Braidwood School

Turning potential into success

BLENDED LEARNING POLICY

CONTEXT

The closure of schools in March 2020 due to Covid 19 saw a wide variety of home learning policy and practices implemented over the lockdown period, with a range of different outcomes for learners. Difficulties included access to IT (staff and families), lack of time to prepare staff, learners and families for long term home learning and a lack of training for staff on how to undertake and deliver 'virtual' learning.

In September 2020 as schools fully reopened, the issue of further outbreaks of Covid 19 quickly became an issue. However unlike in March, learners are being sent home either individually or in smaller groups(bubbles) to self-isolate, leading to a need to provide teaching both virtually and face to face. This is an ever-changing situation and the requirements for learners' isolating at home is likely to continue throughout the coming academic year with little notice. So, this needs careful planning and whole school policy and procedures which are understood and followed by all staff and understood by the school's community.

The policy is written with reference to the latest research available from the EEF (September 2020)

POLICY STATEMENT

This policy is an opportunity to ensure that homework and home learning is fully embedded into the delivery of the school curriculum in a meaningful and sustainable way, whether learners are self-isolating or not. Its purpose is to provide a structured approach to blended learning which ensures consistency and equity for all learners. The circumstances under which blended learning will be offered include:

- self-isolation for individuals due to health risk
- self-isolation for 'bubbles' due to health risk,
- full school closure,
- closure due to inclement weather,
- learner long term absence

DEFINITIONS

A *blended learning* approach is where learners engage at home via electronic, online media, through paper 'packs' of resources as well as traditional face-to-face teaching to ensure learners are given equal opportunities to access the curriculum, whether in school or learning at home.

Home learning builds on and complements what is done at school. The blended learning approach considers how to incorporate:

o *synchronous learning* – where learners and teachers interact in a specific virtual space, through a specific online medium, at a specific time – video conferencing, live chatting, live streaming lesson.
o *asynchronous learning* – where learning happens on the individual's schedule. Teachers provide the materials and assignments with learners having the ability to access and satisfy these requirements within a flexible time frame. Materials might include paper-based materials, directed texts, self-guided interactive learning resources, pre-recorded lessons and podcasts.

AIMS
- To ensure equity of learning and curriculum opportunities for learners in school and at home
- To set out expectations for all members of the staff community with regards to blended learning across the school
- To ensure a consistency of approach to blended learning which is understood by staff, learners and families
- To provide appropriate guidelines for data protection and safeguarding

PRINCIPLES

- Learners are inspired, motivated and engaged to learn, through blended learning approaches that vary according to their appropriateness to the particular learning context.
- Learners are encouraged to become independent learners
- Staff are encouraged and supported to adopt fit-for-purpose and innovative blended learning approaches. These approaches are enabled by academic and professional partnerships and appropriate institutional investment in learning technologies.
- Digital literacy is recognised as an important graduate attribute and a core skill for academic staff.
- Flexible delivery options are offered to reflect the needs of learners, the intended learning outcomes and the availability of resources.
- Blended learning will not always include flexible delivery and so will not always provide learners a choice of where and when they can study.
- Blended learning and flexible delivery are chosen to enhance learner engagement and learning outcomes.
- It is recognised that blended learning and flexible delivery may require increased investment of resources to ensure sustainable delivery of high-quality learning and teaching.
- Technology is considered an opportunity to capture data regarding patterns of pupil participation (learning analytics) to inform monitoring for at-risk learners, to promote just-in-time learner support and to provide information to learners
- Teacher workload has been taken into account when deciding on the blended learning offer

1.   **Roles and Responsibilities:**

 Teachers and TAs

When providing remote learning, teachers and TAs must be available between 8.30am and 3.30pm weekdays.

