

**Blended-Learning/**

**Remote-Learning**

**Policy**

**Created 20.09.20**

**Blended-Learning/Remote-Learning Policy**

This policy covers the support for pupils in the event of Blended-Learning/Remote-Learning being implemented.

Blended-Learning is a style of education in which pupils learn via electronic and online media **as well as** traditional face-to-face teaching.

Remote-Learning is whereby pupils access **all** their learning through electronic and online media.

**Purpose**

The purpose of this policy is to certify there are procedures in place to ensure pupils are supported effectively in the event they are unable to be taught within the school grounds of St Anne’s.

In the event that the school or classes are closed due to the need to isolate, the policy will identify the steps in place to ensure all pupils are able to access learning while at home.

The need for equity will be identified, and support for both parents and pupils in accessing effective teaching will be addressed.

**Format**

St Anne’s school already makes use of Seesaw as a digital learning tool, this is used throughout the school and is currently being used in school and for homework. If the need for blended/remote learning is require, the learning platform used by St Anne’s will be Seesaw.

Foundation Phase classes will make use of Tapestry to support pupils in the event that Remote-Learning is required.

**Equity**

The use of Seesaw will ensure **all** pupils are able to access the learning opportunities provided by class teachers equally.

The class teacher will provide all pupils accessing learning through Seesaw with their Remote-Learning login details prior to any school/class closures.

In the event that pupils do not have the equipment/facilities at home to access their learning online they will have access to a school laptop, if available. The serial number of the device will be recorded prior to it being taken home. Families will also be provided with a free wi-fi code. If laptops are not available, pupils will take home paper packs and return these to school when it reopens.

Pupils will be familiar with the platforms used by their class teachers, having used Seesaw regularly in class and for home learning.

The level of support at home should be taken into account in the activities/work set for pupils. Activities/work being set should be a consolidation of work already completed in school or have clear teaching points for pupils to not need further explanation from parents/guardians.

**Support**

Teachers and support staff have received training in making use of Seesaw and have access to online support material for the platforms within the Google Drive <https://drive.google.com/drive/folders/1lDBCYKqrlBemXoQg4KBYUqhAMwiTSSuU?usp=sharing>

Pupils will be familiar with Seesaw due to its use at St Anne’s. The complexity of tasks will vary due to the experience of pupils and the learning opportunities they have had during their time in school.

Support for parents has been created in the form of guides, which will be sent via email.

On the occasion that parents are still in need of support, teachers will be asked to obtain the contact details of the parents and offer telephone support.

**Expectations**

Amount of work set- pupils should expect 3 activities/tasks a day (1x maths, 1x English 1x topic/theme) which the teacher will provide feedback on. Pupils may be directed to additional learning activities in the event that these are completed quickly. Depending on the topic activity set this may be set over a longer period of time and therefore may not be set every day.

Feedback - the level of feedback provided should address any misconceptions held by the pupils in the work submitted, and acknowledge the work completed. Pupils should be made aware that their work has been seen.

Submission of work - pupils will be expected to complete the work on the day which it is set, this is to ensure teachers are not overloaded with the return of more than 3 pieces of work per pupil per day. Pupils should also be aware that work should be returned digitally before the end of their ‘normal’ school day.

Teacher workload - must be manageable, setting up to three pieces of work will mean a maximum of 90 pieces of work per day to be addressed. The expectation of work being completed by pupils before what would be the end of the school day should allow ample time for feedback/recognition of work to be completed. Pupils submitting work after the school day will mean the marking of that work would fall into the following day.

Late submission of work - on the occasion that pupils submit work on the day it was not allocated or after the end of the school day, should only expect feedback for three pieces of work on the following day.

*For example*, if a pupil submits their work at 6pm on a Wednesday evening, they should not expect feedback on a Wednesday evening, this work would then fall into the teachers Thursday marking. Pupils who complete their work after the school day has ended could expect feedback on all the work submitted, provided they continue to only submit 3 pieces of work a day.

NB. If a pupil submitted a week’s worth of work (Max 15 pieces) on a Friday/Saturday/Sunday should not expect feedback on all pieces.

Level of work set - the activity set for pupils should be a consolidation of work they would have already expected or should have clear teaching support if introducing new concepts or extensions.

Teaching Assistants – will work under the direction of their class teacher and will spend their working day planning, uploading activities to See Saw, providing feedback via See Saw and teaching small groups through live lessons. TAs must check their emails at the beginning of each day (8.30am at the latest) and are expected to be in regular email/telephone contact with their class teacher throughout each day.

If children are not joining live lessons or submitting work via Tapestry and Seesaw, it is the responsibility of the class teachers and TAs to make daily telephone contact with parents to find out why and encourage participation the following day.

**Safeguarding Measures**

The use of Seesaw conforms to GDPR regulations in terms of data protection and sharing of data.

Any work added to a child's account should be their own, examples of work from their peers should only be shared with the permission of the parent of that child and should celebrate accomplishment or effort alike.

Teachers have the capacity to upload photos, videos, screenshots, PDF documents, voice recordings, notes and links to support children’s learning. These are in line with the safeguarding policy and guidance, which is available on the school website and at the link below.

<https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers>

Children can see the work of others in their class and can give positive feedback in the form of comments. All comments are approved by the class teacher before being made available online.

At St Anne’s we continually promote the positive use of online platforms. The use of these online platforms will continue to be regulated by staff. The misuse of any online learning platforms provided by school will result in reducing access to these services. Continued misuse of learning platforms or the Twitter feed may result in a partial or complete ban of use. This will be at the Head Teacher’s discretion and parents and/or carers will be notified.

**Live Video Meetings**

All teachers/TAs will have ‘face to face’ contact with every child in their class each day through virtual lessons using Google Meet and teachers/TAs will privately share these links using parent’s email addresses. Staff should follow the same safeguarding expectations as our families (please see safeguarding letter sent to parents).

Parents should be present in these meetings, in order to support their child, however, they should be asked to remain out of camera shot and remain silent so as not to disturb other pupils (please see safeguarding letter sent to parents).

Daily morning contact should be made with your families through email (by 8.30 am at the latest) with the teaching timetable for that day. A register is to be taken at the beginning of the live lesson and if any child is not present, but expected to be, the class teacher/TA (whoever is not teaching the lesson) would contact the parents to find out why and encourage them to join as quickly as possible.

‘Live lessons’ in EYFS will take the form of pre-recorded videos uploaded to Tapestry. Contact, through these videos, is expected to be daily.

Live lessons are to be added to the Google calendar by the class teachers and TAs and there is an expectation of Senior Leaders to join the live meetings to ensure the correct procedures are taking place and this policy is being implemented.

**Linked Policies**

For other polices that relate to our current teaching and learning situation and how your data is used please refer to the policies below that are accessible through our school website under ‘Key Information’, ‘Policies’.

* Safeguarding Policy 20-21
* GDPR
* Anti-bullying
* Teaching Online Safety
* Keeping Children Safe in Education 2019
* Safeguarding and Child Protection Amendment

Appendix COVID-19 School Closure

**Useful Websites for Parents**

Please find below some useful websites that can support families while they are using the internet.

Parentzone <http://parentzone.org.uk/>

Think U Know <http://www.thinkuknow.co.uk>

Childnet <http://childnet.com/parents-and-carers/need-help>

Safer Internet <http://saferinternet.orge.uk/parent-tech>

Parent Port <http://www.parentport.org.uk/>