Remote & Blended Learning

Due to unprecedented times as a result of the COVID-19 pandemic, schools and their pupils have experienced disruption to full time attendance during the spring and summer of 2020. Following national guidance, all pupils will return to school, attending full-time from the beginning of the autumn term, September 2020. In consideration of possible future disruption to school attendance due to self-isolation of staff and/or pupils, contingency plans are in place to maintain education and expectations via blended or remote learning. We are continuing to develop and improve the quality of blended and remote learning provision in order to give every pupil the opportunity to continue with education during this time. Blended or remote learning could also be used to meet the learning needs of pupils with medical conditions, offering a long term and supportive solution to ensuring access to high quality education. This will be offered as soon as it is necessary, with meeting the needs of every pupil continuing to be our main objective. Families can expect to be sent a link to a remote learning platform with simple instructions of how to use it.

This policy is produced in consultation with local special heads, the Local Authority (under their 15 day duty – supporting pupils with medical needs) and staff. As a result, this policy is shared between the local area special School/Academies including SEMH & AP, and the Local Authority.

Aims

1.1. The purpose of this remote learning policy is to:

- Ensure a shared understanding of what remote learning is
- Ensure consistency in the approach to remote learning
- Set out expectations for all members of the School/Academy community with regards to remote learning.
- Provide appropriate guidelines for GDPR
- Reduce disruption to pupil's education and the delivery of the curriculum, so that every pupil has access to high quality learning resources, including the post 15 day medical needs provision.
- Ensure that safeguarding measures are continued during remote learning, including robust understanding of E-Safety
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to support emotional, social and health wellbeing during periods of remote learning.
- Ensure parent and carers are fully aware of the support available to maintain educational outcomes during periods of non-attendance at school

When will Remote or Blended Learning will be available?

Remote learning might be used….

- in the event of a pupil or family needing to self-isolate, but remain well
- in the event of a pupil needing to shield
- in the event of a bubble or group being asked to self-isolate
- in the event of the school needing to partially or fully close
- in the event of a localised lockdown

- in the event of pupils returning from travel destinations that require an isolation period upon return

Blended learning might be used….
- to set homework
- if part time / rota'd attendance becomes necessary

What is Remote or Blended Learning
Remote Learning is an approach to education that provides **the means for students and teachers to remain connected and engaged with learning and the curriculum using online educational materials and opportunities for interaction online while working from their homes.** The most significant elements of this type of learning include time, communication, technology, and lesson design.

Blended learning is an approach to education that combines **remote online educational materials and opportunities for interaction online from home** with **classroom based teaching methods and traditional school attendance**. It requires appropriate hardware/devices, online access and the physical presence of both teacher and student, with some flexibility over time, place, or pace.

What platforms are available for Blended or Home Learning?
The following digital learning platforms are available and have been matched to the pathways they may be best suited to. There is flexibility around which digital learning platform a pupil might use and this can be led by individual pupil needs and accessibility needs. The platforms enable creative online spaces with a wide range of cross-curricular learning activities, creative tools, programs and games to support learning across all levels. They also have a wider functionality to be used for two-way teaching and learning enabling feedback, communication and collaboration in a digital format.

Key Platforms that are available:
- EYFS-KS1 – PURPLE MASH / MINI MASH
- Pre-Formal Pathway – PURPLE MASH / MINI MASH
- Semi-formal Pathway – PURPLE MASH
- Formal Pathway – PURPLE MASH / SEESAW

Additional platforms that are available:
- Local area special schools/academies platform
- School website
- Pre-recorded video lessons
- Microsoft Teams (live video lessons)
- Charanga – Yumu (Music)
- White Rose (Maths)
- Mangahigh (Maths)
- Oak National Academy
  Oak National Academy has created specialist content for pupils with SEND. This covers communication and language, numeracy, creative arts, independent living, occupational therapy, physical therapy and speech and language therapy. Their provision for the next

academic year 2020/2021 will include an expanded range of content in the specialist learning/lessons area.

- Additional online education resources for home learning compiled and assessed by the DfE for:
  - pupils with SEND
  - English
  - Maths
  - Science
  - PE
  - Wellbeing
  - Parental support

What will Remote or Blended Learning offer?

