

Remote and blended learning policy

The Richmond School, Skegness

Approved by:

Date:

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The next full Governing Board meeting

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1. Aims

This remote learning policy for staff aims to:

- › Ensure consistency in the approach to remote learning for children 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

In line with Government expectations, we endeavour to:

- › Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations
 - [We have chosen to employ The Oak National Academy ('ONA') resources available from [https://www.thenational.academy/.](https://www.thenational.academy/)]
- › Give access to high quality remote education resources
 - [We will deliver the content through Microsoft Office 365, to which the school already subscribes.]
- › Select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
 - [We will set daily assignments in the core and foundation subjects using the Teams button which forms part of each ONA resource; children will complete these assignments on Microsoft Word or on paper, and attach the Word file or a photograph of the physical work as evidence of completion.]
- › Provide printed resources, such as textbooks and workbooks, for children who do not have suitable online access
 - [We will print out and make available learning packs for individually-identified children who cannot access technology at home, e.g. because of a lack of an appropriate device or lack of suitable internet access.]

- › Recognise that younger children and some children with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum
 - [We will keep school open, in line with local lockdown rules, for vulnerable children. The SENDCO will liaise individually with those families whose children with SEND require more bespoke provision, and support families to deliver this.]

This policy only applies to Years 1 to 6, as the EYFS curriculum is significantly different. EYFS children and parents/carers will not have access to direct, live-streamed lessons; rather, appropriate, relevant, practical work will be set for children to complete with parents/carers at home.

Full remote learning will take the following form, if school is closed completely due to a local or national lockdown:

- › Teachers will teach live lessons in the core subjects (phonics, spelling, reading, writing, maths and science) from home, via Microsoft Teams
- › Teachers will provide links to learning in the foundation subjects, primarily using The Oak National Academy resources
- › Teaching assistants without 1:1 responsibilities will attend school to supervise 'vulnerable' children and children of 'critical workers' (both as defined by the Government) in their own year group bubbles, so that these children can access the live lessons delivered by their teachers
- › Teaching assistants with 1:1 responsibilities will support the remote learning of their child(ren) under the guidance of teachers and the SENDCO, on-site if the child is attending school or remotely if the child is not

Whilst school is open in Tier 4 or above, school will invite any children of anxious parents to access remote learning, even though this is not in line with this policy in general.

2. Roles and responsibilities

If staff members are unable to work during any period of remote or 'blended' learning, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure. The usual rules around childcare will apply, unless the staff member and his/her family is self-isolating due to coronavirus symptoms or a positive COVID-19 test result.

2.1 Teachers

When providing remote learning, teachers must be available between 08:30 and 15:30. They should teach live lessons in English, maths and phonics (at least) from 09:00 until around 12:00, and they should be ready to answer parents'/carers'/children's learning-based questions for the rest of the day. **They should not make themselves readily available outside these hours, in order that parents, carers and children are clear about when it is appropriate to make contact with teachers.**

When providing remote learning, teachers are responsible for:

- › Supporting as many parents, carers and children as possible to access Microsoft Teams
- › In line with the latest Government requirements, making weekly (preferably daily) contact with all children in their class who are not attending school for COVID-related reasons – this also includes
- › Informing parents via ClassDojo and on the General page of their Teams area when lessons might be delayed due to technical issues
- › Setting work via Microsoft Teams, using his/her own planning and resources or the Oak National Academy – it is not expected that teachers will provide daily live lessons during a period of remote learning, but this may be expected during any period of 'blended' (a mixture of online and face-to-face) learning
- › Assessing this work, providing relevant feedback, but *not* marking each individual piece of work

- › Printing out and making available learning packs for individually-identified children who cannot access technology at home, e.g. because of a lack of an appropriate device or lack of suitable internet access
- › Supporting children to complete this work as necessary
- › Providing feedback on work completed by children
- › Attending virtual meetings with staff, parents and children

When setting work, teachers should:

- › Set assignments or tasks which enable children to have meaningful and ambitious work each day in a number of different subjects
- › Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- › Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos
- › Gauge how well children are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- › Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure children's understanding
- › Plan a programme that is of equivalent length to the core teaching children would receive in school, ideally including daily contact with teachers
- › Consider these expectations in relation to the children's age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support, avoiding an over-reliance on 'long-term projects' or internet research activities

If teachers are in school, providing lessons for those children who are self-isolating, they must make their core lessons available for live streaming via the Microsoft Teams platform.