If teachers are 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:

Setting work –

- for their timetabled groups and subjects,
- The amount of work to be provided will depend upon the nature of the lessons and must be set in cooperation with other teachers for the group so that learners are not overwhelmed by demand
- Work needs to be set by 3pm the day before
- Work should be uploaded to the Individual Learner Files on Google drive

Providing feedback on work -

- Completed work from learners will be in their individual file
- Feedback with learners can be placed directly onto the work completed in Google drive
- Marking and feedback should be completed at the end of each week

Keeping in touch with learners who aren't in school and their parents –

- In the event of school closure, the Leadership team will produce a contact timetable to ensure that every learner is contacted twice a week by staff supervising their learning , supporting and enabling social contact.
- Zoom will be the platform used for these calls
- Parents and learners may choose to contact staff by email. These emails should be responded to in the working day, i.e. between 8.30am and 3.30pm, not at weekends or in holiday times. Staff may be able to answer questions and queries about school work.
- If a complaint is being made all staff should refer the complaint to Leadership team
- Failing to complete set work, is a difficult issue. Whilst all learners have iPads they have differing capabilities when attempting to complete work set on Google. Staff must be aware that some learners are unable to make meaningful progress without personal teaching and direction. Other learners have mental health difficulties and find the stress of working at home too much. These aspects should be considered before any staff member attempts to impose any consequences for non completion. Parental support should be sought to encourage and help their children.

Including 'absent' learners in lessons -

- When a learner is absent due to the need to self isolate and is otherwise well, teachers must make every effort (where possible and appropriate) to include the learner in any lesson that is taking place in school for their teaching group.

- This will be achieved using Zoom, iPads and laptops.
- Using Google calendar learners should be invited to the meeting and will receive an automatic email, when invited, informing them of when the lesson will be taking place

Attending virtual meetings with staff, parents and learners –

- When attending virtual meetings, staff are expected to wear ordinary day clothing, not sleepwear.
- Staff should attend meetings in a private area where they cannot be overheard by others in the household

2. Data protection

2.1 Accessing personal data

There is a very minimal need to access any personal data from learners in order for a blended learning approach to be successful.

- Every learner already has a school email address and this is the only email address that should be used, whether sending an email, inviting to a Zoom meet or using Hangouts.
- If any member of staff believes they require personal data, they should make a request of SLT in order to assess the need for additional information to be accessed than that which is already available to staff on Google drive.
- Only school provided devices (laptops/iPads) should be used when contacting learners. Staff should not use their own personal devices when dealing with school business.

2.2 Processing personal data

Staff members may need to collect and/or share personal data e.g *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.

Learners have been provided with a school email address to avoid any issues regarding GDPR, there will be no expectation for parents/carers or learners to provide their own email addresses for use.

However, staff are reminded to collect and/or share as little personal data as possible online.

2.3 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
- Staff should ensure that their device is secured with a strong password.
- Access to Google drive requires an additional password - do not ask your device to 'remember' you.
- Always sign out of Google drive.
- Do not allow other members of your household to access your device.
- If your iPad or laptop are stolen or mislaid, please immediately inform a member of SLT and Rob Beresford who will then disable the device remotely.
- Keep iPad and laptop operating systems up to date – always install the latest updates
- In accordance with its E-Safety Policy the School will deal with e-safety incidents in accordance with the procedures
- We will, where known, inform parents of incidents of inappropriate e-safety behaviour that take place out of school.

3. **Safeguarding**

The updated Safeguarding Policy can be found on Google drive - Shared Drive - School Policies.

- During remote learning or video contact with learners, staff must consider their own safety from allegation and ensure that another member of staff are in attendance.
- Learners are not allowed to record remote meetings and lessons
- All live lessons should be scheduled and timetables available for SLT.
- Sometimes the learner's home environment isn't ready or suitable for using a camera eg Looked after children in care, poor self esteem, other child protection issues, poor home connectivity and low bandwidth).
- 1:1 livecalls should usually be avoided, and where not possible, (it is better for a minimum of three to any call (ie 1 staff member and more than one pupil, or two staff members and one pupil etc).
- All live lessons should be scheduled and timetables available for SLT.
- When learners are learning remotely at home – perhaps during a local lockdown or for those who may need to isolate – the need to be alert to their online safety is even more pressing. Teachers will naturally take ownership and responsibility when seeing any kind of inappropriate online behaviour and sometimes that will mean talking to parents too.
- Learners, parents, carers and staff are reminded that the school's Child Protection and Safeguarding Policy still applies to all interactions between learners and staff. In that policy, there are specifically prohibited behaviours and reporting obligations to which staff must adhere, whether they are at home, in the community or at school.