•a curriculum sequence that allows knowledge and skills to be built upon incrementally, with clarity about what is intended to be taught and practised in each subject

•access to high quality online and/or offline resources that are linked to the school's curriculum expectations – avoiding an over-reliance on long term projects or internet research activities

•meaningful and ambitious learning activities each day, in a number of different subjects

•frequent, clear explanations of new content, delivered by a teacher in the setting or via high quality curriculum resources or videos

•flexible and responsive teaching (for example, adjusting the pace and difficulty, revising material or simplifying explanations) so as to ensure pupils' understanding

•consistency in daily interaction, assessment and feedback

•printed resources for pupils who do not have suitable online access (see accessibility below)

•a programme that is of equivalent length to the core teaching pupils would receive in school, with daily teacher interaction and feedback

Who might be involved in the planning of Remote or Blended Learning

Planning at-home learning and support for children and young people with EHC plans could involve a wide team of professionals, for example, education psychologists, speech and language therapists, qualified teachers of sensory impairments, other therapists, teachers and teaching assistants. Work will include designing and adapting interventions and learning materials to make them suitable for home learning with parental support.

Accessibility

We recognise that for some pupils, it may be more difficult to access remote or blended education packages in terms of accessibility to technology and/or the learning material presented on learning platforms, and also in terms of the level of adult support that may be needed.

Government guidance 'Get help with technology during coronavirus (COVID-19)' details the support offered by The Department for Education (DfE) through its 'Get Help With Technology' programme for the academic year 2020/2021. Connectivity support for digital devices is also available through free BT wifi hotspots and increased mobile data allowances.

In the event of a disruption to face to face education at schools due to coronavirus (COVID-19), the DfE can provide digital devices and internet access to help children and young people who are otherwise unable to access remote education. This support must be applied for and managed by the school. All devices will be fully owned by the school. It will be the responsibility of the school to loan the devices to those who need them.

At present, pupils in EYFS and KS1 are not included within this scheme however, there is support for children with special educational needs and disabilities available through Family Fund. Young people in Sixth Form (Years 12-14) are not included within this scheme however, these students may be eligible for support through the 16 to 19 Bursary Fund. Connectivity support for digital devices is also available through free BT wifi hotspots and increased mobile data allowances.

Teachers will work with pupils and families to tailor learning packages that take into consideration pupils' age, stage of development and special educational needs, for example where this would place significant demands on parents help or support. This will enable continued engagement with learning across a broad and ambitions curriculum as far as is possible and suitable for individual learning styles. Printed resources can be made available for pupils who do not yet have suitable online access.

ROLES AND RESPONSIBILITIES

2.1. The **Headteacher** and **Senior Leadership Team (SLT)** are responsible for:
- Ensuring that staff, parents and pupils adhere to the relevant policies at all times.
- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning
- Ensuring that there are arrangements in place for monitoring incidents associated with remote learning
- Overseeing that the school has the resources necessary to action the procedures in this policy
- Reviewing the effectiveness of this policy on an annual basis and communicating any changes to staff, parents, and pupils
- Arranging any additional training staff may require to support pupils during the period of remote learning
- Conducting reviews on a weekly basis of the remote learning arrangements to ensure delivery of pupils' education

2.2. The **Health and Safety Lead** is responsible for:
- Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes
- Putting procedures and systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning linked to safeguarding.
- Ensuring that pupils identified as being at risk are provided with necessary information and instruction, or parents and carers advise
- Managing the effectiveness of health and safety measures using the local reporting systems for recording incidents

2.3. The **Communications Officer** is responsible for:
- Overseeing that all school owned electronic devices used for remote learning have adequate anti-virus software and malware protection
- Ensuring all staff, parents, and pupils are aware of the data protection principles outlined in the GDPR in relation to remote and on line requirements.
- Ensuring that all computer programs used for remote learning are compliant with the GDPR and the Data Protection Act 2018

