Guildhall Feoffment C P School

Remote and Blended Learning Policy

Approved by Full Governing Body: 15th Dec 2020
Review by: December 2021

Please destroy any previous copies

Guildhall Feoffment School is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. DBS checks and other pre-employment checks will be required. A copy of our Safeguarding Policy is available upon request.

1. Aims

This Remote and Blended Learning Policy is designed to help teachers, children and parents achieve an integrated approach to learning both at school and at home. It aims to:

- Ensure consistency in the approach to remote learning for all pupils (Inc. SEND) who aren't in school through use of quality online and offline resources
- Provide clear expectations for members of the school community with regards to the delivery of high quality interactive remote learning on those occasions when whole classes are not permitted to attend school
- Include continuous delivery of the school curriculum
- Support effective communication between the school and families and support attendance
- Enable the school community to understand when learning will be provided for children out of school and when it will not. And, where it will not, provide information as to where families may find appropriate learning for their child/ren.
- Enable the school community to understand the different types of technologically assisted learning available to families to support learning at home and the appropriate occasions for their use

2. When will the school be endeavouring to provide online lessons?

- When a child's class or year group whole bubble is not permitted to attend school as required by Public Health England, (or similar government agency)
- When the whole school is not permitted to attend school as required by Public Health England.

When the whole school or whole year groups are directed to isolate at home, the school will contact those families not engaging with online resources with phone calls home, and where necessary may also supply printed learning packs, and other physical materials such as story books and writing tools.

The work set for children with EHCPs will be over seen and directed by the SENDCo for the school. Children with SEN within each class will have additional guidance from the class teacher or may receive different work to scaffold them in their learning.

However, we do not expect children who are poorly to be completing work from home. They should rest and recuperate.

3. In all other cases, including where individual children are required to self-isolate for whatever reason, we expect pupils and their carers to access the wide range of online learning platforms provided by the school to support day to day learning in the classroom. This will enable parents to dip into the learning they feel appropriate during such periods.

The school curriculum is on the website and all families have a termly curriculum letter to inform them of what is being studied. There are links for parents to follow to support their children's learning. These may connect to documents, videos, or websites and apps.

The school community is now familiar with the Class Dojo, used by all teachers to communicate with families and by parents to upload work to their child's portfolio space.

We also direct families to free national resources such as:

- Oak Academy <https://www.thenational.academy/>
- BBC bitesize learning websites. >;https://www.bbc.co.uk/bitesize>.

The children have usernames and passwords to access a wide variety of learning apps provided by the school. These include:

- Purple mash
- White rose
- Times table rock stars
- Third Space Learning

4. Staff Availability

Parents can choose when to undertake this learning at whatever time best suits them. The child's teacher will be in contact with families and will be able to answer any questions during normal working hours of 8.30 to 3.30. Where a member of staff is not able to work in school or remotely owing to sickness, other members of the support staff team will be directed to respond to questions from parents.

5. Home and School Partnership

Guildhall Feoffment School is committed to working in close partnership with families and recognises each family is unique.

We have learned from our period of remote learning from March to July 2020 using feedback from parents as to what is most helpful for you to support your child's learning. expectations.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. Guildhall Feoffment School would recommend that each 'school day' maintains structure

We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work, encouraging them to work with good levels of concentration.

Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on a case-to-case basis.

All children at school have lessons which includes e-safety rules and these rules also apply when children are working on computers at home.

6. Roles and responsibilities

Teachers

Guildhall Feoffment School will provide a refresher training session and induction for new staff on how to use Class Dojo to set and mark work.

When providing remote learning, teachers must be available at their normal contracted hours unless they have reported that they are sick and have self-certificated or have a fit note from a medical practitioner.

If they are 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 learning, teachers are responsible for:

- Setting work:
    - Teachers will set work for the pupils in their classes or year group where their partner teacher is unavailable.
    - The work set should follow the usual timetable for the class had they been in school, wherever possible
- Providing feedback on work:
    - Reading, writing and maths work, all completed work submitted by 1pm to be guaranteed staff response and comments by 5pm.
    - All curriculum tasks submitted by 3.30pm and teachers will comment at the end of the week.
- Keeping in touch with pupils who aren't in school and their parents:
    - If there is a concern around the level of engagement of a pupil/s parents should be contacted via phone to access whether school intervention can assist engagement.
    - All parent/carer emails should come through the school admin account (admin@...) or through the use of Dojo messages or teachers2parents

- Any complaints or concerns shared by parents or pupils should be reported to a member of SLT– for any safeguarding concerns, refer immediately to the DSL and complete a CPOMS online referral.

Teaching Assistants

Teaching assistants must be available during their normal contracted hours.

If they are 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.

During the school day, teaching assistants must complete tasks as directed by a member of the SLT or their associated class teacher.

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school including daily monitoring of engagement by pupils.
- Monitoring the effectiveness of remote learning –such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Designated safeguarding lead

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

IT Technicians

IT technicians funded by the school are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff with any technical issues they may be experiencing

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- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and Pupil passports.
- Supporting teaching staff with setting appropriate work and providing resources for families to use.
- Being in regular contact with families of children with higher need to discuss the learning, explaining and supporting where there are any difficulties.
- Being on hand to guide and support staff who have any questions regarding provision of learning.

Pupils and parents

Staff can expect pupils learning remotely to:

- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers
- 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

Governing Body:

The governing body is responsible for:

- Monitoring the school's approach to providing remote and blended 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 any data breaches and ensuring the school has followed appropriate policies in regard to reporting them.

7. Links with other policies and development plans

This policy is linked to our:

- Safeguarding
- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Online safety acceptable use policy

Policy Review

This policy will be reviewed annually as a minimum