Remote and Blended Learning Policy

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January 2024	January 2025	FGB	Governing Body	Tosin Asaolu

Aspire, Believe & Achieve

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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 both at home and in school
- Provide appropriate guidelines for data protection

2. Roles and responsibilities

This section details all those responsible for the provision and delivery of remote learning for pupils who aren't in school. For LSAs this section details the responsibilities of working in school supporting the provision for the children of critical workers and vulnerable children.

Teachers

When providing remote learning, teachers must be available between 08.20 – 2.45 Monday – Friday. Working hours differ from remote learning times.

If you are unable to work for any reason during this time, for example due to sickness or caring for a dependent, you should report this using the normal absence procedure as detailed in the Coppice Staff handbook section 5c. *"In the event of absence, staff must **call** the head teacher by 7:30am. On the day of absence, the member of staff must contact the school by 3pm and ask to speak with a member of the senior leadership team with an update. Text messages are **not** an acceptable means of communication for absence."*

When providing remote learning, teachers are responsible for:

Delivering the Curriculum & Setting Work

- Ensuring remote provision is planned and sequenced in the same way as we would plan and sequence in school, on-site learning for all pupils.
- Pre-record a welcome video for every Monday which is quality assured by Vicky Quaif the Friday before.
- Provide Oak Academy links for 5 English, 5 maths and 5 Foundation lessons including PE and uploading these to Google Classroom by 8am Mondays
- Planning and deliver 1 circle time session in line with the Jigsaw curriculum
- Planning for the varying needs within the class – offering additional sessions where needed e.g. phonics catch-up sessions
- Using PPA time to meet with year group partner for at least 30 minutes to discuss upcoming learning, plan for misconceptions and ensure consistency between year groups

Assessment & Feedback

- Providing daily feedback on work submitted on Google Classroom by planning to address misconceptions and move learning on through synchronous learning using the zoom platform
- Tracking pupil learning and progress
- Updating Target Tracker with the latest information on pupil progress
- Attending pupil progress meetings with a member of SLT in accordance with the strategic annual overview
- Reporting participation numbers to Vicky Quaif each week

Safeguarding

- Daily contact with pupils and keeping a contact log for safeguarding purposes
- Reporting safeguarding concerns in line with the schools current policy using CPOMs and notifying a member of SST
- Ensuring the chatterbox is always visible at the top of the stream on Google Classroom

Contact

- Ensuring the contact log is updated by Tuesday 3pm and Friday 1pm
- Ensuring any emails received from parents are not responded to directly but a response is sent from the school's admin account
- Maintaining the Google Classroom stream
- Forwarding any complaints or concerns to a member of SLT

Staff Meetings, Twilights and Briefing

- Attending Monday briefing at 8am
- Attending Staff meetings as per the schedule for 2022/23 (usually Tuesdays at 3pm)
- Attending twilights as stated in the strategic annual overview

Other

- Ensuring you are appropriately dressed for synchronous learning via zoom
- Ensuring your set up is appropriate for online learning e.g. stable broadband connection, space to deliver it from which isn't overlooked or interrupted by others at home, good sound and the use of headphones for privacy if needed

Teachers in school

- Ensuring you are appropriately dressed for the role in line with the updated risk assessment
- Carry out learning in line with the work set on Google Classroom
- Marking work and providing feedback
- Updating Target Tracker for pupils in school
- Attending briefings, meetings and twilights
- Connecting to the class circle time
- Carrying out intervention where needed
- Carrying out tasks as directed by SLT
- Ensuring any non-contact days are used well to develop the school in line with the SDP

Learning Support Assistants (LSAs)

All LSAs are expected to be in school supporting the in school provision for the children of critical workers and those deemed vulnerable. LSAs must be available for their normal working hours and can arrange some non-contact time away from children within the week to develop the school in line with the SDP if the numbers in the bubble allow.

If you are unable to work for any reason during this time, for example due to sickness or caring for a dependent, you should report this using the normal absence procedure as detailed in the Coppice Staff handbook section 5c. *"In the event of absence, staff must **call** the head teacher by 7:30am. On the day of absence, the member of staff must contact the school by 3pm and ask to speak with a member of the senior leadership team with an update. Text messages are **not** an acceptable means of communication for absence."*

When assisting with the in school provision, LSAs are responsible for:

Delivering the Curriculum & Setting Work

- Ensuring children engage in their class welcome video on a Monday
- Carrying out learning in line with the work set on Google Classroom
- Ensuring the children engage with the weekly circle time session to allow interaction with friends and their teacher
- Carrying out intervention where needed

