

Brookhurst Primary School

Remote and Blended Learning Policy

Autumn 2020

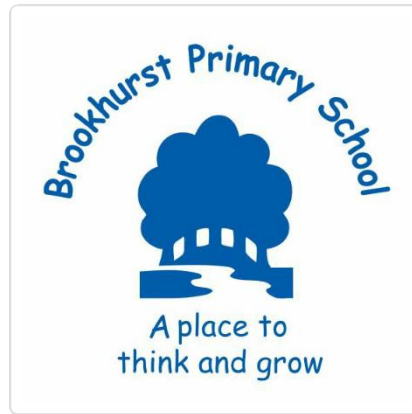
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Author : Miss S Beamish

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1. Aims and DFE requirements

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils 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

1.1 Ensuring access to remote provision - DFE

Most pupils returned to school full time at the start of the autumn term 2020. Despite this, there is still a risk of localised outbreaks of coronavirus (COVID-19) or of small numbers of individual pupils being unable to attend school. The DFE has asked schools to plan for any disruption to schooling during the 2020 to 2021 academic year.

The period since 23 March 2020 has been one of great innovation in remote education. A wide range of approaches has been developed, tested and refined. Despite the challenges, remote education has made a significant contribution to enabling students to continue to learn and progress, and to mitigating any widening of the attainment gap for the disadvantaged.

Where a class, group or small number of pupils need to self-isolate, or there are local restrictions requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education.

1.2 Replicating the classroom remotely

The Education Endowment Foundation (EEF) has found that the effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of live classroom teaching. For example:

- ensuring pupils receive clear explanations
- supporting growth in confidence with new material through scaffolded practice
- application of new knowledge or skills
- enabling pupils to receive feedback on how to progress

These characteristics of good teaching are more important than the medium of delivery, be it in the 'live' classroom or through remote provision (whether or not that remote provision is live or pre-recorded). It is important that schools consider how to transfer into remote education what we already know about effective teaching in the live classroom.

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Live classrooms enable important interaction between teachers and pupils through, for example, questioning, eliciting and reflective discussion. These complex teacher skills in the live classroom are not always easy to recreate in a remote environment, but where remote education recreates at least some aspects of this interactivity and intentional dialogue, teaching is likely to be more effective, support pupil motivation and lead to better progress.

Pupils in the early stages of their formal education are likely to have particular needs which cannot easily be addressed in the same way as those of other pupils. Likewise, some pupils with SEND will require specific approaches tailored to their circumstances. Some suggestions are given for these cases later in this document.

Access to appropriate devices and connectivity is essential for technology-led approaches to remote education. However, securing access for all pupils is a significant challenge in many contexts.

- maintain an up-to-date record of which pupils and families that do not have device or internet access
- consider how school technology resources could be used in future to support pupils without sufficient remote facilities. This could include preparing to provide laptops and chargers to identified families with any usage or loan agreements necessary to help safeguard school property
- ensure that any equipment obtained under the department's [Get help with technology programme](#) is clearly identified and ready to be re-distributed for a similar purpose

1.3 Organising structured remote teaching suitable for very young pupils

It is recognised that very young pupils are likely to have particular needs which cannot easily be met in some of the ways described above. For such pupils, it is likely that the priority will be progress in early reading. Ensuring continued access to appropriate reading books and resources for early readers should be considered as part of contingency planning.

Helping parents, carers or other adults at home to continue to support children in their early reading, where appropriate and practical through structured practice of phonics content, is another important part of contingency planning for children at this stage. Other content for these pupils is likely to include providing guidance for supervising adults to ensure that time is used as productively and developmentally as possible.

1.4 Supporting pupils with special educational needs and disabilities (SEND)

For many pupils with SEND, the teaching envisaged by this guidance would need to be adapted. SEND pupils have a wide range of specific needs. Their teachers and schools are likely to know these needs best, and how they can be most effectively met to ensure pupils continue to make progress wherever possible if they are not able to be in school.