2.4. The **Designated Safeguarding Lead** is responsible for:
- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period
- Liaising with the ICT technicians to ensure that all technology used for remote learning is suitable for its purpose and will protect pupils online
- 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 remotely and liaising with the Headteacher and other organisations to make alternate arrangements for pupils that might include contacts for those who are at a high risk, in cooperation with social care
- Identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are planned with parents and carers
- Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote working ensuring all safeguarding incidents are adequately recorded and reported

2.5. The **ICT Technician or The ICT Service** is responsible for:
- Ensuring that all school owned devices used for remote 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 learning can effectively support a large number of users at one time, where required
- Working with the Teaching and Learning lead and teaching staff to ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff or can support parents and carers supporting education at home

2.6. **Staff members** are responsible for:
- Adhering to this policy at all times during periods of remote learning
- Reporting any health and safety incidents to the Health and Safety Lead and follow guidance
- Reporting any safeguarding incidents to the Designated Safeguarding Lead
- Taking part in any training to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the Headteacher
- Reporting any defects on school owned equipment used for remote learning to an ICT Technician#

2.7. **Parents and Carers** are responsible for:
- Adhering to this policy at all times during periods of remote learning
- Ensuring their child is available to learn remotely at the times scheduled by the school
- Reporting any technical issues to the school as soon as possible
- Ensuring that their child always has access to remote learning material during the times set out
- Reporting any absence before the session has begun
- Ensuring their child uses the equipment and technology used for remote learning as intended
- Adhering to the set rules by school

2.8. **Where appropriate Pupils** are responsible for:
- Trying their best to engage with periods of remote learning
- Letting people know if their IT equipment isn't working properly
- Telling someone if they do not have a way to log on to remote learning
- Telling an adult if they feel unwell or are not able to do the learning activities set
- Using equipment safely and sensibly
- Keeping themselves safe on line or reporting to an adult if they are worried about something which happens on line

2.9. **Teachers** are responsible for:
- Teachers must be available between 9:30AM- 2:45PM at their school specific times 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
- Setting work/learning activities appropriate to the needs of pupils
- Allocated pupils they need to provide work for, including if they may need to cover for other classes
- The amount of work/activities they need to provide to meet the needs of pupils
- How they should coordinate with other teachers to ensure consistency.
- Providing feedback on work / activities
- Handling of any complaints and making sure they are passed on to the relevant complaints policy
- Attend virtual meetings
- Wear appropriate clothing
- Ensure your background online setting does not show your home or premises to maintain professional role
- To liaise with teaching assistants with regards to appropriate resources or next steps in learning

2.10. **Teaching assistants** are responsible for
- Teaching assistants must be available between 9:30AM - 2:45PM. 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
- Wear appropriate clothing
- Ensure your background online setting does not show your home or premises to maintain professional role

- To liaise with teachers with regards to any questions about teaching and learning.

2.11. **Subject leads** are responsible for:-
- Alongside their teaching responsibilities, as outlined above, subject leads are responsible for:
- Considering whether any aspects of the subject curriculum need to change to accommodate delivery of remote learning
- Working with other Teachers teaching their subject to make sure work/ activities set has appropriate sequence and pace.
- Working with other subject leads and senior leaders to make sure work / activities set are appropriate and consistent, have sequence and pace and any deadlines fit within the school plan.
- Monitoring will follow the settings systems that include teaching and learning reviews.
- Alerting teachers to resources they can use to support delivery of teaching and learning online.

2.12. **Senior leaders** are responsible for:-
- Alongside any teaching responsibilities, senior leaders are responsible for:
  - Coordinating the remote learning approach across the school – working with the headteacher, deputy headteacher and Lucinda Billington
  - Monitoring the effectiveness of remote learning – explain how they'll do this, such as through Teaching and Learning reviews, regular meetings with teachers and subject leaders, reviewing work / activities set or reaching out for feedback from pupils and parents
  - Monitoring the security of remote learning systems, including data protection and safeguarding considerations

WHO TO CONTACT

3.1 If staff have any questions or concerns, they should contact the following individuals:
- Issues in setting work – Subject Leader / KS Manager
- Issues with behaviour – Class Teacher / KS Manager / SLT
- Issues with IT – ICT Service
- Issues with their own workload or wellbeing – line manager
- Concerns about data protection – Emma Jennings
- Concerns about safeguarding – Designated Safeguarding Leads

DATA PROTECTION

4.1 This section of the policy will be enacted in conjunction with the school's Data Protection Policy.

4.2 Staff members will be responsible for adhering to GDPR principles when teaching remotely and will ensure the confidentiality and integrity of their devices at all times.

