

Remote & Blended Learning Policy

Adopted: November 2021

Next Review: September 2022

Committee: Teaching & Learning

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1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for students who are not in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

2. Scenarios for Remote Learning

DfE Guidance sets out 4 tiers of school operation depending on local and national conditions of risk.

In all cases, full-time on-site provision remains for identified vulnerable students (who are expected to attend full-time), and for the children of critical workers who require this.

Tier 1:	schools remain fully open
Tier 2:	schools adopt a rota system of attendance, with remote learning for others (e.g. school open to all for a fortnight, then closed to all for a fortnight)
Tier 3:	schools provide on-site education only for selected year groups, with remote learning for others (e.g. school open for Years 11 & 13, closed to other year groups)
Tier 4:	schools are closed other than to vulnerable students and key worker children.

The tier is not decided by the school but by those responsible in Local Authorities; likewise, the detail arrangements for which groups of students should be on site may also be subject to external guidance. However, the school may be obliged to close one or more year groups to ensure safe operation.

The expectations for Tiers 1, 3 and 4 are broadly familiar from the 2020 summer and autumn terms. Tier 2 is however a new and variable scenario, and it is possible that elements of Tiers 2 & 3 may be combined (e.g. Years 11 & 13 are on site full time, with a rota of other year groups).

JCoSS intends to operate according to the following principles:

- Where a rota system is used, this will run on a fortnightly basis so that the two-week timetable can be observed - i.e. two weeks at home followed by two weeks in school
- Rota groups will consist of 'bubbles' that avoid mixing with one another, in line with the full opening guidance. They cannot take account of siblings, even though this mean families may have one student at home and one at school at the same time. Cleaning routines will be further enhanced in line with guidance.
- Vulnerable students and children of critical workers will be integrated into rota groups, even if they continue to remain on-site during weeks their rota group is scheduled to be at home
- As far as possible the curriculum, timetable, rooming and expectations of work will be maintained whether students are on site or learning remotely. However, there may be changes to groups, setting, allocated staff, frequency of lessons and the balance of activities in order to provide the most appropriate curriculum and experience for all.
- Students at home will have meaningful and ambitious work each day in a number of different subjects, in a programme that is similar to the core teaching students would receive in school. Teachers will be expected to adhere to their timetable and deliver a mix of in-school lessons and Teams lessons for year groups who are isolating.
- Depending on the particular circumstances, the School will consider ways to offer more opportunities for staff to work at home, with a particular concern for staff in more vulnerable groups or with unexpected caring responsibilities – e.g. 'home' and 'away' teams within faculties focusing on on-site or remote learning.
- The arrangements will have regard to the work-life balance and wellbeing of all staff including those in senior leadership roles. This includes considering how to balance the demands of on-site teaching and support for remote education, which should be done within the terms and conditions of teachers' employment and respecting normal working patterns for staff.
- Normal expectations regarding staff illness and absence reporting will continue to operate. Staff are not expected to work if they are unwell, whether at home or on-site. Staff calling in to report absence should make clear whether they are ill or self-isolating, which will affect what they are able and can be expected to do.
- Accepting the additional demands that may be faced when working at home, the presumption is that staff are available for work during their normal hours. If they are unable to work for any reason during these times, they should report this using the normal absence procedure.
- When staff are required to shield or are isolating at home they will be expected to deliver lessons remotely. Liaising with the Deputy Head (Teaching & Learning) and/or Faculty colleagues, a schedule for each day will be agreed which will take into account individuals' personal circumstances including caring responsibilities, appointments, etc.
- Normal expectations regarding staff appearance and conduct apply whether working in school or at home. When visible to other staff, parents or students, professional dress is expected.
- There may become a time where the numbers of colleagues shielding or isolating makes covering remote lessons impossible. The school will monitor the situation and respond accordingly.
- When students are required to shield or are isolating at home they will be expected to attend lessons remotely (unless unwell). Staff will know which students are shielding/isolating as a X is placed on the SIMS class register. Both teachers' and students' cameras must be on (although teachers may choose only to share their screen) and the lesson will be recorded. This is so that students unable to watch live (e.g. due to provision of home IT or medical appointments) do not miss the lesson altogether. By default, recordings auto-delete after 21 days unless saved to the

Teams Stream. They will not be used for observation or other monitoring purposes, and not viewed outside the Teams class unless the member of staff concerned consents

3. Expectations of classroom staff when working remotely

Depending on the tiering arrangements outlined above, and their own personal situation, teachers may at various times

- teach classes on site when on site;
- teach classes that are at home when at home;
- teach classes that are at home when on site;
- teach classes that are on site when at home;
- teach classes where some are on site and some at home, when on site;
- teach classes where some are on site and some at home, when at home.

Note that where teachers are at home when some or all students are in school, another adult will be deployed to provide supervision in the classroom. For KS5 lessons where students are judged able to self-supervise, this will be light-touch supervision only (e.g. to ensure IT is functioning).

Each of these scenarios (other than the first) involves an adaptation of teaching style, and may entail a degree of discomfort and anxiety. They all require familiarity and confidence with IT (specifically MS Teams) which may come easier to some than others.

'Blended learning' usually refers to classes where some students are at school and some at home. However, Tiers 2 and 3 involve a 'blended timetable' for departments and probably for individual staff, which will add pressures to their workload that need to be carefully managed to ensure it remains reasonable.

The expectations of various groups of staff **when working at home** are as follows:

Teachers

When providing remote learning from home, teachers must be available as per their usual working hours. For full time staff this means an 8.10 am start time and 3.30 pm end time (2.15/1.45 on Fridays) with a normal lunch break, and for 1 meeting a week after school for an hour.

