Bethany School Blended and remote Learning policy

October 2020

Context and Aims

This policy has been drawn up in accordance with the latest government guidelines for the provision of remote education. This includes the Coronavirus Act 2020

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/923539/Re mote_Education_Temporary_Continuity_Direction_-__Explanatory_Note.pdf,

and https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus outbreak/guidance-for-full-opening-schools.

In the event that Bethany School pupils, teachers or class bubbles need to isolate at home to prevent the spread of Covid-19 this policy aims to:

- Ensure procedures are in place for pupils to be able to access learning while at home
- Ensure consistency of approach, including the need for accessibility for all pupils
- Set out agreed expectations for all members of the school community with regards to remote education
- Provide appropriate guidelines for data protection

Roles and responsibilities

Teachers

When providing remote learning, teachers should be available during their regular school hours. Bethany School understands that many of its teachers work part time and have dependents at home who may also need support. Therefore alterations to staff accessibility may be made on an individual basis. Staff who are unable to work due to sickness etc should report to Mrs Judith Baxter as usual.

When providing remote learning, for example in the case of the whole school or bubble being required to isolate for a set period, teacher's responsibilities are:

· **To set work for their own class or subject**

This tends to be 2-3 activities or tasks each day using a combination of recorded video lessons, uploaded or printed resources (PowerPoints or worksheets), video links and extended activity ideas. Teachers should consider whether any aspects of the subject curriculum need to change to accommodate remote learning. They are encouraged to share best practice or useful resources which may help others to teach their subject remotely.

See appendix A for curriculum guidance set out in the 'remote education expectations' paragraph of 'Guidance for full opening: schools' 2020, (DfE)

Work should be set via the Google classroom learning platform which is already in use by Bethany School pupils. Staff must ensure that all pupils receive remote learning login details and set a personal password. We have agreed that for pupils in Y7-11 each individual receives their own email address, primary pupils receive a family email address which is to be accessed with parental support. Other suitable classroom resources such as PurpleMash, MyMaths, Times Tables Rockstars, SCRATCH or YouTube may be used. Staff members should aim to set work for the week ahead by the previous weekend in order to allow families to plan their week accordingly

Access support for making best use of google classroom via
https://sites.google.com/view/usingedtechgavin/home

Teachers working part time, or sharing responsibility for a class should coordinate carefully with each other to ensure the priority curriculum areas are well covered and not duplicated, and a consistent approach is taken. Suitable deadlines for work should be set.

Teachers should consider carefully, and ensure they are providing for the needs of pupils with SEND and those with limited access to online resources.

· To provide feedback on work

Feedback should be provided promptly (at least before the following weeks work is required). Staff should not use personal email addresses or phones to provide feedback but use the appropriate platforms (google classroom or School issued staff/pupil/family email account).

Feedback should acknowledge the completion of work, address any misconceptions and provide guidance for future tasks.

Staff may set their own schedule for providing feedback, balancing the workload of their class and their own working hours. Any specific requirements, such as by what time they require work to be submitted, must be clearly provided to affected pupils and parents.

· To keep in touch with pupils who aren't in school, and their parents

Each staff member should take note of pupils not engaging in online learning. Primary staff should contact parents themselves via school email or phone call to discuss the issues. Secondary school staff should advise Mrs Baxter or Mr Charles of concerns regarding engagement so that a full picture of each child's progress can be formed.

Staff may need to help parents experiencing technical issues by holding virtual 'help sessions', providing one to one support, email instructions, alternative provision e.g. printed resources, or setting up a 'buddy family' to address problems. A school tablet may be offered to those needing a device to access the internet.

Teachers are not expected to become overburdened by responding to emails from parents or pupils and will be supported if, for example they do not wish to respond to emails outside of working hours.

Any complaints or concerns shared by parents or pupils should be addressed via the usual complaints procedure. Staff may contact the head teacher at any time to discuss concerns.

· To respond to behavioural Concerns

Teachers should continue to respond to behavioural issues such as not completing work, poor standard of work or inappropriate behaviour which becomes apparent, as per usual school practices. Staff should remain alert to issues of online safety, bullying and safeguarding issues, Staff should continue to implement all aspects of the school safeguarding policy and be aware of the potential for issues in the home environment affecting the behaviour of pupils.