4.3 Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.

4.4 Any data that is transferred between devices will be suitably encrypted or have other data protection measures in place so that if the data is lost, stolen, or subject to unauthorised access, it remains safe until recovered.

4.5 Parents' and pupils' up-to-date contact details will be collected prior to the period of remote learning.

4.6 All contact details will be stored in line with the Data Protection Policy. Please note:
- Any breach of confidentiality of any type will be dealt with in accordance with the School's **GDPR Policy** for dealing with breaches under ICO guidelines.
- Any intentional breach of confidentiality will be dealt with in accordance with the School's **Data Protection Policy**.

ONLINE SAFETY

5.1 This section of the policy will be enacted in conjunction with the School's safeguarding and **Acceptable Use and Online Safety Policy**.

5.2 All staff and pupils using video communication (where this is deemed appropriate) must:
- 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 to avoid disruption to lessons
- Always remain aware that they are visible if the offer is live delivery

5.3 The School will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for pupils with further complex needs or in situations of crisis. This will be decided and approved by the SLT, in collaboration with the teacher and will almost always include an observer at both ends of the live feed, a TA for example.

5.4 The School will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.

5.5 The School will consult with parents at least one week prior to the period of remote learning about what methods of delivering remote teaching are most suitable – alternate arrangements will be discussed with parents.

5.6 The School will ensure that all 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.

5.7 The School will communicate to parents via letter, email or telephone about any precautionary measures that need to be put in place if their child is learning remotely

using their own/family-owned equipment and technology, e.g. ensuring that their internet connection is secure. Our pupils will need support when using technology in the home.

5.8 During the period of remote learning, the school will maintain regular contact with parents and carers to:
- Reinforce the importance of children staying safe online.
- Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.
- Expect parents to regularly check controls on devices and internet filters can block malicious websites.
- Direct parents to useful resources to help them keep their children safe online.

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

MONITORING

6.1 Staff will monitor the academic progress of pupils with and without access to the online learning resources and discuss additional support or provision during a teaching and learning review.

6.2 Teaching staff will monitor the academic progress of pupils and discuss additional support or SEND provision with Key Stage Managers / SLT as soon as possible.

RESOURCES

Learning materials

7.1 For the purpose of providing remote learning, the School may make use of:
- Work booklets
- Online learning portals, including a shared portal hosted by the LA. For this purpose instruction will be given about the colour block area which should be accessed for learning activities. Other websites may also be used.
- Other Educational websites including EFL (or similar) where appropriate
- Practical activities which can be supported or delivered at home
- Recorded webinars or similar
- Pre-recorded video or audio lessons
- Live lessons where a suitable presence in the classroom is required (learning robots)
- Sensory resources
- Activities based upon the advice of a speech and language, OT or physiotherapist

7.2 Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning. Where further changes are made to EHCP provision this will be recorded in Form M or similar in discussion with parents and carers.

7.3 Lesson plans will be adapted to ensure that the curriculum remains fully accessible via remote learning, where practical – where this is not practical, the School will ensure pupils can catch up on these areas of the curriculum when they return to school in discussion with parents and carers.

7.4 Teaching staff will liaise with the SLT and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period.

7.5 Any defects or issues with remote learning resources will be reported as soon as possible to the relevant member of staff.

7.6 Pupils will be required to use their own or family-owned equipment to access remote learning resources, unless the School agrees to provide or loan equipment, e.g. laptops.

7.7 Pupils and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources.

7.8 Teaching staff will oversee academic progression for the duration of the remote learning period and will mark and provide feedback on work in line with section 7 of this policy. Amend for specialist settings

7.9 The arrangements for any 'live' classes, e.g. webinars, will be communicated via email in advance, telephone or homes visits no later than one day before the allotted time and kept to a reasonable length of no more than one hour per session.

