

Blended Learning Policy

Hallmoor School



Approved By: SLT add names	Date:
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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 members of the school community with regards to remote learning.
- Provide appropriate guidelines for data protection.

2. Roles and responsibilities

- Teachers
- Teaching Assistants
- Subject Lead
- Senior Leadership Team
- Designated Safeguarding Leads
- Remote Learning working group
- Pupils and Parents
- Forward Education Trust

2.1 Teachers

When providing remote learning, teachers must be available between 8.45am and 3.15pm, Monday, Thursday and Friday, Tuesday, and Wednesday after school until 4:20pm (or on their regular working days).

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 procedures. Any person reported as shielding or self-isolating must be available to work from home.

When providing remote learning, teachers are responsible for:

Setting work

- Teachers will set work for their class for each day's activities. If a member of teaching staff is working at the Hub, or if there is a teacher absence, teachers cover for the class that works at the same/similar level to their own and provides work and face to face learning online.
- Teachers will provide a full timetable between 9am and 3pm. This will include 2, 3 or 4 sessions of live online learning per day, dependent on the class and their needs (See timetable for number of live lessons suggested as appropriate for each class). Each session will be an hour in length, consisting of both face-to-face live instruction time and time given to complete tasks independently off screen. See blended learning lesson structure suggestions (Appendix A). The rest of timetabled learning that is not live will be set for pupils to complete independently – this will be done via work or links set on ClassDojo.
- Work will need to be available for children to complete immediately after the live teaching session for that subject. Independent work that is to be set, should be done prior to the timetabled time of the session.
- Work that is done live online will be done on Microsoft Teams. Lessons will follow the timetable for each class that is uploaded onto ClassDojo. Other work can be uploaded onto Class Dojo and where pupils are not accessing online learning, work packs will be posted home each week with instructions for them on how to complete it.
- Staff will use email as their primary form of communication with each other. Work to be completed will follow the Medium-Term planning for the half term, which will ensure consistency of work and that progress is continued as would be expected within school. Teachers should communicate with each other as they would usually about planning, progress, curriculum development and assessment.

Streaming live lessons

- When delivering live lessons staff will use school emails to create Microsoft Teams meetings. This will be accessed by pupils by clicking a link to the meeting via Class Dojo. Staff will also be expected to past the link onto class remote learning register for that day.
- Staff will ensure that other programs and browsers which could potentially contain sensitive information (emails etc.) are closed when sharing their screen.
- Where a one-to-one session occurs, live streaming must be stopped.
- When there are two staff and one student, live streaming can continue.
- Cameras can be turned on during 'live' sessions.
- During live lessons, staff should ensure that the location the video is appropriate including what is visible to children in the lesson. Backgrounds to videos should

be a neutral/plain as possible. Staff will also need to ensure that background noise is reduced as much as possible.

- Staff will keep a register of pupils that attend each of the live sessions each day.

Providing feedback on work

- Verbal feedback will be given will shared with pupils during live sessions.
- Completed electronic work or written and photographed can be uploaded onto ClassDojo by pupils using their own school emails addresses. Teachers can then access this work to provide written feedback.
- Feedback should be given in a timely fashion, so students have the opportunity to use this in their future work and teachers can inform future lessons where misconceptions, misunderstandings have occurred, or skill development is required.

Keeping in touch with pupils who are not in school and their parents

- If students access less than two live sessions in a week, teachers will make a weekly phone call home, to ensure regular contact with parent/carer and child. The remote learning register (In the 'Remote learning folder' on Hallmoor Organisation Drive) should be completed each day to show which sessions have been attended. If children are failing to complete work on a regular basis, a conversation should be had with parents to establish the reasons for this and how they can be supported to engage. Any pupil concerns or safeguarding issues should be raised in the usual way using CPOMS and a call to the DSL as required.
- Class Dojo can also be used to maintain contact with parents via the messaging area of the app. Within working hours, teachers should reply to messages from parents on Dojo unless face-to-face teaching is occurring. In this instance, the teacher will reply at their earliest convenience. Anything out of working hours can be responded to the next working day.
- Any complaints from parents should be dealt with as per school policy. Escalation to Phase Lead or SLT can be done via email or phone call (if within working hours).
- Any children who are posting inappropriate comments which could cause offence to others or comments which are not appropriate to the context of the discussion can be muted by the class teacher. Children should not be unmuted until a discussion has taken place with the pupil. This should then be escalated to discussion with parents should inappropriate comments continue.

