



Greenway Academy

Blended Learning Policy

Issued:
Approved:
Review Date:

January 2021
January 2021
March 2021

Contents

1. Aims	Page 3
2. Roles and responsibilities	Page 3
3. Who to contact	Page 6
4. Data protection	Page 6
5. Safeguarding	Page 7
6. Monitoring arrangements	Page 7
7. Links with other policies	Page 7

1. Aims

This blended learning policy for staff aims to:

- Ensure consistency in the approach to pupils' learning offer for those where it is agreed they are not able to be in school for a set period of time
- Set out expectations for all members of the school community with regards to blended learning
- Provide appropriate guidelines for data protection

At Greenway Academy, blended learning means pupils learning at home have:-

1. Weekly planned activities and resources for children accessible through the school website
2. Lessons linked to pre-recorded lessons via in-school option, Oaks Academy offer, BBC Bitesize and White Rose options
3. Pastoral support for agreed children
4. Face-to-face feedback opportunities across the week which children access through their Teams account
5. Scheduled small group or individual SEND support for agreed children (around OT, SALT and sensory), (based on staff availability)
6. Hardcopy resources, where appropriate
7. Access to IT resources, where no other option is available based on the capacity available at school

Parents or the school may agree on a blended learning approach to:-

- Support a child's emotional well-being
- Support a child's physical well-being (aka operation recovery period)
- Support a child self-isolating due to Covid-19

2. Roles and responsibilities

2.1 Teachers

When providing blended learning, teachers will be mainly on-site to ensure access to appropriate equipment and to safeguard themselves professionally.

A staff member, if working from home, for a specific reason over an agreed period (i.e. 3rd Trimester maternity) will have complete a risk assessment with a member of the SLT.

When working from home, teachers must be available for online teaching between 8.45am

ad 3.30pm. The weekly timetable is consistent across the school, allowing for rest and movement breaks for staff and children engaged in blended learning. Feedback sessions will be timetabled from 3.30-4.15pm and/or during directed APP time, up to 30 minutes per week.

When providing blended learning, teachers are responsible for:

Delivering the agreed timetabled feedback lessons with their pupil

Work in partnership (during allocated APP) with their peers to plan each lesson including designing/identifying resources and assessment opportunities and materials to support children on the blended learning programme

As part of the Year group team, a weekly timetable must be produced and approved by SLT on the Friday of each week. The approved timetable will be uploaded to the school's website by the School Office team as part of the parent communication process.

Each week, children should receive the agreed number of maths, literacy and creative curriculum lessons, including printable materials and hyperlinks which support the learning.

Teachers should be mindful of the additional needs of specific pupils in their groups and adapt learning opportunities, as appropriate.

Pupils will upload learning from home through????

Verbal feedback will be given in lessons.

Pastoral support for pupils/parents

The pastoral team will keep in touch with the school's community, according to agreed plans with Inclusion Lead/SLT. The team will use:-

- Email
- Remote meetings
- Text
- Phone calls

All contacts are registered on CPOMS, with actions followed up by flagged staff.

Virtual Meetings

There may be a need for virtual meetings as there are no face-to-face meetings at school during NL3.0 to continue the work of the school. This may be particularly relevant for SEND matters.

Meetings should be timetabled during the working day, and professionally attended including an appropriate meeting space, as well as abiding by the school's dress code and general conduct expectations. Meeting notes should be completed and placed on CPOMS.

2.2 Inclusion Team

When assisting with remote learning, teaching assistants must be available for their

contractual hours in school. Any absence from school should be reported using the normal absence procedure. The majority of the Inclusion team's in-school time will be working with children in school. Some inclusion staff may be asked to deliver remote face-to-face SEND support to specific children. Staff will be supported in learning these new skills. All remote support will be through timetabled slots using Teams.

2.3 Curriculum Support

Staff will need to consider the delivery of the curriculum remotely, adapting the lessons for face-to-face learning, when required. They will also need to consider any other barriers including:-

SEND

Pupils' organisational skills

IT equipment.