Through the experience of teachers and other staff members, the following general points should be noted:

- › All content should be shared as an online link or a Microsoft document, i.e. Word, Excel, PowerPoint; use standard fonts/typefaces (such as Comic Sans), even though this is not in line with the new school handwriting policy
- › Partner work over Microsoft Teams is not particularly effective, so try to plan other ways for children to collaborate
- › Do not expect to be able to see or hear individual children during a lesson; bandwidth (connection) restrictions and the limitations of microphones in laptops mean that this is hit-and-miss
- › The whiteboard function in Microsoft Teams is not particularly useful
- › It is fine to turn off your webcam and microphone when not actively teaching, which should enable you to get on with other tasks (including assessment) or look after family members if you, yourself, are also self-isolating for Covid-related reasons

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available during their usual working hours. They should be in email or Skype contact with the teacher of their usual class in order to receive instructions.

When assisting with remote learning, it is appropriate for teachers to instruct teaching assistants to complete any reasonable tasks, including, not limited to:

- › Supporting children who aren't in school with learning remotely by, for example, preparing resources according to teachers' guidance and being in contact with individual children as necessary to support them and their parents and carers
- › Attending virtual meetings with teachers, parents and children

It might also be appropriate for teaching assistants to cover classes in school, with the teacher being streamed on the interactive whiteboard.

2.3 Subject leader for computing

Alongside his/her teaching responsibilities, the subject leader for computing is also responsible for:

- › Working with teachers to support them to make sure work is able to be set
- › Working with senior leaders to make sure the infrastructure and approach to remote learning are appropriate
- › Monitoring the access of teachers, teaching assistant, parents, carers and children to ensure there are as few barriers to access as possible
- › Coaching teachers in how to use the remote learning platform, Microsoft Teams, most effectively

2.4 Senior leaders, including the SENDCO

Alongside any usual teaching responsibilities, senior leaders are responsible for:

- › Co-ordinating the remote learning approach across the school
- › Monitoring the effectiveness of remote learning – such as through regular meetings with teachers and other leaders, reviewing work set, reviewing children's outcomes and/or reaching out for feedback from children and parents
- › Working with the school's IT provider to monitor the security of remote learning systems
- › In liaison with the School Office staff, the Family Welfare Officer and the school's Learning Mentor, keeping in touch with children who aren't in school, and their parents and carers, at least on a weekly basis, but ideally daily

The SENDCO, in particular, is responsible for:

- › Liaising individually with those families whose children with SEND require more bespoke provision, and support families to deliver this

2.5 Designated safeguarding lead (DSL)

The DSL is responsible for safeguarding as per the school's usual child protection approaches.

2.6 Our IT provider

As at all other times, the school IT provider is responsible for:

- › Fixing issues with systems used to set and collect work
- › Helping staff and parents with any technical issues they're experiencing – this is not the job of the computing leader
- › Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- › Assisting children and parents with accessing the internet or devices, if possible and/or necessary

2.7 Children and parents

All parents and carers must read the 'Remote and Blended Learning Agreement'. By allowing their child(ren) to access remote learning, parents are assumed to have read, understood and agreed with the content of this agreement. Children should be available for approximately five hours per day in order to access the full breadth of online learning.

Staff can expect children learning remotely to:

- › Be contactable during the school day, at the same times as teachers, noted above – 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 cannot complete work
- › Seek help from the school and/or its IT provider if they need it
- › Be respectful when making any complaints or concerns known to staff

If parents/carers choose not to send their children to school for no medical reason, then school will not provide work.

2.8 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 and the school IT provider 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:

- › Issues in setting work – talk to the computing subject lead, IT provider or SENDCO, depending on what the issue is
- › Issues with behaviour – talk to the deputy headteacher or headteacher
- › Issues with IT – talk to the school IT provider
- › Issues with their own workload or wellbeing – talk to the headteacher
- › Concerns about data protection – talk to the data protection officer
- › Concerns about safeguarding – talk to the designated safeguarding lead

4. Data protection

4.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will use a school-provided laptop or tablet, and share only the information necessary to make learning work.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as parents' and carers' personal email addresses as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals will not need to give explicit 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. This includes, but is not limited to:

- › Keeping the device password-protected – strong passwords are at least 14 characters

- › Ensuring any hard drives and USB pen drives 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
- › Not sharing the device among family or friends, or accessing any non-school-based resources on the device

5. Safeguarding

Whenever the school's child protection policy is updated, staff must read this and sign to say that they have read and understood it. Within this policy, at the time of writing, there is specific reference to any COVID-19-related measures.

6. Monitoring arrangements

This policy will be reviewed every term, for as long as it is necessary.

7. Links with other policies

This policy is linked to our:

- › Behaviour policy
- › Child protection policy
- › Data protection policy
- › eSafety policy

8. 'How to' guides for staff

This section of the policy provides 'how to' guides for staff to set up and use Microsoft Teams for the purpose of remote learning. These are just one way of preparing for lessons.

The expectation is, as far as possible, if a bubble is not 'locked down', that teachers provide live lessons in English, maths and phonics, and use other resources, such as the Oak National Academy, for all other subjects. If a bubble is 'locked down', teachers from different classes in the same year group may share the streaming of live lessons to spread the workload.

8.1 How to prepare Microsoft Teams for English, maths and phonics lessons

Before the lesson:

- Prepare the resources for the lesson:
 - For English: save all of the required lesson content into a Word document
 - For maths: use the 'Snipping Tool' or 'print screen' to snip the In-Focus task, Let's Learn, Guided Practice and Workbook, and save these into a Word document
 - For phonics: collate all required resources, preferably as Microsoft documents (for example, PowerPoint flashcards)
 - **To preserve formatting across platforms, it is very important to use Comic Sans as the font for the documents you upload, as many devices will not be able to load non-standard fonts**
- Upload these resources to the 'Class Materials' area of Teams in order that children can access these during the lesson:
 - Navigate to the **General** channel in your class team
 - Select the **Files** tab, then the **Class Materials** folder
 - Select **Upload** to add files
 - Post a message in your class's **General** page, if you have not done so already, to tell parents/carers/children where your lesson resources are kept
- *If you wish to start the lesson immediately*, set the meeting to require children to enter the 'lobby' so that you can choose when they join your lesson:
 - Start your meeting by selecting **Meet**, then **Meet now**  in your class channel
 - Choose **Show participants**  in your meeting controls; you'll see a list of everyone in the meeting
 - Above the list, select **Manage permissions**  to go to **Meeting options** to ensure that 'only you' can enter the meeting directly, meaning that children have to wait in the **Lobby**
- *If you wish to schedule a lesson to start at a certain time, and you wish to restrict children's permissions during a meeting:*
 - Schedule your meeting by selecting **Meet** then **Schedule a meeting** 
 - Complete the details on the **New meeting** page
 - Click **Send**
 - Optionally, to change the meeting settings (for example, to set/unset the lobby or restrict children's ability to mute and unmute), go to your class's **General** page, click ... next to the meeting you just scheduled, then click **View meeting details** followed by **Meeting options**
 - Change any applicable settings then click **Save**

During the lesson:

- Turn your microphone and webcam on and off as you wish to communicate with those children connecting to your lesson using Teams; **your webcam and microphone do not need to be on during the whole lesson, only during your active teaching moments and/or when you are 'intervening' with a child; this will enable you to get on with other tasks, and will also reduce demand on the network; encourage children to switch microphones and webcams off and on as necessary in the same way**
- In Teams, you can show your desktop, a specific app, presentation, or any file while in a meeting:
 - Select **Share** .
 - Select what you want to share:
 - **Desktop** lets you show everything on your screen
 - **Window** lets you show a specific app
 - **PowerPoint** lets you show a presentation
 - **Browse** lets you find the file you want to show
 - After you select what you want to show, a red border surrounds what you're sharing
 - Select **Stop sharing** to stop showing your screen
 - Be mindful that, whatever you share, children can see; for example, if you share your 'Desktop', children will be able to see anything that is on your screen, including your discussions with parents via ClassDojo or your messages to other staff in Skype
- **So that children do not 'lose' your webcam feed, and therefore miss parts of your teaching, encourage them to refrain from opening the documents you show until your active teaching part of the lesson is over;** on some platforms, clicking on documents takes children to a different part of the Teams app, or away from Teams altogether, meaning that they can no longer see and/or hear you
- To communicate with other staff members during the meeting, for example, a teaching assistant, use Skype, as this keeps communication with children and communication with adults separate; you may need, as noted above, to 'stop sharing' to do this, being mindful that, whatever you share, children can see
- To communicate with parents and carers during the meeting, use ClassDojo
- Teams contains a whiteboard function, which can be used during lessons; however, the experience of staff members is that this is not particularly easy to use, and it is more efficient to use the annotation features of Microsoft Word, Microsoft PowerPoint, etc (depending on the format in which your lesson content is saved); however, if you wish to use the whiteboard:
 - After joining a Teams meeting, click the **Share**  icon in the share tray of that meeting
 - In the **Whiteboard** section, select **Microsoft Whiteboard**
- If you wish to share extra content once the lesson has started, the easiest way to do this is to include it in a Microsoft Word document:
 - Select **Choose file**  beneath the box where you type a message in the channel chat; OR
 - Upload a file by going to the **Files** tab of a chat and select **Share**
- **Though many teachers and TAs have experimented with having a laptop or tablet 'in place' of a missing child in the classroom, this is no longer a requirement; it is enough to share your desktop; the children do not necessarily need to see you on your webcam, and it may actually be easier to run the lesson without the extra administration, and demand on the network, that an extra device takes**

8.2 How to prepare Microsoft Teams for science lessons and lessons in the foundation subjects

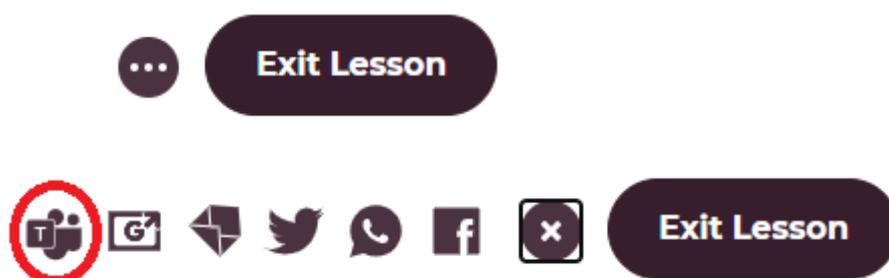
There is no expectation that these lessons are 'live-streamed'; if you wish to do live lessons in these subjects, which is your prerogative, follow the instructions above.

Before the lesson:

- Prepare the resources for the lesson
- Upload these resources to the 'Class Materials' area of Teams in order that children can access these during the lesson:
 - Navigate to the **General** channel in your class team
 - Select the **Files** tab, then the **Class Materials** folder
 - Select **Upload** to add files
- Leave instructions in the General chat to explain what children should do in the lesson

If you are using Oak National Academy resources:

- On the Oak National Academy website, navigate to the required year group and subject, select an appropriate lesson and click ... followed by the **Teams icon** to add the resource to your class channel:



At the time of writing, setting these resources as a class assignment is not working correctly

- Leave instructions in the General chat to explain what children should do in the lesson
- **These lessons are not to be conducted 'live', and webcams and microphones should not be switched on (nor 'Meetings' opened or scheduled) for afternoon sessions; children should work through the tasks and assignments at their own pace; however, be available for any queries children might have**

8.3 After lessons

- All documents on which children have written, drawn, etc are saved automatically into their space in Teams
- Once the child has returned to school after his/her period of isolation, any lesson content which is to be kept should be printed off and stuck into the appropriate exercise books – this is evidence of his/her learning
- After discussion with the assessment leader, it has been decided that any relevant 'evidence' of attainment of a particular KPI during live lessons should be noted, but physical evidence is not necessarily required, depending on the KPI, to enable you to 'tick off' that KPI on Target Tracker

9. 'How to' invite parents and carers to Teams-based consultation meetings

To schedule the meeting:

- Open Teams
- Click **Calendar** on the icons on the left of the screen
- Press the down arrow ▼ next to **+ New meeting** and click **Schedule meeting**
- Enter the details of your meeting
- In **Add required attendees**, type the email address of the parent/carer, then press **Invite** underneath the email address – do not press enter
- Click **Send** at the top right of the screen

To start the meeting:

- Open Teams
- Click **Calendar** on the icons on the left of the screen
- Click on the meeting and press **Join**

10. 'How to' guide for parents and carers

We use Microsoft Teams as our 'portal' for online learning.

Live lessons are supported by other lessons which are completed at children's own pace.

10.1 How to download the Teams app

Teams can be used in a browser window on some devices. However, we suggest you download the Teams app to your device to be able to fully complete the tasks set in lessons. To download, visit:

<https://www.microsoft.com/en-gb/microsoft-365/microsoft-teams/download-app>

You will need your relevant app store log-in details. Unfortunately, school cannot help you with the download of the app, as every device is different.

Microsoft has recommended that you do not use Internet Explorer or Edge, or your webcam may appear to be rotated.

10.2 How to log into Teams

Once you have downloaded the Teams app, you will be asked to sign into Teams.

Do not use your own email address, as this will not allow access to the learning materials shared by class teachers.

Your child's log-in details, which are those that should be entered into Teams, are usually in the format of:

- Username: JoeB@richmond.lincs.sch.uk ([first name and initial of surname]@richmond.lincs.sch.uk)
- Password: password

To use Teams in a browser (not recommended):

- Visit www.office.com
- Log in using the details above
- Click 'Teams' on the left hand side of the screen

10.3 How to navigate Teams for remote/blended learning

The instructions in this section are as generic as they can be; how to get to different parts of Teams varies slightly depending on which type of device you are using, and whether you have downloaded the app or are using Teams in a browser window.

To navigate to your child's class page:

- Click the 'Teams' icon on the left hand side of the screen
- Click on your child's class (for example, 1R); this should take you to the 'Posts' page for your child's class, which is where some teachers place instructions or tutorials

To join a live lesson:

- A 'Join' or 'Join Now' button should be displayed at the top right or bottom of the 'Posts' page; if not, a live lesson is not currently being delivered

To access learning resources:

- Click on 'Files' at the top to navigate to the 'Files' page, where resources are uploaded by teachers; it is not necessary to print these files off, as most are either editable (in Microsoft Word or Microsoft OneNote, see 9.4) or can be used as a prompt for working on plain or lined paper

To edit resources on screen:

- Click on the resource

- **Before editing / completing on screen, save the file to the child's own space** by clicking File > Save As > Save As > Save to another location > Save
- Complete the work on screen; the file will save automatically

10.4 How to download other Office apps (optional)

It is not necessary to download apps to work with shared files on screen, However, if you wish, depending on your child's device, you can download any of the Office apps for working 'offline'.

To download apps in the Office suite (for example, Microsoft Word):

- Visit www.office.com
- Log in using the details in section 10.2 above
- Click 'Install Office' on the top right hand side of the screen

You may need your relevant app store log-in details. Unfortunately, school cannot help you with the download of the Office apps, as every device is different.