Attending virtual meetings with staff, parents and pupils:

- Dress code – Refer to school handbook about appropriate attire. Keep professional and appropriate for working from home.

- Locations - the location of the meeting must be appropriate including what is visible to children in the lesson. Backgrounds to videos should be a neutral/plain as possible. Staff will also need to ensure that background noise is reduced as much as possible.

When teachers are required to work at the Hub, an assigned teacher will cover the responsibilities above during this time as specified in the Hub Rota.

If a member of staff is working at the hub, or if there is a teacher absence, teachers cover for the class that works at the same/similar level to their own and provides work and face to face learning online.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 8.45am to 3pm, Monday to Friday (or on their regular working days).

If they're unable to work for any reason during this time, for example due to sickness, caring for a dependent or isolation relating to Covid-19, they should report this using the normal absence procedure.

When assisting with remote learning, teaching assistants are responsible for:

- Supporting the teacher with remote learning.
- Collection of resources.
- Supporting pupils who are not in school with learning remotely.

Streaming live lessons

- Where a one-to-one session occurs, live streaming must be stopped.
- When there are two staff and one student, live streaming can continue.
- During live lessons, staff should ensure that the location of the video is appropriate including what is visible to children in the lesson. Backgrounds to videos should be a neutral/plain as possible. Staff will also need to ensure that background noise is reduced as much as possible.
- If Teaching Assistants are working at the HUB or doing delivery, they would not be expected to stream live lessons.

Attending virtual meetings with teachers, parents, and pupils:

- Dress code – Refer to school handbook about appropriate attire. Keep professional and appropriate for working from home.
- Locations - the location of the video must be appropriate including what is visible to children in the lesson. Backgrounds to videos should be a neutral/plain as possible. Staff will also need to ensure that background noise is reduced as much as possible.

Teaching Assistants working in school will cover the responsibilities above during this time, and/or carry out duties as directed by SLT, Phase Lead and Teachers.

2.3 Phase leads/Middle Leader

Alongside their teaching responsibilities, phase leads are responsible for:

- Ensuring that MTP's (Medium Term Plans) are continued via remote learning.
- Adapting MTP's and LTPs (Long Term Plans) to match home learning requirements.
- Ensuring that any missed learning, for example missed objectives from foundation subjects, are addressed when children are able to return to school.
- Monitor the remote work set by teachers. This will be done by providing all members of staff access to every class in Microsoft Teams hyperlinked to the remote learning register.
- Alerting teachers to resources they can use to teach their subject remotely.
- Working with SLT to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set are appropriate to the learners to complete the set work.

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

Co-ordinating the blended learning approach across the school.

- Members of SLT will be responsible for actioning blended learning via Class Dojo and Microsoft Teams.
- The number of daily 'live' online expectations will be decided by SLT shown below. This will be reviewed based on suitability for pupils and feedback from staff and parents.

Semi-Formal Pathway 3	Formal Pathway 2	Formal Pathway 1
1 Timetabled session (up to 1 hour per day)	3 Timetabled sessions	4 Timetabled sessions
Class 1	Class 3	3BL
Class 2	Class 4	3SM
3BT	Class 5	3EB
	Class 6	4GD
	3CM	4CM,
	3MW	4GH
	4GC	4MBW

	6LG/AF	6JL
	6DW	6SM
		6DM

Monitoring the effectiveness of blended learning

- Members of SLT will have access to all pre-recorded lessons, resources, and activities that are posted via Class Dojo. They will also be able to access 'live' online sessions through Microsoft Teams meeting hyperlinks on the registers.
- Members of SLT will review the effectiveness of blended learning procedures by engaging with parents, children and staff through staff review meetings and parent/pupil surveys.
- Members of SLT will make adjustments to blended learning procedures to ensure that all children are learning effectively at home and in school.

