REMOTE AND BLENDED LEARNING POLICY
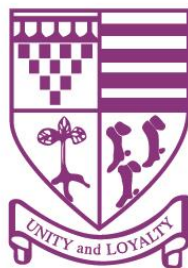
2020 – 2021

To support consistency in approach and to set out expectations for all staff.

Contents

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 staff members with regards to remote learning

2. Roles and responsibilities

Teachers

➢ Teachers need to set work for each lesson, for all students, whether they are in school or at home.

➢ If teachers are in school and their class is at home isolating, live lessons will be the expectation.

➢ If a teacher is at home self-isolating but not ill and they have the capability to run a live lesson then they can do so. They must ensure they are appropriately dressed and in a suitable environment.

➢ If a teacher is at home and does not have the capability to run a live lesson through lack of equipment or childcare issues then work should be posted on Teams so that students can complete that work in their lesson time. (Assignments/GCSE Pod/Oak Academy could work well in these situations).

➢ If a teacher is at home ill and the class is self -isolating, the teacher should report illness in the usual way. The Head of Faculty should inform Rich Markey/IT to provide immediate access to that class in Teams so that the cover work can be uploaded to the class Teams site.

➢ The amount of work set should be appropriate to the curriculum time allocated that day according to student timetables.

➢ Teachers need to be familiar and able to use Office 365 and Teams, engaging with CPD on offer and to watch the training videos provided by Rich Markey.

➢ If at home, teachers should maintain regular contact with their Heads of Faculty and/or line managers to ensure the coordinated approach to remote learning.

➢ **Providing feedback remotely:**

Providing timely and helpful feedback is a cornerstone of good teaching and learning, and whilst this may be more challenging with remote learning, teachers will endeavour to provide regular feedback to students on pieces of work that they are required to submit. Under normal circumstances, not all pieces of work are formally assessed by teachers and this would continue to be the case should the school need to employ remote learning.

➢ Make clear in the instructions for work whether work must be submitted and how i.e. through Teams.

➢ Feedback could be through whole class feedback, individual feedback and/or online quizzes that may self-mark or allow for extended answers.

- Where students do not appear to be engaging, contact with students and parents/carers should be made. Good work and effort should be rewarded in line with the Behaviour Policy.

> **Keeping in touch with pupils who aren't in school and their parents/carers:**
- Contact from parents/carers should be responded to by email or phone within 48 hours if possible. If using a personal phone at home, measures should be taken to withhold the number being dialled from. (If the volume of contact is excessive, the teacher should forward on to their Head of Faculty or line manager in the first instance).

> **Attending virtual meetings with staff, parents/carers and pupils:**
- Staff are expected to attend and participate in virtual meetings as appropriate. These may include faculty, department and year teams' meetings.
- Staff should be dressed appropriately in these meetings.
- Staff should be aware of the location that virtual meetings are held and the background to be blurred, if necessary.

Teaching assistants:

When assisting with remote learning, teaching assistants must liaise with Ann Griffin and Sam Sellwood.

If they're 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 assisting with remote learning, teaching assistants could be required to:
- Support individual pupils with their remote learning.
- Liaise with AXG on how best to support students, decided on individual student and staff circumstances.
- Attend and participate in virtual meetings as appropriate.

Heads of Faculty/subject leads:

Alongside their teaching responsibilities, Heads of Faculty/subject leads are responsible for:
> Amending any aspects of the subject curriculum needed to accommodate remote learning.
> Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent.
> Working with other Heads of Faculty and senior leaders to make sure work set remotely across all subjects is appropriate and consistent.
> Monitoring the remote work set by teachers in their subject – this will be by holding regular subject/faculty meetings.

Heads of Year

Alongside their teaching responsibilities, Heads of Year are responsible for:
> Amending aspects of the pastoral curriculum to accommodate remote learning. This may include online assemblies.

- Working with tutors to ensure the pastoral aspects to learning remotely.

- Coordinating tutors to make frequent contact with their tutees, supporting them to stay connected with school.

- Rewarding students that are working hard.

- Monitoring and intervening with students who are not engaged.

Senior Management Team

Alongside any teaching responsibilities the SMT are responsible for:

- Co-ordinating the remote learning approach across the school.

- Monitoring the effectiveness of remote learning – this may include through regular meetings with Heads of Faculty, reviewing work set, surveying teachers and seeking feedback from pupils and parents/carers.

- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

IT support staff managed by Rich Markey

IT staff are responsible for:

- CPD for Teams and live lessons.

- Fixing issues with systems used to set and collect work.

- Helping staff, students and parents/carers with any technical issues they're experiencing.

- Reviewing the security of remote learning systems and flagging any data protection breaches to the senior team.

- Assisting pupils and parents/carers with accessing the internet or devices.

3. Safeguarding

Safeguarding concerns must be raised with the DSL in the usual way in accordance to the Safeguarding and Child Protection Policy.

Flow chart to show how Sheldon School will support remote learning during Covid-19 restrictions

Is the classroom teacher in school?

✗ → **Is teacher well but self-isolating?**

✓ → **Is the whole class self-isolating?**

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✗ → **Classroom teacher is off ill. Is the whole class self-isolating?**

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✗ → **Head of Faculty sets work as usual liasing with cover and also posts the work on Teams along with any tasks and supporting resources. IT support can give FH access to individual classes**

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Is the whole class self-isolating?

✗ → **Teacher sends in cover work as usual to Head of Faculty and also posts the work on Teams along with any tasks and supporting resources**

✓ → **Does the teacher have the resources and/or freedom to deliver a 'live' lesson?**

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✗ → **Teacher sets work on Teams along with any supporting resources and tasks**

✓ → **Teacher delivers a 'live' lesson to the class at the normal class time from their classroom and as soon as possible following the lesson posts a short summary of the work on Teams along with any supporting resources**

Is the whole class self-isolating?

✗ → **Teacher teaches the members of the class who are present and as soon as possible following the lesson posts a short summary of the work carried out in that lesson on Teams along with any supporting resources.**

✓ → **Teacher delivers a 'live' lesson to the class at the normal class time from their classroom and as soon as possible following the lesson posts a short summary of the work on Teams along with any supporting resources**