

Trent CE Primary School
Blended Learning Policy
January 2021



*"A new command I give you: love one another.
As I have loved you, so you must love one another." John 13:34*

Inspired by Jesus' example, the Trent school community aims to serve one another in love.

We show **kindness** to others because God has shown us great kindness.
We live **thankful** lives, because every good thing comes from God.
And we **persevere**, not giving up, because God is our helper.

School Vision and Values

The Governing Body of Christ Church Primary School intends, through this Remote Education Policy, to promote the stated aims in its agreed vision statement:

'Inspired by Christ, we serve one another in love'

Inspired by Jesus' example, the Trent school community aims to serve one another in love.

- We show kindness to others because God has shown us great kindness.
- We live thankful lives, because every good thing comes from God.
- And we persevere, not giving up, because God is our helper.

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)
- Data Protection Act 2018

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 (2018) 'Health and safety: responsibilities and duties for schools'
- DfE (2018) 'Health and safety for school children'
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2016) 'Children missing education'
- DfE (2020) 'Help with accessing and buying resources for remote education'
- DfE (2020) 'Get help with remote 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 and Absence Policy

- ICT Acceptable Use Policy
- Staff Code of Conduct
- Data and E-Security Breach Prevention and Management Plan
- Children Missing Education Policy

Roles and responsibilities

The governing body is responsible for:

- Ensuring that the school has robust risk management procedures in place.
- Ensuring that the school has a business continuity plan in place, where required.
- Evaluating the effectiveness of the school's remote learning arrangements.

The headteacher is responsible for:

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

The DPO is responsible for:

- Overseeing that all school-owned electronic devices used for remote learning have adequate anti-virus software and malware protection.
- Ensuring all staff, parents, and pupils are aware of the data protection principles outlined in the GDPR.
- Ensuring that all computer programs used for remote learning are compliant with the GDPR and the Data Protection Act 2018.
- Overseeing that any ICT equipment used for remote learning is resilient and can efficiently recover lost data.

The DSL is responsible for:

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

The SENCO is responsible for:

- Ensuring that pupils 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 pupils with EHC plans and IHPs.
- Identifying the level of support or intervention that is required while pupils with SEND learn remotely.
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.

The SBM is responsible for:

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

The ICT technicians are responsible for:

- 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.
- 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.

Staff members are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Reporting any health and safety incidents to the health and safety officer and asking for guidance as appropriate.
- Reporting any safeguarding incidents to the DSL and asking for guidance as appropriate.
- 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.
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the headteacher.
- Reporting any defects on school-owned equipment used for remote learning to an ICT technician.
- Adhering to the Staff Code of Conduct at all times.

Parents are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring their child is available to learn remotely, and that the schoolwork set is completed on time and to the best of their child's ability.
- Reporting any technical issues to the school as soon as possible.
- Reporting any absence via the office
- Ensuring their child uses the equipment and technology used for remote learning as intended.
- Adhering to the Parent Code of Conduct at all times.
- Adhering to the Parents' Acceptable User Policy (AUP) signed annually.

Pupils are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring they are available to learn remotely and that their schoolwork is completed on time and to the best of their ability.
- Reporting any technical issues to their teacher as soon as possible.
- Ensuring they have access to remote learning material and notifying a responsible adult if they do not have access.
- Notifying a responsible adult if they are feeling unwell or are unable to complete the schoolwork they have been set.
- Ensuring they use any equipment and technology for remote learning as intended.
- Adhering to the Behavioural Policy at all times.
- Adhering to the Acceptable User Policy (pupil AUP) signed annually.

Online safety

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

All staff and pupils using video communication must:

- Wear suitable clothing – this includes others in their household.
- 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.
- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute video material without permission.
- Always remain aware that they are visible.

All staff and pupils using audio communication must:

- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute audio material without permission.
- Always remain aware that they can be heard.

The school will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for pupils with SEND. This will be decided and approved by the SLT, in collaboration with the SENCO.

Pupils not using devices or software as intended will be disciplined in line with the Behavioural Policy.

The school will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.

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.

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

- Reinforce the importance of children staying safe online.
- 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.

- Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
- 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.

Safeguarding

This section of the policy will be enacted in conjunction with the school's Child Protection and Safeguarding Policy, which has been updated to include safeguarding procedures in relation to remote working.

The DSL and headteacher will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.

The DSL and SENCO will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning.

The DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.

All members of staff will report any safeguarding concerns to the DSL immediately.

Pupils and their parents will be encouraged to contact the school if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying. The school will also signpost families to the practical support that is available for reporting these concerns.

Data protection

This section of the policy will be enacted in conjunction with the school's Data Protection Policy.

Staff members will be responsible for adhering to the GDPR when teaching remotely and will ensure the confidentiality and integrity of their devices at all times.

Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.

Any data that is transferred between devices will be suitably encrypted or have other data protection measures in place so that if the data is lost, stolen, or subject to unauthorised access, it remains safe until recovered.

Parents' and pupils' up-to-date contact details will be collected prior to the period of remote learning.