Read: [Government Guidance on safeguarding and remote Learning](#) (6/10/20)

4. Monitoring arrangements

This policy will be reviewed Termly by [name the HeadTeacher]. At every review, it will be approved by the Learning Leadership Group

5. Links with other policies

This policy is linked to our:

· Behaviour policy

· Safeguarding policy including coronavirus addendum

· Data protection policy and privacy notices: See Appendix 4

· Home-school agreement

· ICT and internet acceptable use policy: See Appendix 4

· Online safety policy

· Health and Safety

APPENDICES

Appendix 1

ROLES AND RESPONSIBILITIES

A. Senior Leaders

Alongside other responsibilities, senior leaders are responsible for:

- Setting the strategic direction of the school during any full or partial lockdown of the school or other closure resulting in blended learning being employed for one or more learners.
- Provide support and encouragement to staff, learners and parents, through clear communication and sharing of aims and objectives.
- Ensure that practical resolutions are sought for issues and problems that arise.
- Monitoring the success of a blended learning approach and reassessing and remaking plans and strategies as necessary.

B. Governing board

The governing board is responsible for:

- Monitoring the school's approach to providing blended learning to ensure education remains as high quality and equitable as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

C. Teachers

Alongside other responsibilities, teachers are responsible for:

- Taking responsibility for keeping up to date on best practice in using the school's technology and digital
- platform (teacher standard 8)
- Explicitly teaching children how to learn independently if at home - how to organise themselves (providing visual timetables /written timetables), their learning, their day; how to get online to access key resources; expectations for learning each day and how to upload completed work (teacher standard 2)
- Teaching children how to use the virtual platform and identifying any specific provision/resources which individual children will need to access the platform
- Considering what support for reading can be provided: reading books? Online books?

- Making provision for online lessons and for interactions with individual learners and providing opportunities for interactions between learners
- Providing activities that involve consolidating learning
- Making use of formative assessment to accurately identify knowledge and understanding gained using the information to support planning on the child's/children's return to school'.
- Giving learners working from home regular feedback and encouraging them to respond to the feedback
- (Teachers' Standards 6)
- Checking in regularly to monitor both academic progress and their general wellbeing. Tutors will be expected to pass on feedback to SLT, particularly if there are concerns or a lack of communication.
- Providing catch-up provision for 'returners' based on the child's engagement with home learning
- Where teachers are at home self isolating but not unwell, they are expected/encouraged to teach lessons remotely, following their usual timetable, using the school's chosen platform(s) to instruct and engage with the learners.

Further notes to support this section can be found in appendix 2

D. Teaching Assistants

Alongside other responsibilities Teaching Assistants are responsible for:

- Ensuring sufficient resources packs are available for any child sent home
- Supporting the teacher with home learning administration
- Checking in regularly to monitor learner general wellbeing.

E. Subject leads

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
- Monitoring the remote work set by teachers in their subject

- Alerting teachers to resources they can use to teach their subject remotely

- Evaluating the value and impact of the introduction of new technologies into subjects on student learning and engagement.

- Ensuring blended learning approaches are embedded in overall curriculum design and are logically linked to learning outcomes.

- Ensuring that for each subject learning technologies are chosen through considered pedagogical design, to support and enhance student learning outcomes.

F. Designated Safeguarding Lead

The DSLs will work to:

- DSLs will help promote educational outcomes by working closely with their teachers about their welfare, safeguarding and child protection concerns.
- Have conversations and listen to children and their families as early as possible.
- Understand the child's lived experience.
- Work collaboratively to improve children's life experience.
- Be open, honest and transparent with families in our approach.
- Empower families by working with them.
- Work in a way that builds on the families' strengths.
- Build resilience in families to overcome difficulties.

G. Admin Staff

Administrative staff are responsible for:

- Ensuring all parents' phone numbers and emails are up to date
- Tracking self-isolation periods to ensure that individuals and groups of learners/parents know when they are expected to return to school

H. Data Protection Officer (DPO)

- DPO should be notified of any IT platform used to support remote learning and be used to support risk assessment of that platform (Data Protection Impact Assessment – DPIA).
- Policies should be up to date, including Privacy Notice.
- Retention schedules for stored and deleted data, back-ups, data flow map and asset audit should be updated to reflect new practices.
- Technical security should be assessed to reduce threats of cyber attack.

- In light of the above, the DPO should ensure all staff are trained appropriately to account for any changes to school systems as a result of the approaches taken.

I. IT staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff and parents with any technical issues they're experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Assisting learners and parents with accessing the internet or devices
- Ensure infrastructure of student feedback systems, learning management system, wireless networks and online student services are maintained in a timely fashion to ensure minimum disruption to learning patterns.

I. Learners and parents

Assuming that a learner is healthy and well enough to work, they will be expected to participate as fully as possible in the remote learning process, attending relevant live sessions, completing independent work, and submitting tasks promptly and to the best of their ability. Learners will also be expected to read and respond to communication from the school (e.g. an email from a form tutor/ class teacher) on a regular basis.

Staff can expect remote **learners** to:

- Be contactable during the school day – although consider they may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work

Staff can expect **parents** with children learning remotely to:

- Make the school aware if their child is unwell or otherwise unable to complete work
- Seek help from the school if they need it – if you know of any resources staff should point parents towards
- if they're struggling, include those here
- Be respectful when making any complaints or concerns known to staff

FURTHER NOTES TO SUPPORT POLICY ADDITIONS

CIRCUMSTANCES IN WHICH BLENDED LEARNING WILL BE PROVIDED:

- In the event of an extended school closure, the school is committed to providing continuity of education to its learners and will do so through a process of managed contact and engagement with online learning delivered through Google drive and live video contact and teaching.
- Extensive remote learning would apply particularly in a situation in which the school is closed for an extended period of time, but a high proportion of learners and teachers are healthy, and able to work from home.
- This policy does not apply in the event of short-term school closures (e.g. as a result of inclement weather) or a short- term learner absence.
- Blended learning may also be appropriate in situations when learners, in agreement with the school, have a period of absence but are able to work at home, at least to some extent. This may apply in cases such as exclusion from school, or longer-term illness, assuming learners are able to complete school work at home. Another relevant instance would be if, following an infectious disease outbreak, learners are self- isolating at home but are not suffering with relevant symptoms.
- There is no obligation for the school to provide continuity of education to learners who absent themselves from school, with or without parental permission, in contravention to school or government guidance. This may apply, for example, if parents choose to take learners on holiday during term time. Similarly, this would apply if parents made the decision, without prior agreement with the school, to absent their child/ children from school 'as a precaution', against official guidance.
- The extent to which different methods of instruction are employed is likely to be determined by the length of any school closure and the ability of both learners and teachers to participate in remote learning. The school reserves the right to vary the range of methods used to provide blended learning tasks, feedback and interaction, based on the particular circumstances of any closure and based on our experience.

ROLES AND RESPONSIBILITIES:

Braidwood has enabled learners, for more than five years, to become familiar with the use of iPad technology. Every learner and classroom based member of staff has their own individual iPad for use both in school and at home. Therefore both learners and staff are able to make the very most of this technology. In addition the school has made the move to Google drive and Google Classroom is now being implemented. This means that work can be set, completed and marked within the same safe on-line environment.

The use of video calls and the inclusion of learners remotely into in school lessons helps to ensure that learners do not feel isolated when they are obliged to remain at home due to health concerns.

Blended learning offers everyone the opportunity to become more technically accomplished and for learners to develop greater levels of independence and control of their learning experience, leading to raised confidence levels and self management.

Following the return to school following 'Lockdown' 2020, the school should continue to ensure that maximum use is made of learning apps and on-line opportunities to enrich learning and the expression of knowledge.

IT SYSTEMS - the SLT is responsible for:

- Ensuring the school has an effective platform for sharing work with learners and receiving submitted work which is used by all staff
- Providing immediate training for staff to ensure confidence in using the school's technology and the virtual platform and planning a programme of regular IT CPD including opportunities for staff to share learning, practice and support each other
- Co-ordinating the blended learning approach across the school
- Setting clear vision and direction, for example whether the blended learning approach differs depending on year group/key stage.
- Auditing IT resource gaps among staff and learners. Considering how to address immediate IT resource gaps for staff and learners.
- Maintaining a long-term plan for maintaining up to date IT infrastructure within school, for staff and learners.
- Deciding on the school's approach to learning and the implications of data protection/safeguarding issues which impact on this.

     COMMUNICATION - SLT will:

- Agree the expectations for home learning for all groups/subjects
- Ensure parents know and understand the expectation and provision for blended learning.
- Communication should avoid complex curriculum content, but focus on support for self-regulation, quiet place to work, organisation of equipment, work routines and habits, trying to personalise messages to accommodate literacy levels where possible.

- Create a culture and ethos of openly rewarding and celebrating achievements related to work being done at home by individual learners both during and after isolation and share with parents
- Monitor the effectiveness and consistency of blended learning – *explain how you'll do this, such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from learners and parents*
- Monitor the equity of provision provided for learners at home and at school
- Monitor which communications systems work best: text messaging? Calls? Website? Letters?
- Monitor the security of blended learning systems, including data protection and safeguarding considerations
- Regularly refine and update blended learning practices and procedures based on feedback
- Identifying the barriers for learners in regard to access and engagement with learning.
- Providing blended and flexible delivery options, to support increased access to learning for diverse learners, taking into account the resources available.
- Recommending appropriate intervention and support strategies for learners to ensure the development of basic digital literacies required for learning.
- Identifying the current digital literacy proficiency of learners.
- Regularly reviewing blended learning approaches used in subjects across the whole curriculum for applicability, relevance and best practice in relation to pupil needs and desired learning outcomes.
- Ensuring resources are distributed to provide ongoing professional development of staff regarding innovative blended learning approaches and clearly considered pedagogical design.
- In order to ensure teachers are able to perform the minimum expectations outlined above; the school will provide a range of training opportunities that teachers should have access to before any planned school closure. Teachers should ensure that they have looked through specific instructions, watched walkthroughs, and attended teacher training sessions. If teachers require support with any aspects of blended learning, they are encouraged to consult the Senior Leadership team.

TEACHERS will:

- Ensure learning technologies used in subjects are appropriate and functional.
- Deliver subject content via learning technologies in a timely manner for student engagement and learning.
- Evaluate the value and impact of the introduction of new technologies into subjects on student learning and engagement.
- Endeavour to provide regular feedback to learners on pieces of work that they are required to submit.

- Pay due care to the nature of tasks set, so that learners have a range of activities to complete at home and are not exclusively working on a screen.
- Depending on the school's policy about contact with parents and carers, teachers should be available to contact parents if needed, by email or phone (when phoning from personal devices, dialling 141 before the number will ensure the teacher's own number is kept anonymous). If contact is deemed excessive the line manager will be able to support and, if necessary, escalate to SLT.
- Unless there are extenuating circumstances, teachers will be expected to be contactable remotely by colleagues, learners and parents during normal working hours.
- Teachers also should ensure their communication with learners doesn't encourage unhelpful work habits. All communication should take place during usual school hours, with no expectation for colleagues to read or respond to emails after 4.30pm, although responses should be made to electronic messages within one working day in normal practice.
- For those who are on part-time contracts, communication is expected only on the days on which they would usually work.

NOTES FOR REMOTE TEACHING AND LEARNING

Begin a lesson with a short review of previous learning (need to link what learners are about to learn to what they already know. Having the time to recall things from memory makes them more memorable in the future).

Present material in small steps with learner practice after each step and require and monitor independent practice (provide a small amount of input and then a chance to do something with it before moving on. Make sure that there is only a small amount of new information being introduced because I need an opportunity to monitor how they are getting on.

Ask questions and check the responses of all students. Check for learner understanding and obtain a high success rate (ask questions to ensure that everyone is following our explanation and to make sure that students aren't starting a task still holding on to misconceptions. If we don't get a high success rate before they start practising, then any misconceptions they hold will end up embedded in their work. E.g. create self-marking quizzes that can be set up to provide feedback on incorrect answers. Learners can complete these quizzes before beginning a longer task to check they are ready).