It is likely that more individualised planning may need to happen in many cases, and that the support of adults in the home will be a significant advantage where that is possible. However, in some cases, the suggestions in this guidance may also be useful for pupils with SEND and so should be considered on their merit.

Remote education example lesson

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/927017/Science_remote_education_lesson_plan.pdf

2. Remote and blended learning

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There is a clear difference between these two strategies;

Blended learning

Some or most of the class are still in school to learn and certain children are accessing education from home.

Remote learning

The bubble has had to close and all children in the class are learning remotely.

Brookhurst will take two different approaches to blended learning and remote learning. These will be clearly set out below.

In both cases if the child can not access online work they will be given a physical copy.

3. Roles and responsibilities

Below outlines the roles and responsibilities for teachers when teaching blended and remote learning.

Blended learning

Step 1	When planning time takes place plan for children to be off by creating a bank of resources. This should include math, literacy and foundation subjects.
Step 2	If a child is off this means that this must be sent to parents through email and/or Seesaw. It should be made available that day or the next day.
Step 3	<u>Starleaf lesson</u> This is a live link to the lessons for live teaching. Throughout the week you need to plan for children to join in remotely with Literacy and Maths lessons.
Step 4	<u>Afternoon session</u> Get the children involved in afternoon sessions, try and make as many lessons as possible appropriate for the children to join in through starleaf.

Starleaf

The children should join for the teach and may stay for the rest of the lesson. Feedback needs to be taken before the child leaves the live lesson.

Amount of time for learning

The amount of work should match to the government time stipulation of three hours. We cannot govern how many hours they do but if we set the same amount of work and starleaf this should be similar.

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Feedback

We need to encourage the children/ parents to send back work for us to give feedback. When emailing parent's the work, please encourage them to send it back. When teaching live lessons take feedback from the children before the end of the starleaf.

Websites and apps we are using

Star Leaf
Mathletics
Maths with parents
Teach active PIXL home learning, unlock, timetable,
NRICH activities
Hamilton Trust
White Rose Maths
Twinkl
Seesaw
Oak national academy
BBC teach
Raising stars
AR reader
Purple mash
Bitesize

Remote learning

Remote learning will only be needed if;

- The bubble needs to close because a child or adult catches COVID
- The school closes because of a full lock down or COVID related issues

The process for this is;

Step 1	Make sure children have access to websites and apps (This should already be in place)
Step 2	Set up a timetable of lessons
Step 3	Every day register, wellbeing check
Step 4	<u>Morning</u> Every day register, wellbeing check and share the timetable for the day Session 1 – English – direct teaching as appropriate Session 2 – Maths – direct teaching as appropriate Session 3 – small group reading/ phonics – direct teaching as appropriate <i>Lunch</i> <u>Afternoon</u> Register and well being check Session 4 – foundation subject – direct teaching as appropriate Session 5 – reading story/ sharing your day/ assembly
Step 5	Give feedback for work that is set
Step 6	Raise any concerns with children welfare with DSL.

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Starleaf

Starleaf is optional but is expected to be utilized to encourage belonging and build enthusiasm towards learning.

Amount of time for learning

The amount of work should match to the government time stipulation of three hours. We cannot govern how many hours they do at home but give them lots of opportunities to learn.

Feedback

We need to encourage the children/ parents to send back work for us to give feedback. When emailing parent's the work, please encourage them to send it back. When teaching live lessons take feedback from the children before the end of the starleaf.

Foundation subjects

Foundation subjects must be linked to long term plans.

4. Data protection

4.1 Accessing personal data

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

Explain:

- You will need remote access which can be set up through our IT network. You will need to contact Emma Moon and Liam from ICTDs
- Try and use staff laptops and Ipads over person use laptops as any child information or data will need to be declared because of GDPR.

4.2 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.