All contact details will be stored in line with the Data Protection Policy and retained in line with the Records Management Policy.

The school will not permit paper copies of contact details to be taken off the school premises.

Pupils are not permitted to let their family members or friends use any school-owned equipment which contains personal data.

Any breach of confidentiality will be dealt with in accordance with the school's Data and E-Security Breach Prevention Management Plan.

Any intentional breach of confidentiality will be dealt with in accordance with the school's Behavioural Policy or the Disciplinary Policy and Procedure.

Introduction

During the school closures in response to the coronavirus (COVID-19) outbreak in the UK, schools found they had to quickly adapt to providing pupils with learning opportunities they could access from home. Over the course of the subsequent lockdown period, school leaders and teachers had to develop systems for delivering home learning to their pupils for a significant amount of time. Now that schools have reopened to all pupils and classroom learning is returning largely to 'normal', it is more important than ever to have a plan in place to support any potential home learning for classes, year groups or the whole school, should a need to isolate or close again happen during the ongoing pandemic.

To be fully prepared in the event of future closures, partial closures or isolation of bubbles, Trent School has carefully considered, consulted on and developed this policy for remote learning. The overarching goal is to enable pupils to access high-quality teaching and learning even when they are unable to attend school. The policy outlines how teachers and other school staff will work to provide remote learning, whether they are delivering blended learning through the provision of both in-school and online lessons, or only accessing online home learning.

Aims

The aims of this policy are in line with current government guidance on school's reopening from September 2020. The specific aims are:

- to plan and outline how and when the remote learning policy will be implemented;
- to support all pupils in their access to high- quality remote teaching and learning;
- to provide a clear remote learning strategy, including how and when learning should be assigned remotely, how it will be communicated, how pupils will submit work and how they will receive feedback on submitted work;
- to anticipate, identify and address any concerns associated with remote learning, relating to safeguarding, data protection, and health and safety;
- to make staff roles and responsibilities clear in relation to remote learning;
- to declare the software and online tools approved for use by the school to

support remote learning;

- to declare how and when Trent School will support the delivery of home learning by staff, including the possible provision of hardware.

Remote learning strategy

At Trent, we understand the need to continually deliver high quality education, including periods of remote working- whether for individuals or groups. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that pupils have access to the learning resources and support they need in order to succeed. We will ensure that our policy is inclusive and accessible to all.

Implementation

In the following section, an outline of the provision will be made and guidance given on the role of children, staff and parents.

	Staff	Children	Parents
Child has to self-isolate	<ul style="list-style-type: none"> -Class teacher/TA will call family to establish how child will access learning (in case they are unwell etc) - Work will be set via Google Classroom -CT/TA will each conduct a Google Meet each week with the child. 	<ul style="list-style-type: none"> - complete work and upload via Google Classrooms. 	<ul style="list-style-type: none"> -Let the school know if the child is unwell and unable to access the learning. -support the child to manage work on Google Classrooms. -Let the CT/TA in weekly call know if their child is not managing the work so a new work scheduled can be devised.
Year bubble closes	<ul style="list-style-type: none"> -2 days of work set via Google classroom to get the children started. -Plan on what provision will look like for remaining time emailed out on second day. -combination of live lessons/pre-recorded and independent activities set via 	<ul style="list-style-type: none"> -complete work and upload via Google Classrooms. -participate in live lessons. 	<ul style="list-style-type: none"> -Let the school know if the child is unwell and unable to access the learning. -support the child to manage work on Google Classrooms. -Let the CT/TA in weekly call know if their

	<p>Google Classrooms daily (15 minutes live- Rec and Year 1 20 minutes live- Year2-Year 6)</p>		<p>child is not managing the work so a new work scheduled can be devised.</p>
<p>Whole school closure</p>	<p>-2 days of work set via Google classroom to get the children started. -Plan on what provision will look like for remaining time emailed out on second day. -combination of live lessons/pre-recorded and independent activities set via Google Classrooms daily. (15 minutes live- Rec and Year 1 20 minutes live- Year2-Year 6) -one lesson per week RHE based to ensure children have a forum to discuss any worries or concerns they may have.</p>	<p>-complete work and upload via Google Classrooms. -participate in live lessons.</p>	<p>-let the school know if they are unable to access the learning. -support the child to manage work on Google Classrooms. -Let CT/TA know if their child is not managing the work so a new work schedule can be devised.</p>

During any period of a partial or whole school closure, our main aims are to:

- Minimise the disruption to pupils' education and the delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high quality learning resources.
- Protect pupils from the risks associated with using devices connected to the internet.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.
- Provide 3 hours a day of online learning for KS1 and 4 hours for KS2.

