



Blended/Remote Learning Policy

Reviewed: Autumn 2024

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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
- Provide appropriate guidelines for data protection

Roles and Responsibilities

Teachers

When providing remote learning, teachers must be available between 8.30am – 3.10pm

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.

If you are ill - All days of the week count; but if Day 1 or Day 4 falls on a non-working day, you should telephone on the first following working day.

Nominated officers:

☒ For teachers: Philip Thompson (Headteacher)
or Chris Meldrum (Deputy Headteacher)

When providing remote learning, teachers are responsible for:

➤ Setting work – Wherever possible;

- You will need to set work for all your classes on the day you would usually teach them using class charts.
- In the event of a full lock down we expect teachers to be available to answer emails from pupils during their usual lesson time.
- You will need to provide pupils with sufficient work to last them the full hour which should be planned for maximum pupil engagement.
- In the event of setting work for blended learning e.g. for pupils at home self-isolating in conjunction with face to face teaching in school. Work should be set on the day of your lesson. In exceptional circumstances such as adding voice overs to PowerPoints or uploading pre-recorded lessons to YouTube etc these can be uploaded within 24 hours of the lesson. In this instance pupils and parents should be informed of the delay via class charts.
- You must ensure you are familiar with pupils who do not have access to IT and consider what work you will set for them and how they will access it. Pastoral Leaders will collate work in this instance and ensure pupils receive it.
- For all work set on class charts please leave a minimum deadline of 2 weeks to allow pupils time to sort out issues with IT.

➤ Providing feedback on work:

- For pupils self-isolating please ensure pupils can upload work to class charts and you can offer them feedback through this site.
- For pupils without access to IT you can ask them to email pictures of their work to you, your feedback can be given via email.
- After the two-week deadline window has passed you can stop offering feedback on work submitted.
- You may prefer to give whole class feedback via one document. There are many versions you can use for this on-line.

➤ Keeping in touch with pupils who aren't in school and their parents – cover details like:

- To contact parents; if non-urgent we would ask staff to email home. If urgent staff in school may wish to call home.

- We request that staff aim to reply to parent emails within 72 hours. We do not expect staff to answer emails before 8.30 and after 4pm.
- If you receive any concerns or complaints from parents, please contact your line manager to discuss next steps. For Safeguarding concerns please inform GRe or LTu via CPOMs.
- For pupils who fail to complete work. Please liaise with the Pastoral Leaders to rule out any issues which would explain the non-completion. Following this you may feel it necessary to contact parents. For pupils who are self-isolating and not working in several subjects the form tutor will contact them weekly.

➤Attending virtual meetings with staff, parents and pupils:

- We expect staff to dress appropriately as per the school dress code when meeting virtually with parents or other colleagues.
- Staff need to be mindful of any background noise and what is behind them in the view of their camera.
- If teachers are also working in school, you will still need to provide remote learning ensuring where possible there are strong links between in-school and remote provision – for example, streaming lessons in school to pupils learning remotely, this requires parental consent.

Teaching assistants

When assisting with remote learning, teaching assistants must be available during their normal working hours.

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 are responsible for:

➤Supporting pupils who aren't in school with learning remotely:

- As directed by VSc (SENDCo).
- Provide alternative literacy & numeracy work for pupils overwhelmed by remote learning.
- Provide intervention remotely via MS Teams.

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Departmental curriculum leaders

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of their subject's curriculum need to change to accommodate remote learning
- Working with colleagues teaching their subject remotely to make sure all work set is appropriate and consistent
- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
- Monitoring the remote work set by teachers in their subject – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set
- Alerting teachers to resources they can use to teach their subject remotely

Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school – S Webb is the lead.
- Monitoring the effectiveness of remote learning – by reviewing the work set on class charts regularly and liaising with subject leaders.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Designated safeguarding lead

The DSL has responsibility to:

- take **lead responsibility** for safeguarding and child protection
- manage referrals to Children's Social Care, Police and other agencies
- work with other agencies in order to improve outcomes for children
- promote educational outcomes by sharing information of the welfare, safeguarding and CP issues that all vulnerable children and young people are previously or currently experiencing with their teachers and leadership staff
- work with identified teachers to support them to identify the challenges that all vulnerable pupils may face and the additional academic support and adjustments they can make to support this cohort further
- work with staff to create and maintain a culture of high aspirations for all vulnerable pupils
- attend DSL training every 2 years
- undertake Prevent awareness training
- update their skills and knowledge on a regular basis, but at least annually
- raise awareness of safeguarding throughout school

- identify and respond to mental health concerns which are also a safeguarding issue, including referring to appropriate services
- will escalate all concerns and referrals and ensure accountability through robust record keeping for all mental health concerns
- Will be aware of all CSE and CCE and consider the contextual factors (including low attendance) when undertaking or contributing assessments, including Early Help, CSE or other agency assessments
- Will receive training on CCE and CSE to enable recognition and respond to these forms of abuse including the referrals to appropriate services
- ensure that this policy is reviewed annually and is available publicly
- maintain, update and amend the school's safeguarding portfolio regularly
- ensure that parents are aware of school's responsibilities regarding safeguarding and child protection
- maintain accurate safeguarding records that are stored securely
- be available during school hours
- arrange cover of DSL role for any out of hours/out of term activities
- represent school in multi-agency meetings
- be provided with appropriate support and supervision in order to carry out the role safely and effectively
- DSLs must take a holistic view to ensure wider environmental factors are considered which may be a threat to safety and welfare of children (Contextual Safeguarding).
- The DSL will consider when a child is moving school if it would be appropriate to share information in advance of the pupil moving.
- The DSL should have details and liaise with the Local Authority Personal Advisors for any Care Leavers.
- To create a vulnerable register for all pupils self-isolating during C-19
- To ensure all pupils self-isolating are contacted by a key worker by both telephone communication and home visits

To ensure that both pupils and staff are safe throughout all remote/blended learning communication to reduce vulnerability for all parties (as per the remote learning policy)

IT staff

IT staff are responsible for:

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

Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although consider they may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- 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 – firstly through the parent section of the remote learning section of the school website and secondly by contacting teachers or Pastoral staff.
- Be respectful when making any complaints or concerns known to staff

Governing board

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

Who to contact

If staff have any questions or concerns about remote learning, they should firstly look at the staff section of the remote learning page on the school website. Using the password **blended** to access the page. Alternatively, staff can seek support from the following individuals:

- Issues in setting work – talk to the relevant subject lead or SENDCo
- Issues with behaviour – talk to the relevant Pastoral Leader
- Issues with IT – talk to Mr D Orme
- Issues with workload or wellbeing – talk to line manager
- Concerns about data protection – talk to C Woods
- Concerns about safeguarding – talk to G Reader or L Turner

Data Protection

Accessing personal data

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

- Use remote access via the staff section of the school website to gain access to SIMs.
- Where possible phone calls should not be made using personal mobile devices.

Processing personal data

Staff members may need to collect and/or share personal data such as email 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.

Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. 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
- Updating antivirus and anti-spyware software when in school
- Keeping operating systems up to date – always install the latest updates

Safeguarding

St Marys High School is committed to keeping pupils safe online. We therefore ensure that:

- ALL staff and volunteers understand that children can be harmed online via hurtful and abusive messages, enticing children to engage in age inappropriate conversations, sharing and production of indecent images or encouraging risk taking behaviour
- The school's **Online Safety Policy** details how we keep pupils safe when using the internet and mobile technology

- Online bullying by pupils, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our **Anti-bullying / Behaviour Policy**
- There is a clear and explicit procedure for dealing with mobile phones that are brought into school by children
- DfE advice; **Searching, Screening and Confiscation** is followed where there is a need to search a pupil for a mobile device
- When school become aware of an online safety issue that has occurred outside of school, it is managed in accordance with the school **Online Safety Policy**

The school has appropriate filters and monitoring systems in place regarding use of internet (3G and 4G) in school - these should be detailed in the Online Safety Policy.

Monitoring arrangements

This policy will be reviewed with any change by S Webb, Assistant Headteacher Quality of Education. At every review, it will be approved by the Headteacher P. Thompson.

Links to 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
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy