



CHRISTLETON HIGH SCHOOL

REMOTE BLENDED LEARNING POLICY

Statement of intent

Online learning has become an integral part of teaching and learning in recent years. Online resources are regularly accessed to enhance the curriculum and to promote independent learning, with the vast array of resources accessible in school and at home, as appropriate. Following school closures in March 2020, online learning became the main avenue to continue teaching and learning. This policy brings together important information linked to best practice and online safety. Our approach is that online learning does not replace face-to-face teaching but that it is a vehicle to continue teaching and learning in a blended way to ensure we uphold our school vision statement:

“To continually put our students at the heart of all our activity, ensuring that we are bringing their aspirations to life and enabling them to develop into happy, hardworking and caring people so that they can be the best they can be”.

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1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

Equality Act 2010

Education Act 2004

The General Data Protection Regulation (GDPR)

The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013

Data Protection Act 2018

1.1. This policy has due regard to national guidance including, but not limited to, the following:

DfE (2020) 'Keeping children safe in education'

DfE (2019) 'School attendance'

DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'

DfE (2018) 'Health and safety: responsibilities and duties for schools'

DfE (2018) 'Health and safety for school children'

DfE (2016) 'Children missing education'

This policy operates in conjunction with the following school policies:

Child Protection and Safeguarding Policy

Data Protection Policy

Special Educational Needs and Disabilities (SEND) Policy

Behavioural Policy

Accessibility Policy

Marking and Feedback Policy

Curriculum Policy

Assessment Policy

Online Safety Policy

Health and Safety Policy

Attendance Policy

ICT Acceptable Use Policy

Staff Code of Conduct

Data and E-Security Breach Prevention and Management Plan

Children Missing Education Policy

COVID-19 Contingency Plan

1.2. The specific COVID-19 sections have due regard to all relevant legislation, statutory and good practice guidance including, but not limited to, the following:

DfE (2020) 'Safeguarding and remote education during coronavirus (COVID-19)'

DfE (2020) 'Adapting teaching practice for remote education'

DfE (2020) 'Guidance for full opening: schools'

DfE (2020) 'Get help with technology during coronavirus (COVID-19)'

DfE (2020) 'Get laptops and tablets for children who cannot attend school due to coronavirus (COVID-19)'

DfE (2020) 'Laptops, tablets and 4G wireless routers provided during coronavirus (COVID-19)'

2. Key principles

2.1 Where a class, group or a small number of students need to self-isolate, or local restrictions require students to remain at home, we expect departments to:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to our curriculum expectations
- give access to high quality remote education resources
- ensure consistency of remote online platforms in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- provide printed resources, such as textbooks and workbooks, for students who do not have suitable online access
- recognise that younger students and some students with SEND may not be able to access remote education without adult support and so we should work with families to deliver a broad and ambitious curriculum

2.2 When teaching students remotely, the school is expected to:

- set assignments so that students 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 or live lessons
- gauge how well students 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 students' understanding
- plan a programme that is of equivalent length to the core teaching students would receive in school, ideally including daily contact with teachers

3. Roles and responsibilities

3.1. The governing body is responsible for:

- A Ensuring that the school has robust risk management procedures in place.
- B Ensuring that the school has a business continuity plan in place, where required.
- C Reviewing the effectiveness of the school's remote learning arrangements via the curriculum committee.

3.2. The Headteacher is responsible for:

- A Ensuring that staff, parents and students adhere to the relevant policies at all times.
- B Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning.
- C Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.
- D Overseeing that the school has the resources necessary to action the procedures in this policy.
- E Reviewing the effectiveness of this policy on an annual basis and communicating any changes to staff, parents, and students.
- F Arranging any additional training staff may require to support students during the period of remote learning.
- G Conducting reviews of the remote learning arrangements to ensure students' education does not suffer.

3.3. The safeguarding team is responsible for:

- A Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes, in collaboration with the Headteacher.
- B Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning.
- C Ensuring that students identified as being at risk are provided with necessary information and instruction, as required.
- D Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.

3.4. The DPO is responsible for:

- A Overseeing that all school-owned electronic devices used for remote learning have adequate anti-virus software and malware protection.
- B Ensuring all staff, parents, and students are aware of the data protection principles outlined in the GDPR.
- C Ensuring that all computer programs used for remote learning are compliant with the GDPR and the Data Protection Act 2018.

- D Overseeing that any ICT equipment used for remote learning is resilient and can efficiently recover lost data.

3.5. The DSL is responsible for:

- A Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- B Liaising with the ICT technicians to ensure that all technology provided by school and used for remote learning is suitable for its purpose and will protect students online.
- C Identifying students who may be at risk if they are learning remotely.
- D Ensuring that child protection plans are enacted while the student is learning remotely, and liaising with the Headteacher and other organisations to make alternate arrangements for students who are at a high risk, where required.
- E Identifying the level of support or intervention required while students learn remotely and ensuring appropriate measures are in place.
- F Liaising with relevant individuals to ensure vulnerable students receive the support required during the period of remote working. Ensuring all safeguarding incidents are adequately recorded and reported in CPOMS.

3.6. The SENDCO is responsible for:

- A Liaising with the ICT technicians to ensure that the technology used for remote learning is accessible to all students and that reasonable adjustments are made where required.
- B Ensuring that students with EHC plans continue to have their needs met while learning remotely, and liaising with the Headteacher and other organisations to make any alternate arrangements for students with EHC plans and IHPs.
- C Identifying the level of support or intervention that is required while students with SEND learn remotely.
- D Ensuring that the provision put in place for students with SEND is monitored for effectiveness throughout the duration of the remote learning period.

3.7. The SCO is responsible for:

- A Arranging the procurement of any equipment or technology required for staff to teach remotely and for students to learn from home.
- B Ensuring value for money when arranging the procurement of equipment or technology.
- C Ensuring that the school has adequate insurance to cover all remote working arrangements.

3.8. The ICT technicians are responsible for:

- A Ensuring that all school-owned devices used for remote learning have suitable anti-virus software installed, have a secure connection, can recover lost work, and allow for audio and visual material to be recorded, where required.
- B Ensuring that any programs or networks used for remote learning can effectively support a large number of users at one time, where required, e.g. undertaking 'stress' testing.
- C Working with the SENDCO to ensure that the equipment and technology used for learning remotely is accessible to all students and staff.

3.9. Staff members are responsible for:

- A Adhering to this policy at all times during periods of remote learning.
- B Setting assignments so that students have meaningful and ambitious work each day in a number of different subjects.
- C Teaching 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.
- D Providing frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos or live lessons.
- E Gauging how well students are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work.
- F Adjusting 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 students' understanding.
- G Planning a programme that is of equivalent length to the core teaching students would receive in school, ideally including daily contact with teachers.
- H Reporting any health and safety incidents to the health and safety team and asking for guidance as appropriate.
- I Reporting any safeguarding incidents to the DSL and asking for guidance as appropriate.
- J Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
- K Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the Senior Leadership Team.
- L Reporting any defects on school-owned equipment used for remote learning to an ICT technician.
- M Adhering to the Staff Code of Conduct at all times.

3.10. Parents are responsible for:

- A Adhering to this policy at all times during periods of remote learning.
- B Ensuring their child has a safe place to work.
- C Reporting any technical issues to the school as soon as possible.
- D Ensuring their child uses the equipment and technology used for remote learning as intended.
- E Adhering to the **Home Parent Agreement**.

3.11. Students are responsible for:

- A Adhering to this policy at all times during periods of remote learning.
- B Notifying their Head of Year if they are feeling unwell or are unable to complete the schoolwork they have been set.
- C Ensuring they use any equipment and technology for remote learning as intended.

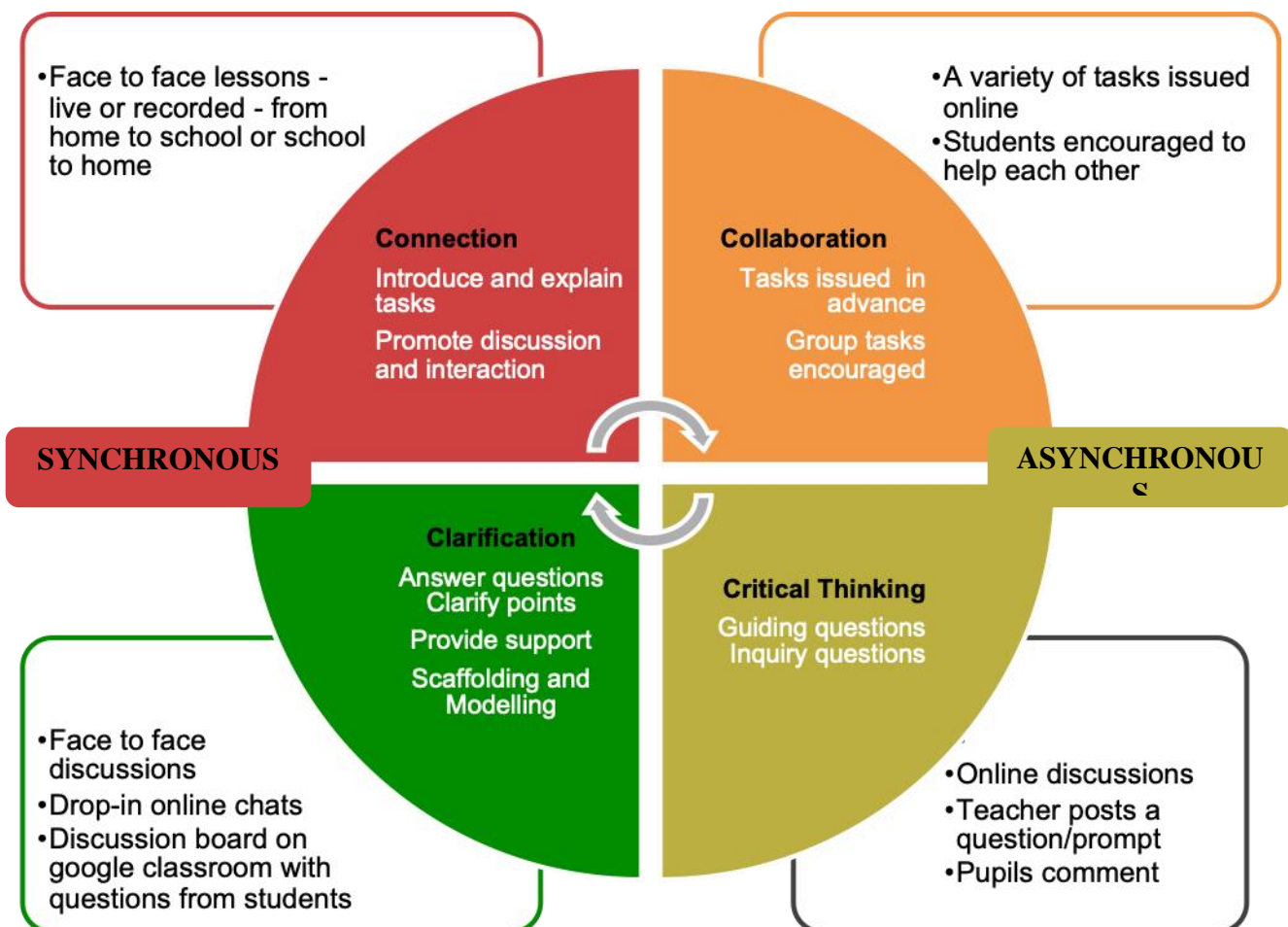
4. Remote Blended learning model

There are many different types of blended learning models but the main traits remain the same as defined by the Oxford Dictionary:

"A style of education in which students learn via electronic and online media, as well as traditional face-to-face teaching"

The teaching and learning is both *synchronous* (takes place at the same time for the teacher and students) and *asynchronous* (takes place at a time suitable for the teacher/students). In order to be successful, a blended learning model must be meaningful, enhanced, motivating and engaging for all students.

Blended Learning Model: What does it look like?



5. Online safety

This section of the policy will be enacted in conjunction with the school's **Online Safety Policy**.

All staff and students using **live** communication must:

- A Be home to school or school to home. Where home to home communications are required due to staff quarantine another member of staff should be present in the lesson or the lesson recorded.
- B Use Google Meets via the Google Classroom following the guidance provided.
- C Communicate in groups – one-to-one sessions are not permitted.
- D Wear suitable clothing – this includes others in their household.
- E Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms, are not permitted during video communication.
- F Use appropriate language – this includes others in their household.
- G Maintain the standard of behaviour expected in school.
- H Use the necessary equipment and computer programs as intended.
- I Not record, store, or distribute video material without permission.
- J Always remain aware that they are visible.
- K The school will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for students with SEND. This will be decided and approved by the SLT, in collaboration with the SENDCO.
- L Students not using devices or software as intended will be disciplined in line with the **Behaviour Policy**.
- M The school will ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required.
- N The school will communicate to parents about any precautionary measures that need to be put in place if their child is learning remotely using their own/family-owned equipment and technology, e.g. ensuring that their internet connection is secure.

During the period of remote learning, the school will maintain regular contact with parents to:

- A Reinforce the importance of children staying safe online.
- B Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.
- C Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
- D Direct parents to useful resources to help them keep their children safe online.

The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the school.

6. Safeguarding

The school's **Child Protection and Safeguarding Policy**, has been updated to include safeguarding procedures in relation to blended learning and will be updated if local restrictions are put in place.

7. Data protection

This section of the policy will be enacted in conjunction with the school's **Data Protection Policy** to ensure the security of data

8. Marking and feedback

All school work completed through remote learning must be:

- A Finished and returned to the relevant member of teaching staff.
- B Returned on or before the deadline set by the relevant member of teaching staff via google classroom.
- C Completed to the best of the student's ability.
- D The student's own work.
- E Marked in line with the guidelines for each scenario and in line with department policies.
- F Returned to the student via Google Classroom.
- G Students are accountable for the completion of their own school work – teaching staff will contact students via their school email if their child is not completing their school work or their standard of work has noticeably decreased and alert the Head of Year. Continued concerns will result in communication with the parents.
- H Teaching staff will monitor the academic progress of students.

9. Communication

- A The school will ensure adequate channels of communication are arranged in the event of an emergency.
- B The Headteacher will communicate with staff and parents as soon as possible about any blended learning arrangements.
- C The school understands that students learning remotely and staff teaching remotely have the right to privacy out-of-hours and should be able to separate their school and home lives – communication outside of school hours is not expected.

10. Monitoring and review

- 1.1 This policy will be reviewed in line with any updates to government guidance.
- 1.2 All changes to the policy will be communicated to the Governors' Curriculum & Achievement Panel.

Approved by the Governing Body on 03 December 2020