Scenario	Provision	Additional Info	Information for children	Information for staff	Information for parents
Child is off because they are unwell with COVID symptoms awaiting a test/results. (short term)	No additional work set- child is unwell.		Normal homework set alongside class- can access if they feel up to it.		
Child is off (well) but family member has tested positive. (short term)	If parents request work, staff will determine the work set e.g. PowerPoints to work through, key skills packs etc.		Continue with homework set, reading daily, spellings from reading journal.	Work set weekly on Google Classroom.	When parents email the office- notify Julie if they would like work set for their child
Child off for a long time as member of the family is shielding. (long term) *provision will be tailored according to family need.	CGP books to be bought and sent to family. Google Classroom work uploaded weekly, as part of what the rest of the class are doing.		Once a week touch base meeting with class teacher and a group of children from class.	One 10 min 1:1 Google Meet with teacher to catch up with how work is going. TA to call family once a week.	Ensure work completed by the child is uploaded to Google Classrooms by the end of the week.
Child is off because they have been contacted by track and trace (short term)	Work set weekly on Google Classrooms. This will be determined by the class teacher e.g. PowerPoints, key skills pack etc.		Continue with homework set, reading daily, spellings from reading journal.	Work set weekly on Google Classroom.	Ensure work completed by the child is uploaded to Google Classrooms by the end of the week.
Teacher off because they have been contacted by track and trace (short term)	Supply teacher in class continuing with same day to day timetable and provision.		Liaise with class TA if they have any questions/ queries	Teacher planning and sending over work to class and liaising with TA. Teacher to Zoom in daily with a group.	Email the office if you have any questions/ queries
Teacher and TA off track and trace (short term)	Supply teacher in class continuing with same day to day timetable and provision.		Phase leader will be available should a child have any questions or concerns	Teacher and TA planning work/interventions And emailing to phase leader to support supply teacher in class. Teacher/TA to Zoom in daily with a group.	Email the office if you have any questions/ queries
Class is off because a child has tested positive- teacher isolating as part of bubble. (short term)	2 week pre prepared blended learning project uploaded to Google Classroom		Meet with teacher once in a week- you can discuss any concerns/what you need help on	Meet children in groups of 6s daily (one group each day- touch base).	Ensure work completed by the child is uploaded to Google Classrooms by the end of the week.

Whole school in lock down.	Weekly work uploaded to GC. TAs to mark/comment on home learning. X2 20 mins live teaching sessions per day (same group in one day- 1 maths, 1 English)	TAs to call each family (5 mins) once a week and record any concerns and feedback to teacher. Light touch. SENCO to weekly touch-base with EHCP children. BEJ continue with EHCP children. Silent register- fortnightly contact. Ruth to liaise and use her team as needed and pre-record sports sessions, story sessions etc.	Upload work in a timely manner and to the best of their ability via google Classroom. Attend any live lessons set by the teacher. Adhere to the AUP when using online platforms. Ensure highest behaviour standards during live lessons.	Deliver 2 x 20 minutes live lessons (Year 2 – Year 6) 15 mins (rec-Year 1) twice a day. Lessons delivered by either class teacher or TA. RHE lessons planned to ensure children’s well being is central to all.	Ensure their child attends the live lessons. That work the children complete is to the best of their ability. Support their child with adhering to the AUP for online learning
Child has no access to a computer/internet access	Laptops/ipads to be loaned out. Printed work provided if needed.				

Feedback and assessment

We recognise the importance of providing regular feedback to children’s work in order to ensure children are making progress, supported if they are not understanding a concept and to inform planning and next steps.

Class teachers and Teaching assistants will provide short, written feedback to work submitted via Google Classrooms. Teachers will use the work submitted and responses given by the children to plan future lessons and work.

Friday’s RHE lessons will provide an opportunity for pupils to tell their teacher if they have struggled with any work so that they can plan appropriate support.

Curriculum Planning and Delivery

We recognise the importance of providing children a high quality curriculum during periods of remote learning to ensure there are no gaps in knowledge and skills.

We want all children to be able to access the full curriculum whilst remote learning and have carefully planned work to cover (each week) all subjects where possible.

Class teachers ensure a broad and balanced curriculum is offered each week, in line with each class’ overarching topic for the half term. Teachers use skills grids, medium term plans, and year group learning intentions to ensure coverage as well as pace and progression.

Subject leaders are responsible for conducting a subject audit of their subject whilst there are periods of remote learning. This is to ensure there is a high quality offer of their subject, to audit what is being taught, support teachers and to plan and work on next steps.

Curriculum offer during whole school remote learning (per week)

EYFS	Year 1	Year 2	KS2
5 phonics lessons. 5 maths lessons. 1 RHE lesson. 5 independent activities linked to area of FS curriculum. Daily link to PE lesson	5 phonics lessons. 5 maths lessons. 1 RHE lesson. 1 science lesson. 1 RE lesson. 3 Foundation subjects (history/Geography/Art/DT) Daily link to PE lesson	5 guided reading lessons. 5 maths lessons. 1 RHE lesson. 1 RE lesson. 3 Foundation subjects (history/geography/Art/DT) Daily link to PE lesson 1x science	5 guided reading lessons. 5 maths lessons. 1 RHE lesson 3 Foundation subjects (history/geography/Art/DT) Daily link to PE lesson 1 French/ 1 music lesson 1x science 1x RE

Monitoring and review

This policy annex will be reviewed in line with any updates to government guidance.

All changes to the policy will be communicated to relevant members of the school community.