not be used for performance management.
- There must be an adult in the room whilst the child is on the video call.
- The video call must not take place from the child's bedroom.
- The child must be appropriately dressed.
- Parents are aware it is their responsibility to ensure your child behaves appropriately during the call.

Paper based learning:

Whilst we would hope to support families as much as is practicably possible to ensure that all children have access to remote learning via Dojo and Loom. There may be some instances where this is not possible. In this instance, parents and carers should liaise with their child's class teacher to make individual arrangements for paper-based learning tasks that should closely follow what is being taught to all other children.

Expectations of staff:

- Ensure that appropriate work is set and made available through Loom and this is shared with Parents.
- To provide appropriate feedback as soon as it is practicable to do so.
- Be available at the times they would usually have lessons to engage in live support with their pupils if required.
- Ensure the individual needs of pupils is met as much as it is possible to do so.
- To be familiar with the use of Loom, Class Dojo and Microsoft Teams and actively engage with professional development opportunities made available to develop online teaching practice.
- Heads of Key stage are required to maintain oversight of the appropriateness and quality of the work set across the school.

Expectations of Pupils:

- Complete all work set for them and submit work which is requested for feedback within the deadline provided if they are able to.
- Where appropriate, respond to communications from their class teacher on Class Dojo.
- Students are expected to uphold the same standards of conduct and behaviour during remote and home learning as they would be expected to in school.

Expectations of parents:

- Support pupils in accessing remote learning including regularly accessing Class Dojo.
- Where possible, try to ensure pupils have access to a suitable working environment (working in a quiet area without distraction) and have good Wi-Fi connection.
- Facilitate contact between pupils and their teacher.
- Reporting any technical issues to school as soon as possible.
- Ensuring school are aware of any barriers to learning such as not having access to the internet.

Monitoring engagement:

School will closely monitor the engagement of pupils in their remote learning and will record this daily. The frequency and type of engagement will be noted (including whether pupils are submitting completed work). Where it is noted that pupils are not engaging, class teachers will contact parents and carers to offer support. If there are still concerns over the level of engagement this will be escalated to a member of the senior leadership team and may result in a home visit.

Pupils attending school:

Even during a situation where school is closed for the majority of pupils it is likely that school will be open for some pupils (for example those who have EHCPs). The children who are offered a place will follow the advice of the government. Where pupils are attending school, they will access the same learning that is being set to other pupils through Loom and Class Dojo using computers within school. They will be appropriately supported by the staff within school (either Teachers or LSSAs)