When providing remote learning, teachers are responsible for:

- Delivering lessons as per their timetable:
 - Teachers will calendar and deliver lessons using MS Teams, as per their timetable. This includes registrations when a whole cohort is at home.
 - A variety of Teaching and Learning strategies are encouraged to ensure that teaching remotely remains sustainable.
 - Teachers should use the MS Teams assignments functionality to monitor and enable students to complete and submit work.
 - Teachers should co-ordinate with other teachers, including those teaching in school, to ensure consistency across the year/subject and to make sure students with limited access to devices can still complete the work. All line management structures remain in place.
 - Any behaviour concerns should be reported and escalated through normal systems. Remote behaviour will be monitored and rewards (class teachers) and consequences (SLT LMs) issued.
 - Attendance will be monitored through SIMS as it is when students are present on site. The normal attendance policy will remain in place
- Providing feedback on work

- Teachers should provide feedback on submitted student work using their best endeavours to follow the Teaching, Learning and Assessment policy. This should normally be done through MS Teams assignments.
- Keeping in touch with students who are not in school, and their parents
 - Keeping in touch with both students and parents should usually be confined to a 'normal school day' 8.30 am – 3.30pm as far as possible, with some flexibility encouraged and permitted.
 - In the first instance teachers can use the 'chat' facility to contact students who are not attending lessons and or not submitting work. If teachers do not receive a reply the same day they should email students and their parents. If this goes unanswered teachers escalate this to their HoF who liaise with HoY and SLT.
 - MyConcern is always operational and any safeguarding concerns should be logged in the normal way.

Learning Support Assistants

When assisting with remote learning, Learning Support Assistants must be available as per their usual working hours. They are responsible for:

- Supporting identified students, usually via MS Teams either by attending online lessons or by making contact at other times. IT provision will be made available for this purpose where required and subject to availability
- Following the directions and instructions from the Learning Support and PSRP Leadership on which students to support and how to support them
- Keeping in touch as required with staff, parents and students

4. Expectations of students when working remotely

Staff can expect students learning remotely to:

- *Be present and engaged* in calendared online lessons, informing teachers before the lesson through MS Teams if they are unable to attend.
- *Have their cameras switched on*
- *Be suitably dressed*: school uniform is not required at home, but respectable clothing is
- *Be in a suitable space for work*, as free as possible from distractions, other household members on camera, or background noise and with a blurred background
- *Complete work to deadlines* set by teachers, and alert teachers if they are not able to complete work
- *Seek help if they need it*, from teachers or learning support assistants
- *Adhere to the normal behaviour expectations* for lessons
- *Follow e-safety policies and the IT Acceptable Use Agreement*. Any misuse of images or video from online lessons will lead to immediate removal of access to online lessons either temporarily or permanently. We will deploy the full range of our sanctions and involve other agencies where necessary.

Staff can expect parents of children learning remotely to:

- Respect the boundaries of live lessons. It is not appropriate for parents to be in the same room unless living conditions dictate it, in which case students should be encouraged to wear

headphones. There should be no input from parents, and staff have the right to remove a student from a lesson if this is the case.

- Be respectful and reasonable when making any complaints or concerns known to staff. The school will not respond to comments or requests from parents based on their viewing of lessons.
- Make the school aware if their child is unwell or otherwise can't complete work.
- Seek help from the school if they need it.

5. Other Responsibilities

Responsibility for the quality of remote learning is part of the normal responsibilities of middle and senior leaders for learning as a whole. The usual expectations of quality assurance, monitoring, co-ordinating and reviewing operate at Head of Department, Head of Faculty and Senior Leadership level. Concerns regarding any aspect of remote or blended learning should be raised using the usual systems of Line Management

Heads of Year remain responsible for the overall learning, progress and wellbeing of students in their Year.

The Safeguarding Team will operate as usual, under the direction of the Designated Safeguarding Lead.

Responsibility for the technical operation of IT hardware and software, for the security and compliance of the network, rests with the Network Manager. Systems are in place for remote technical support for staff, and students and parents may contact the office to request assistance with access to school IT systems if required.

Overall responsibility for all aspects of school life rests with the Headteacher and the Governing Board.

6. Data protection

All members of staff are reminded of the duties and systems set out in the IT Policy, the Staff Code of Conduct and the Staff IT Acceptable Use Agreement. Attention is drawn to the following:

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

- Use SIMS as per our normal way of accessing personal data
- Use school devices, such as laptops, rather than their own personal devices (other than via the established Remote Access software)
- Only communicate with parents and students through the usual school channels and using students' school email addresses; never communicated with students via social media
- Be mindful of what is in view when teaching from home
- take appropriate steps to ensure their devices and passwords remain secure, including from other household members
- Report any issues to ITHelpdeskSupport@JCoSS.Barnet.Sch.Uk
- Report any urgent issues during a lesson to 07378 179 898 or 07378 177 667

7. Monitoring arrangements

This policy will be reviewed termly for 2020-21 and then annually depending on the context of the UK at the time by Deputy Head Teaching and Learning. At every review, it will be approved by the Governing body Curriculum committee.

8. Links with other policies

This policy is linked to our:

- Behaviour policy
- Teaching Learning and Assessment policy
- Safeguarding Policy and coronavirus addendum to it
- Data protection policy and privacy notices
- Home-school agreement
- IT Acceptable Use policy
- E-safety policy
- Staff Code of Conduct