The SLT, Pastoral team and Inclusion Leader will support the teams in removing barriers for children. Adaption to the offer is expected as the team become more skilled in teaching remotely.

2.3 LEO Support

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2. Designated safeguarding lead

The DSL is responsible for:

- Ensuring remote learning safeguarding matters are dealt with as determined in the school's policy.
- Ensure that staff are protected, when teaching remotely through the systems in place such as recording live lessons.

The school has a number of Deputy DSLs who act in their absence. There is always a Level 3 DSL on duty every day. The DSL has access to the DSL@ email when not on site.

2.6 IT staff

The external IT support team (Educare) are responsible for managing the systems the school uses, which includes remote learning systems. Any major infrastructure issues and storage issues are dealt with by them.

The internal IT support covers:-

Helping staff with technical issues

Assisting pupils and parents with accessing the internet or devices

2.7 Pupils and parents

Staff can expect pupils learning remotely to:

- Upload examples of their learning to the gallery

- Follow the behavior for learning expectations
- Use chat facility appropriately
- Use Mute appropriately
- Be in a quiet, appropriate learning space
- Use headphones, if possible
- Be appropriately dressed
- Be prepared with their learning logs, and stationery equipment
- Access their lessons at the correct time according to the weekly timetable
- Have completed any pre-learning for the lesson
- Use hands up facility
- Do good listening and good talk for learning
- Work independently of their parent/carers as much as possible

Staff can expect parents with children learning remotely to:

- Be aware of the weekly timetable and plan pupil access accordingly
- Make the school aware if their child is sick and will not be attending lessons
- Seek help from the school if they need it using the Year@ email
- Show patience regarding answering queries/providing additional support
- Be respectful when making any complaints or concerns known to staff

2.8 Local Advisory Committee (LAC)

The governing board is 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

3. Who to contact

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

Here are some suggested issues and the most likely points of contact, but adapt and add to this as needed:

Issues in setting work – **Year group peers, Head of School**, to the relevant subject lead or SENCO

Issues with behaviour – talk to the relevant head of phase or year

Issues with IT – talk to IT staff

Issues with their own workload or wellbeing – talk to their line manager

Concerns about data protection – talk to the data protection officer

(kwhite@thecastletrust.co.uk)

Concerns about safeguarding – talk to the DS (kwhite@thecastletrust.co.uk)

4. Data protection

4.1 Accessing personal data

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

- Only use Teams system for remote teaching, using the children's allocated

- teams email addresses.
- Teach only the groups they have been allocated, unless informed otherwise by SLT.
 - Pastoral team have access to family contact information through CPOMS.
 - All staff should only use school allocated devices (laptops/ipads/mobile phones) when undertaking their teaching or pastoral support roles.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as school email addresses as part of the remote learning system.

On no account are staff to contact children using any other email account and ALL parent communications which come into school via Year group@ accounts or the school@ must be responded to through the school@ or teacher@ generic accounts.

As long as this processing is necessary for the school's official functions, individuals do not 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 and should only use their allocated in-school IT or allocated laptops, if required to move to WFH.

This includes, but is not limited to:

- Keeping 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)
- 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 locks if left inactive for a period of time
- Not sharing the device among family or friends
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

Support can be accessed from the IT provider, Educare and/or ITC Lead, Mr Ayling.

5. Safeguarding

Safeguarding responsibility (KCSIE 2020) is in place for all pupils, including when engaging in remote learning. If staff have concerns, they should raise with the DSL and make appropriate notes in CPOMS.

6. Monitoring arrangements

This policy covers a rapidly changing external situation so will be reviewed at the end of Spring 1 by the Headteacher, in dialogue with staff.

Each review will be approved by the LAC Chair.

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- ICT and internet acceptable use policy
- Online safety policy
- Staff Handbook
- Parent and Pupil Remote Learning Handbook