4.3 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 the device among family or friends
- Installing antivirus and anti-spyware software

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

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5. Safeguarding

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 or SENCO
- Issues with behaviour – talk to SLT
- Issues with IT – talk to IT staff ICTDs or Computing lead or Deputy head
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the data protection officer
- Concerns about safeguarding – talk to the DSL

6. Links to other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy
- Staff code of conduct

If you are introducing a new system, or processing data in a new way, we have outlined below some points you will need to consider to ensure you are fulfilling your data protection obligations:

- **Your lawful basis for processing:** processing that is directly linked to the provision of education can be justified as under your duty to fulfil a public task. Therefore, from a GDPR perspective, you will not need to obtain consent from parents or students before processing their data for the purposes of remote education. However, if you are required to share any special category data, you will need a second justification for this. If this is the case, please contact your DPO to discuss why you will need to share the data.
- **Conduct a Data Protection Impact Assessment:** The overall aim of a DPIA is to capture the detail of the processing and to ensure you have identified the risks to individuals' rights and freedoms and identified steps to mitigate those risks.
- **Ensure you have the relevant assurances in place as required by Article 28 of the GDPR:** Essentially, you need to identify where any third parties that you use store their data – if this is outside of the UK or European Economic Area, additional checks will need to be made. If they are within the UK or the EEA, you need to be sure that any contract or agreement with the third party includes the adequate data protection clauses. *(The DPO Service will happily review any third-party agreements on behalf of our subscribing schools)*
- **Update your privacy notices:** you should add details of what data you are processing and who you are sharing the data with, to the relevant privacy notices (i.e., Privacy Notices for staff and pupils). You would need to be proactive in bringing this update to the attention of individuals. Most schools will specifically write to pupils and parents to advise them of their plans for delivering education remotely. You may wish to include information on this update and refer individuals to the privacy notice at this point. If you are not specifically writing out

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to parents, then consider how else you can achieve this? E.g., including information within your school newsletter.

- **Information Security:** Ensure you liaise with your IT support to ensure you are using a secure platform and that the transfer of any data is done so in a secure manner.
- **Keeping children safe online:** This is where your safeguarding obligations meets your data protection obligations. As well as data protection requirements, there may be certain requirements placed on the school for safeguarding purposes, so it is vital that you consult with your safeguarding lead on any online systems you will be asking children to engage with. You will also need to consider the types of data you will need to share in order to fulfil the purposes of remote education. You should only share the data that is considered necessary to allow you to achieve the required purpose. We also take this opportunity to remind you to you consider any privacy settings of any online platforms you are planning to use.

Although you are probably not seeking consent for the processing/sharing of data in this way, it is important to remember that individuals have the right to object to the processing. This is not an absolute right and would need to be considered on a case-by-case basis. Should an individual wish to exercise their right to object, they should clearly outline their reasons for the objection. These reasons should be relevant to the individual's circumstances. In the event you receive an objection, you would need to balance the purposes of the processing against the potential risk to the individual's rights and freedoms. Should an organisation refuse to comply with an objection, they would need to demonstrate compelling legitimate grounds to continue. You should include information on the right to object within your privacy notice, and this should be separate from any other information. In the event you were to receive an objection, we would recommend that you contact your DPO for advice.

Staff working remotely

Consider how staff will access personal information when working from home. Ideally staff should be able to access the school's network in a secure way. You should discuss this with your IT support to identify the most secure way for staff to continue to work effectively from home.

Some secure methods would include:

- Accessing a secure cloud-based system
- Using a VPN connection
- Utilising the use of Multi factor authentication
- Ensuring staff have access to use a secure (encrypted) device.

Remind staff of your school's Information Security Policy to ensure they are implementing this in their home. E.g. ensuring any paper documents are kept secure and disposed of in a secure manner. Keeping their computer screens locked when unattended, the importance of using secure methods of communication (such as using their school email address for communications).

Staff code of conduct

The staff code of conduct has been linked to remote learning. This includes, but is not exclusive of;

- 1) Dress code
- 2) Safeguarding
- 3) Power of trust and confidentiality
- 4) Standards of behaviour

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