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

- SLT are to select the relevant platforms in order to carryout blended learning safely and as affectively as possible.
- SLT should ensure staff adhere to the safeguarding policy and report any incidences or concerns through the usual channels and procedures
- It is the responsibility of SLT to ensure that staff have received the correct training in order to use Class Dojo and Microsoft Teams.
- SLT will ensure staff, parents and pupils are aware of how to keep safe online.

2.5 Designated safeguarding lead

The DSL is responsible for promoting educational outcomes by working closely with their teachers about their welfare, safeguarding and child protection concerns. Any disclosures made to staff will be passed on to a DSL as per safeguarding policy.

Staff will continue to use CPOMS to record any safeguarding concerns. DSLs will then address these concerns in the appropriate way.

DSLs will continue to ensure that all staff have up to date subject knowledge on how to keep children and themselves safe whilst using Microsoft Teams and Class Dojo, as well as any other learning platform they are directed to.

2.6 Remote Learning working group

The Remote Learning working group are responsible for:

- Co-ordinating the remote learning approach across the school

- Addressing any issues with systems used to set and collect work.
- Helping staff and parents with any technical issues they're experiencing.
- Monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents.
- Assisting pupils and parents with accessing the internet or devices.
- Alerting teachers to resources they can use to teach their subject remotely.

2.7 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 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 by contacting the relevant phase leader.
- Be respectful when making any complaints or concerns known to staff.

2.8 Forward Education Trust

The FET 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.
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer.

3. Who to contact

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

- Issues in setting work – contact the relevant subject lead or Remote Learning working team
- Issues with behaviour – contact the relevant phase lead/ Pastoral SLT
- Issues with IT – contact the Remote Learning working team or IT technician

- Issues with their own workload or wellbeing – contact your phase lead
- Concerns about data protection – contact a member of Senior Leadership
- Concerns about safeguarding – contact a DSL member.

4. Data protection

4.1 Accessing personal data

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

- Use a browser which is linked to Hallmoor School Microsoft account. Review Microsoft Teams CPD for further guidance.
- Use VPN to access school-based information.
- Use devices provided or approved by Hallmoor School.

4.2 Processing personal data

Both children and staff will access online learning software through Microsoft Teams and Class Dojo. Accounts set in the school domain have been provided to all teaching staff and children. Communication should be limited to the Microsoft Teams and Class Dojo areas. There is no reason for personal data, such as personal email addresses and telephone numbers, to be shared with pupils so this should be avoided. Staff should only use school email accounts to set up Microsoft Teams meetings.

4.3 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 any 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, supported and monitored by the Schools IT technician.
- Keeping operating systems up to date – always install the latest updates. supported and monitored by the Schools IT technician.

5. Safeguarding

Safeguarding Where staff are interacting with children online, they will continue to follow our existing Code of Conduct and Acceptable Use Policy.

Communication with Pupils will only be done via Microsoft Teams, Class Dojo mobile phone with number identification turned off. Both cameras of staff and pupils can be on during 'live' sessions. Any concerns arising from these communications should be raised with a DSL and reported on CPOMS.

Staff will only use areas of Microsoft Teams and Class Dojo to share resources, lessons and activities in which appropriate safeguarding measures have been included. This includes only organising online sessions via Microsoft Teams and Class Dojo.

Staff will ensure that the area from which they are streaming lessons is appropriate. See section 2.1.

Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures as set out in the school's safeguarding policy.

6. Monitoring arrangements

This policy will be reviewed Termly by SLT (Assistant Head of Teaching and Learning). At every review, it will be approved by the Forward Education Trust.

7. Links to Other Documents

Blended Learning Risk Assessment

Blended Learning Curriculum Overview