

Remote and Blended Learning Policy



FAIRFIELD
HIGH SCHOOL

Approved by:
Signed by:

Board of Directors
Chair of Directors

Date: February 2022
Date:

Written by:

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Remote and Blended Learning Policy OGL

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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 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

2. Roles and responsibilities

2.1 Teachers

When providing remote learning, teachers must be available between 8:55am and 3:30pm.

If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When providing remote learning, teachers are responsible for:

1. Setting work

- Subject areas will provide work in line with students' timetables, and all work will be set, handed in and marked on Google Classroom.
- Tasks will be set in accordance with existing schemes of work, and assignments will be designed to allow students to progress through schemes of work at the same pace as if they were in school, where possible. Remote learning will require students and teachers to take a different approach to working through content, but tasks should ensure the pace of content coverage is as close as possible to in-school teaching, and ensure students do not fall behind.
- The nature of tasks set should allow students to learn independently, without the specific support of an adult at home.
- Unless there is a good reason not to, tasks will be set for individual classes (and individual students within the groups as needed). Any issues with setting work for individual classes must be flagged with HOF and SLT.

The type of task set will vary between subjects, but examples of appropriate tasks could include:

- Reading and noting new material from a common subject area textbook or electronic resource
- Working through subject-specific presentations or worksheets provided by the subject area and/or watching a relevant video resource and making notes on it
- Completing a listening exercise (e.g. in languages)
- Written responses to prompt questions, essay plans etc. and/or completion of practice questions or past papers, particularly for those in examination years
- Working through relevant exercises offered by external providers (e.g. Seneca Learning, Oak Academy, Dr Frost Maths)

Teachers should set tasks through Google Classroom as outlined above.

2. Live sessions - video calls for lessons using Google Meet

All students must have a computer or tablet that allows them to access the internet. An audit of those without access to a suitable device is conducted each year and where possible devices are loaned out to qualifying families.

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- Devices should have a webcam so students can access Google Meet for video conferencing purposes.
- Students will be provided with details of sessions and will be expected to participate in them. Teachers will register classes and absences should be recorded on the attendance register on Google Drive and followed up by the Attendance officer in the normal way.
- Teachers and students must remain in live sessions throughout the entire session. This is to ensure students are engaging and can be supported individually.
- At the end of each session, teachers should run a formal plenary activity to ensure students have followed the lesson effectively and know what the next steps are. Each student should be asked to contribute individually, however briefly.
- In most cases, when full blended remote learning applies, timetabled lessons will last 55 minutes.
- The expectation is that backgrounds should be blurred or neutral when using the audio/video functions and staff are advised to remove any personal items in the background that might be seen.

3. **Providing feedback on work**

- Teachers should endeavour to provide individual feedback to students on pieces of work that they are required to submit.
- When teachers set assessed work, they must ensure it is designed in such a way that meaningful feedback may be provided. Possible methods may include:
 - Recording oral feedback and sharing an audio file with the student via Mote or a QR code.
 - Providing whole class feedback rather than comments on individual pieces of work
 - Using the “Comments” function on online documents, or in Google Classroom assignments
 - Feedback via another website / piece of software (e.g. Onenote, Seneca Learning, Dr Frost Maths, Kahoot challenges etc.)

Additional functionality is available in Google Classroom if teachers want to create self-marking assignments for students to complete eg the creation of a tailor-made quiz (containing either multiple choice or extended answers).

4. **Keeping in touch with students who aren't in school and their parents**

- Teachers are expected to contact parents using the same system as if we were in a 'normal' setting
- For a prolonged closure, Form Tutors are expected to make contact with parents/students once a week via phone call to check up on progress and well-being. If contact cannot be made a follow up email should be sent.
- Normal practice of reporting any safeguarding concerns via 'MyConcern' should be followed.

5. **Attending online lessons with students**

Dress code: staff should wear appropriate work wear as specified in the Staff Code of Conduct.

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Recording: all lessons should be recorded via the Google Meet record function for safeguarding and monitoring purposes and stored in Google Drive.

2.2 Learning Support Assistants

When assisting with remote learning, LSAs must be available between 8.55am and 3:30pm.