7.10 The ICT Technician or ICT service staff member is not responsible for providing technical support for equipment that is not owned by the School

SAFEGUARDING

8.1 This section of the policy will be enacted in conjunction with the School's Setting   **Safeguarding Policy & Child Protection Policy**, which has been updated to include safeguarding procedures in relation to remote working.

8.2 The **Headteacher and DSL** will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.

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

8.4 Phone calls made to vulnerable pupils will be made using School phones where possible. Where this is not possible; hide personal number if working for home, for example in the case of remote working when bubble closure

8.5 The **DSL** will arrange for regular contact with vulnerable pupils **once** per **week** at minimum, with additional contact, including home visits, arranged where required and with the agreements of parents/carers.

8.6 All contact with vulnerable pupils will be recorded in line with the safeguarding procedures in the setting and suitably stored in line with the data protection policy.

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

8.8 All home visits must:
- Have at least one suitably trained individual present.
- Be suitably recorded in settings based system, so that the DSL has access to them.
- Actively involve the pupil and parents/carer.

8.9 Vulnerable pupils will be provided with a means of contacting the **DSL** or any other relevant member of staff – this arrangement will be set up by the **DSL** prior to the period of remote learning.

8.10 The **DSL** will review safeguarding cases or referrals and meet (in person or remotely) with the relevant members of staff **once** per **week** to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.

8.11 All members of staff will report any safeguarding concerns to the **DSL** immediately.

8.12 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/Academy will also signpost families to the practical support that is available for reporting these concerns.

MONITORING ARRANGEMENTS

9.1 This policy will be reviewed on an **annual basis** by the **Headteacher**.

9.2 Any changes to this policy will be communicated to all members of staff and other stakeholders.

EXTENDED SCHOOL CLOSURE

10.1 If further School closures are announced, the policy will be reviewed and changed in accordance with government guidance for educational settings.

10.2 All staff will be informed before any changes occur.

10.3 All parents and guardians will be informed before any changes occur.

CONCLUSION

By introducing Remote Learning to our Teaching and Learning practices, we aim to encourage an inclusive approach to education which achieves better outcomes for our pupils at School.

Support and resources

Safeguarding
- Understand how to follow safeguarding procedures when planning remote education strategies and teaching remotely and to help children and families use devices safely
  https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19

- Statutory guidance on online safety in Annex C of Keeping Children Safe In Education
  https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/835733/Keeping_children_safe_in_education_2019.pdf

- Safeguarding and Child Protection Policy - COVID-19 school arrangements for Granta School (updated 25/06/2020)

- Safeguarding and Child Protection Policy (2019-2020)

- Acceptable Use and Online safety Policy – (2019-2020)

Remote and Blended Learning
- This article explains remote learning and the elements necessary for its success, and includes resources for schools to get started.
  https://www.techlearning.com/how-to/what-is-remote-learning

- How schools can access digital devices for children requiring access to remote education due to shielding or local coronavirus (COVID-19) restrictions
  https://www.gov.uk/guidance/get-laptops-and-tablets-for-children-who-cannot-attend-school-due-to-coronavirus-covid-19

- Additional online education resources for home learning compiled and assessed by the DfE
  https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources#special-educational-needs-and-disabilities-send

- Seesaw – a digital learning platform to support students, teachers, and families with remote learning
  https://web.seesaw.me/

- Purple Mash - a digital learning platform to support students, teachers, and families with remote learning
  https://www.purplemash.com/sch/granta

- Granta School Website
  http://www.granta.cambs.sch.uk/website

- Charanga – Yumu (Music)
  https://charanga.com/yumu/login

- White Rose Maths
  https://whiterosemaths.com/

- Mangahigh (Maths)
  https://www.mangahigh.com/en/

- Oak National Academy - specialist content for pupils with SEND. This covers communication and language, numeracy, creative arts, independent living, occupational therapy, physical therapy and speech and language therapy.
  https://classroom.thenational.academy/specialist