· To be vigilant to follow online safety and data protection guidance

Staff should be careful with the use of data at home by ensuring appropriate security measures are in place on their devices, 2 step authentication is set up, personal email addresses aren't used, pupil/parent email addresses aren't shared accidentally etc. Any Data protection breaches must be reported to Mrs Baxter who will advise the data protection compliance manager.

· **To attend virtual meetings with staff, parents and pupils as needed**

· **To delegate work appropriately to support staff**

Senco

The Senco will continue to monitor those on the SEN register and will take responsibility for liaising with teaching staff regarding progress, concerns and interventions that may be required. The Senco will continue to coordinate any meetings, reports or interagency working that may be ongoing.

SMT

Alongside any teaching responsibilities, senior leaders are responsible for coordinating the remote learning approach across the school. The governors will monitor the school's approach to remote learning to ensure education remains as high quality as possible through feedback at regular governors meetings. Mrs Baxter monitors the effectiveness of remote learning through regular meetings with teachers, reviewing work set (supervising google classrooms) and reaching out for feedback from pupils and parents.

Governors, along with the head teacher and deputy head teacher are also particularly concerned with monitoring the security of remote learning systems, including data protection and safeguarding considerations.

Designated safeguarding lead

Mrs Judith Baxter is the schools Designated Safeguarding Lead, Mr Charles is the Designated safeguarding deputy and they may be contacted at any time by staff members wishing to report a safeguarding concern. In the event of one/both of them being required to isolate for a period of time staff are aware of how to contact them via phone and would consult the safeguarding governor, the chair of governors or Sheffield Safeguarding hub as a back-up. Details of telephone contact numbers and the referral flow chart are safely stored for remote access on the teachers google drive.

Live video meetings/lessons

In the event that a teacher wishes to conduct live teaching or pastoral sessions with pupils, they may choose either google meets or zoom to host the meeting (zoom requires parental support as the minimum age of use is 16). Staff should consider the age and size of the group, the features of the platform such as chat, recording options, interactivity, control of video/audio, privacy settings such as password and the security of the device.

Clear guidance should be regularly given to pupils about expectations. 'Classroom' behaviour expectations, consequences and ICT acceptable use guidelines remain in place, and the setting/dress/background of the meeting is important.

Staff members may use the school tablet to set up google meetings for pupils who are isolating at home whilst their peer group are in school. In this way pupils could access the same lesson content by live streaming the lesson as it is being taught. Staff may choose to record the lesson using the google meets system and should make everyone aware that this will take place. Any recording should be archived and destroyed according to the data retention/destruction schedule. In this instance other pupils should not be visible in the streaming and the class teacher may choose to use the audio only feature if desired. Pupils should not use personal devices

to communicate with their peers during lessons.

Staff should not conduct one-to-one video lessons with pupils.

Self-isolation

In the event of one or two pupils needing to self-isolate, but the rest of the class remaining in school, Bethany school is required to provide remote education. Teachers will use google classroom to provide work for home on a case by case basis, and there will be the ability to use the school tablet to livestream lessons via google meets where appropriate. Priority will be given to pupils in Year 10 and 11, and where there is limited notice, pupils may receive work at the end of the school day due to other teaching commitments.

Pupils and parents

Pupils learning remotely should

- be contactable during the school day
- complete work to the deadline set by teachers
- seek help if they need it
- alert teachers if they're not able to complete work
- follow the School ICT acceptable use agreement which includes how to behave respectfully, what to do if an incident occurs and guidance about how to use data and keep passwords secure. Pupils are reminded that they must not record or distribute images of others without permission (including recorded or live lessons)

Parents with children learning remotely should

- make the school aware if their child is sick or otherwise can't complete work
- seek help from the school if they need it, including with difficulties accessing online learning resources
- be respectful when making any complaints or concerns known to staff
- support their children to follow the School ICT acceptable use guidelines
- ensure that google classroom and the pupil/family email address is reserved for school use only – eg, do not allow pupils to use their school email address to access or create accounts on other sites unless specifically allowed by their school teacher
- parents of Primary pupils must oversee and supervise their children accessing google classroom
- parents of Secondary Pupils are encouraged to monitor their child's progress by signing up to the weekly classroom reports and supporting their child's learning at home

Data protection

Accessing personal data

Staff members may access personal data for remote learning purposes using the Google drive with each staff member's personal email address/ login and password. Google classroom conforms to the GDPR regulations in terms of data protection and sharing data.