If they are unable to work for any reason during this time, for example due to sickness or caring for a dependant, they should report this using the normal absence procedure.

When assisting with remote learning, LSAs are responsible for:

- Supporting the students they would normally support with learning remotely by logging into the students' relevant Google Classrooms
- Learning Support Assistants should join all Google Classrooms to which their students belong. They will need to be added by the main teacher who has admin rights, so will need to request this.
- LSAs should create and differentiate resources as required and requested by teachers as normal. Teachers should give them plenty of notice about lesson content to allow them to do this in their PPA lessons; otherwise, they should contact the teacher and request the information.

2.3 Subject leads (Heads of Faculty – HOFs)

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other to allow students to complete in a timely fashion and not become overloaded.
- Monitoring and supporting the remote work set by their teachers in their subjects by joining their faculty's Google Classrooms as a 'Teacher', by regular online meetings with teachers or by reviewing work set
- Alerting their teachers to existing and new resources they can use to teach their subject remotely more effectively and easily
- Ensuring that their teachers are making best use of the time and resources available and are not suffering from an excessive workload, mindful that they might also have children at home who need attention and care.

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school

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- Monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set and reaching out for feedback from students and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

2.5 Designated Safeguarding Lead

The DSL is responsible for:

- Ensuring that a trained D/DDSL is available on site when the school is open to key worker or other students. Where this is not possible, ensuring that a trained D/DDSL is available to be contacted via phone or online video.
- Ensuring all Fairfield High School staff and volunteers have access to a trained D/DDSL every day and that staff on site or working remotely are aware of who that person is and how to speak to them.
- Ensuring that concerns about students registered by staff on MyConcern are monitored regularly and followed up.
- Providing D/DSL contact information to MASH so that any safeguarding concerns from them can be shared.
- Engaging with social workers and attending multi agency meetings as needed

2.6 Remote Learning (Google Classroom) IT support;

D & D Network Ltd are responsible for:

- Ensuring that the school network is robust and operating well to support increased traffic for remote learning.

Google Classroom Support Staff in school are responsible for:

- Fixing issues with systems used to set and submit work
- Helping staff, students and parents with any technical issues they are experiencing
- Assisting students and parents with accessing the internet or devices
- Reviewing the security of remote learning systems and flagging any data protection breaches to SLT who will contact the Data Protection Officer (DPO) as needed.

2.7 Students and Parents/Carers

Staff can expect students learning remotely to:

- Attend all timetabled lessons, engage in the lesson and to remain in the lesson until dismissed by the teacher.
- Be contactable during the school day (not necessarily during breaks or lunchtimes)
- Complete and hand in work to the deadlines set by teachers

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- Seek help if they need it, from teachers or LSAs
- Alert teachers if they are 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 can't complete work
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff

2.8 Board of Directors

The Board of Directors is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- Ensuring that staff 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 relevant subject lead
- Issues with behaviour – talk to HOF then escalate to SLT
- Issues with IT – contact D&D via support@dandd.org.uk, cc Nikki Emmett (nemmett@gvsc.org.uk)
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about safeguarding – talk to the DSL (Pippa Hart phart@gvsc.org.uk)

4. Data protection

4.1 Keeping devices secure

D & D will take appropriate steps to ensure school devices that are used by staff for remote teaching remain secure. Staff must take all reasonable steps to preserve the security of their devices, which includes but is not limited to:

- Keeping the devices 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)
- Making sure the devices are locked if not in use.
- Not sharing the devices among family or friends where possible, but ensuring that their own log in details are kept secure if the devices have to be shared.

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- Notify D & D if anti-virus/spyware software needs updating
- Bring the devices to school when requested to allow D & D to install the latest updates

5. Safeguarding

There is a separate appendix to the Safeguarding policy - **Safeguarding Covid-19 update** - that should be followed if there is a Safeguarding concern. This can be found on the website under Statutory Policies. The DSL or DDSLs should be informed immediately of any concerns about child protection.

6. Monitoring arrangements

This policy will be reviewed every two years by Assistant Head responsible for remote learning. At every review, it will be approved by the Board of Directors

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Safeguarding policy and Covid-19 Appendix
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy
- Staff code of conduct.