Assessment & Feedback

- Providing daily feedback on work completed in school
- Liaising with the class teacher remotely if required

Safeguarding

- Reporting safeguarding concerns in line with the schools current policy using CPOMs and notifying a member of SST
- Ensuring the chatterbox is available to children and checked throughout the school day

Contact

- Forwarding any complaints or concerns from parents to SLT

Staff Meetings, Twilights and Briefing

- Attending twilights as stated in the strategic annual overview

Other

- Ensuring you are appropriately dressed for the role in line with the updated risk assessment
- Carrying out tasks as directed by SLT
- Ensuring any non-contact time is used well to develop the school in line with the SDP

Phase Leaders

Alongside teaching responsibilities, phase leaders are expected to work in accordance to their job description. Some of the tasks phase leaders are responsible for carrying out throughout enforced school closures includes, but is not limited to:

- Attending an update from SLT on Thursday at 3pm and leading a phase meeting to update their team each week
- Carrying out monitoring in line with the strategic annual overview and the updated phase leader schedule
- Providing team teaching opportunities where an individual lacks confidence with delivering lesson to a camera
- Attending well-being meetings
- Ensuring concerns about a member of your team are reported to Clare Pike

Subject Leaders

Alongside their teaching responsibilities, subject leaders are expected to work in accordance to their job description. Some of the tasks subject leaders are responsible for carrying out throughout enforced school closures includes, but is not limited to:

- Carrying out monitoring in line with the strategic annual overview
- Providing feedback to staff via LLO
- Submitting budget bids
- Reviewing action plans

- Providing team teaching opportunities where an individual lacks confidence with delivering lesson to a camera
- Write governor reports in accordance to the strategic annual overview
- Where applicable to the SDP, attend key priority meetings
- Ensuring curriculum coverage for your subject is carried out through remote learning
- Keeping a log of curriculum content that is not possible to access through online learning for review when schools reopen

Senior Leaders (SLT)

Alongside the daily roles and responsibilities for a member of SLT, their job descriptions and areas of responsibility, Senior Leaders are also responsible for:

- Co-ordinating the remote learning approach across the school
- Regularly reviewing the remote learning offer in accordance to feedback from parents, staff and updates from Redbridge and the DfE
- Monitoring the effectiveness of remote learning through keeping logs based on participation and monitoring the progress of pupils who do attend zooms and those who submit work against those who do one or neither
- Ensuring the in school provision complies with the updated risk assessment
- VQ regularly meet ECTs, write and review PIPS and complete the end of term report on both LLO and ECTManager
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Designated Safeguarding Lead (DSL) & Senior Safeguarding Team (SST)

Alongside the role of designated safeguarding lead in a 'live school', the DSL is responsible for:

- Ensuring all teachers update the contact log by the deadline date
- Making regular contact with vulnerable children
- Being available for emergency meetings with professionals
- Meeting SST once per week or more if required
- Carrying out home visits for any child where there has been no contact
- Making the decision to offer an in school place during school closures

SENCO/SEN Teacher

Alongside the responsibilities of SENCO/SEN Teacher, the SENCO and SEN Teacher are also responsible for:

- Co-coordinating the remote learning approach for pupils in KS2 with SEND
- Monitoring the effectiveness of remote learning through keeping logs
- Maintaining daily contact with pupils
- Ensuring contact is logged by the deadlines

IT/Computing Staff

Alongside teaching and subject leader responsibilities, IT/Computing staff are responsible for:

- Ensuring there is an up to date asset register
- Supporting families without access to a device by lending kit in addition to that provided by the DfE and ensuring all technology which is loaned is recorded correctly against the asset register
- Trying to bridge the digital gap by exploring the two schemes 'Give a laptop' which asks residents, businesses and others to donate devices which are cleaned and recycled for pupil use and a 'crowdfunding scheme' to source donations for investing in devices for students in need of help
- 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

- Liaising with the IT contractor to ensure the in school technology is in good working order and ready for when schools re-open

Office/Admin Team

Alongside the daily tasks for a member of the admin team, their job description and areas of responsibility, the office/admin team are also responsible for:

- Supporting families without access to a device by lending kit in addition to that provided by the DfE and ensuring all technology which is loaned is recorded correctly against the asset register
- Assisting pupils and parents with accessing the internet or devices
- Helping staff and parents with any technical issues they're experiencing
- Making calls home on Wednesdays from 8am and Fridays after 1pm to those families who have made no contact and reporting to a member of SST

Pupils and Parents

Staff can expect pupils learning remotely to:

- Complete work by the deadline set by teachers
- Attend their daily zoom and follow the AUP
- Seek help if they need it, from teachers
- Attend their circle time session to interact with friends and their teacher
- Alert teachers if they're not able to complete work
- Communicate any concerns using the chatterbox feature on Google Classroom
- Read daily using MyOn, Bug Club or books at home
- Participate in LWP, TT Rockstars, and Numbots regularly
- Not share account details (username and password) with anyone except parents.
- Only post things on forums or blogs that suit the topic the teacher has set.
- Think carefully about the things they say and the language they use when sending messages to the teacher or friends
- Not post links to other websites or games
- Not share the meeting ID or password with anyone else
- Be on time for all zoom meetings
- Try to sit in a safe, quiet place that is free from distractions
- Not allow anyone (except my parents) to join on screen
- Listen carefully and wait patiently for a time to speak
- Not record any part of the meeting

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 and use the admin email address to express concerns
- Ensure their child has a quiet space to work and that the room/space they are using is as free as possible from noise and distractions (e.g. hoovers, siblings etc)
- Book an appointment with the class teacher through the office should they wish to speak to the class teacher
- Not share the meeting ID/passwords sent with anyone (including other parents – not all pupils will be invited to all meetings, and parents will be sent the relevant codes directly).
- Ensure that the child's Zoom name clearly reflects who is connecting to the meeting – where the teacher cannot identify who a participant is via their Zoom name they will not be allowed to enter the meeting
- Ensure that pupils are appropriately dressed before joining an online meeting,
- Not record any part of the online meeting – parents do not have permission to record other pupils. (Please note - the school keeps a central recording, for one week, of all meetings for safety and accountability purposes)

Governing Body

Alongside the roles and responsibilities of the governing body, the board is also 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
- Reading updates to any documents related to COVID including risk assessments and providing feedback on these in a timely manner

3. Who to contact

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

Issue/Concern	**Who to contact**
Online learning provision	Vicky Quaif (T&L lead)
Google Classroom (setting work etc.)	IT and or phase leader
Behaviour	SLT duty member • Mon RD (AM) MFz (PM) • Tues AB (AM) MFz (PM) • Wed AB (AM) CP (PM) • Thurs MFz (AM) AB (PM) • Fri AB (AM) MFz (PM)
IT	Log onto ICT fault log
Passwords & Log ins	1. Teacher Resources 2. Office 3. SLT 4. Ross Taliana
Workload/well-being – teacher Workload/well-being – phase leader Workload/well-being – office, midday, ASC, breakfast club or site team	Phase Leader Member of SLT Line manager **Please remember we have access to LMB in school and Health shield through the school's insurance.**
Data Protection	Claire Glendon Higbee
Safeguarding	Ashley Burdett or Michael Fernandez

4. Data protection

4.1 Accessing personal data

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

- Keep 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)

- Encrypt the hard drive - 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
- Make sure the device locks if left inactive for a period of time
- Avoid sharing the devices among family or friends
- Install antivirus and anti-spyware software
- Keep operating systems up to date - always install the latest updates
- Staff will be able to access personal data on a secure cloud service, or a server in your IT network that's accessible through a virtual private network (VPN), so they're not keeping any data on their devices

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as personal meeting IDs for zoom 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 devices password-protected – strong passwords at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol) are encouraged for both Google accounts and school computer log ins.
- Although the use of hardware is discouraged, 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 is locked if left inactive for a period of time
- Not sharing school devices among family or friends
- Personal devices being signed out of school related business. To help with this staff should not have school emails ping to their phone via the outlook app.
- Keeping operating systems up to date by always install the latest updates when prompted

5. Safeguarding

Whilst working in school the school's usual safeguarding procedures (as detailed in the school Safeguarding & Child Protection Policy) remain in place. Therefore, following any disclosure or cause for concern the member of staff concerned should raise this as soon as possible via CPOMS and this will then be followed up by members of the school's safeguarding team. For staff and children not attending the school the measures outlined in the Safeguarding Addendum remain in place and active (e.g. contact from class teacher reported on a log and safeguarding concerns raised with a member of SST and logged on CPOMs in the usual way.

6. Monitoring arrangements

This policy will be reviewed annually (unless government guidance dictates otherwise) by the Teaching and Learning Lead. At every review, it will be approved by the full governing board.

7. Links with other policies

This policy is linked to our:

- Behaviour and Exclusion policy
- Safeguarding and Child protection policy and coronavirus addendum to our safeguarding policy
- Data protection policy
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy
- CPS COVID Handbook#
- Staff Handbook