Families are only able to access their own child's google account. Pupils may share their own work amongst the class via the classroom 'Stream'.

Processing personal data

Staff members may need to collect and/or share personal data, such as email addresses 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 personal passwords among family or friends and not sharing the device where possible.

Installing antivirus and anti-spyware software.

Keeping operating systems up to date – always install the latest updates.

Safeguarding

Safeguarding remains a priority for Bethany School. We are committed to continuing our safeguarding practices if/when pupils need to learn remotely. Please see the school safeguarding policy which has been updated to reflect coronavirus guidelines. Staff are reminded to be alert and vigilant to the particular issues that may arise when pupils are isolated at home, particularly issues of mental health, family dynamics and online safety and respond sensitively through the curriculum and by reporting concerns via our usual safeguarding procedures.

Links with other policies

This policy is linked to our:

Good Behaviour and discipline policy

Safeguarding Policy including update to reflect coronavirus situation

Data protection policy and privacy notices

Online safety policy ICT and internet acceptable use guidelines

Monitoring arrangements

Policy circulated with school staff on: 8/10/2020

Policy agreed with governors on: 9/11/20

Policy suggested review date: November 2021

Appendix A – extract from https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools.

Remote education expectations

Where a class, group or a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing curriculum, for example through technology, and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

In developing these contingency plans, we expect schools 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

- give access to high quality remote education resources

- 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

- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access

- recognise that younger pupils and some pupils 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

When teaching pupils remotely, we expect schools to:

- set assignments so that pupils 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 pupils 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 pupils' understanding

- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

For secondary schools teaching pupils remotely in a rota system because of tier 2 local restrictions, modified remote education expectations apply. These can be found in how schools can plan for tier 2 local restriction.

We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.

We have now published a [temporary continuity direction](#) which makes it clear that schools have a duty to provide remote education for state-funded, school-age children unable to attend school due to coronavirus (COVID-19). This will come into effect from 22 October 2020. The direction poses no additional expectations on the quality of remote education expected of schools beyond those set out in this guidance.

Special educational needs

For pupils with SEND, their teachers are best-placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school due to self-isolating. The requirement for schools to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place.

Schools should work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.

Where a pupil has provision specified within their EHC plan, it remains the duty of the local authority and any health bodies to secure or arrange the delivery of this in the setting that the plan names. However, there may be times when it becomes very difficult to do so, for example, if they are self-isolating. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including, for example, the types of services that the pupil can access remotely, for example, online teaching and remote sessions with different types of therapists. These decisions should be considered on a case by case basis, avoiding a one size fits all approach.

Vulnerable children

Where individuals who are self-isolating are within our definition of vulnerable, it is important that schools put systems in place to keep in contact with them.

When a vulnerable child is asked to self-isolate, schools should notify their social worker (if they have one). School leaders should then agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person.

Schools should also have in place procedures to check if a vulnerable child is able to access remote education support, to support them to access it (as far as possible) and to regularly check if they are doing so.

Delivering remote education safely

Keeping children safe online is essential. The statutory guidance [keeping children safe in education](#) provides schools and colleges with information on what they should be doing to protect their pupils online.

Support on delivering online remote education safely is available from:

- [safe remote learning](#), published by SWGfL

- [online safety and safeguarding](#), published by LGfL, which covers safe remote learning

- the National Cyber Security Centre, which includes [which video conference service is right for you](#) and [using video conferencing services securely](#)

- [safeguarding and remote education during coronavirus (COVID-19)](#)

- annex C of [keeping children safe in education](#)