Provide models and scaffolds for difficult tasks (make sure they are available on any resources given to learners. Strategies used could include producing model paragraphs in advance and including scaffolding on the same slide or providing a worksheet containing the task instructions).

Engage learners in reviews (Doing so allows teachers to help them make connections between different parts of the topic and to identify personal goals for improvement and give advice on how to achieve them).

PARENTS

Parents should be encouraged to:

Take an active interest in their child's learning (As a parent or carer, remote learning will be a new concept for your child and there are bound to be a few teething problems to start with. Take an active interest in their learning and help support them whenever they need help**).**

Monitor their child's communication and online activity (It's important to remind your child that despite being at home, the same level of behaviour and conduct exists as if they were at school. Encourage them to remain polite, remember their manners and not to post or send any negative comments just because they are behind a computer).

Establish a daily schedule and routine (Working from home and trying to learn in a more casual setting that children might associate more with play and a degree of freedom might take a bit of getting used to. Try to stick to a daily routine and use timetable/schedule that schools have sent home to help children keep on top of their daily learning).

Ensure their child's learning device is in a public space in the home (It's important to consider where your PC/laptop/tablet is placed if live video is being used. Try to keep the background neutral with no personal information visible and move learning devices out of the bedroom as this could be deemed inappropriate).

Ensure their child only uses official school communication channels (It's important that all communication with teachers and school staff is directed through approved school channels, whether that be through the school's online portal or the relevant secure messaging site).

Maintain feedback with teachers (Engage in communication with teachers where possible and try to feedback progress and development as well as any helpful suggestions around the learning process. Be transparent but remain professional and only use official channels to communicate).

Encourage screen breaks away from devices (Remote learning will inevitably require more interaction with computers, laptops and tablets. Teacher's will invariably advise on screen breaks however it doesn't hurt to keep a check on their time online or encourage them to get some fresh air/exercise).

Implement safety controls and privacy restrictions on apps and software (Dependant on how your school implements remote learning, your child may be required to download certain software or apps. Whilst these are likely to be relatively safe to use, like any other new app or platform, parents should still implement safety controls as a precaution).

Familiarise themselves with relevant school policies (Schools should have a policy on remote learning and direction that they can share with parents. Familiarise yourself with this and ensure you know what is expected of teachers and your child during lessons, both online and offline).

Monitor their child's wellbeing and mental health (Remote learning will likely mean that your child won't get the same level of social interaction and might not see their friends for a while. Keep a check on their wellbeing and try to encourage them to get out as much as you can. Whilst learning from home might seem fun and exciting to start with, missing out on seeing their friends everyday might take its toll).

During online lessons and any individual video calls with teachers ensure:
- Learners are in either their dining room, living room or kitchen and not their bedroom.
- Learners are dressed and ready–not in pyjamas.

- School rules still apply!
- Provide reminders about staying safe online – keeping themselves, classmates and teacher safe.
- Learners do not record or take pictures of their teacher or classmates during online sessions.

LEARNERS

Learners are expected to:

Treat remote learning the same as classroom learning (Despite being at home, it's important to remember the same rules apply as being in the classroom, particularly in respect of behavior and conduct. Focus on learning and don't get distracted by your surroundings.)

Take regular screen breaks (Whilst remote learning might be an exciting experience to begin with, having prolonged periods of time in front of a screen isn't always healthy. Remember to have regular screen breaks where possible and in your spare time, try to get some fresh air and enjoy other activities away from electronic devices).

Only communicate through approved school portals and platforms (It's important that you send messages and any pictures or images required for class through approved school channels, such as internal learning portals or approved platforms. This will help to keep your personal information safe and secure).

Don't use school platforms to discuss personal matters (It's important to keep your school communication channels separate from your own personal communication with friends and family. Don't be tempted to engage in casual discussions or send images, videos or links via official school apps or platforms that aren't associated with your learning).

Use classroom language (If you are encouraged to communicate through emails and online messages, don't use shorthand text speak and write as though you would speak in class. Remember to be respectful and polite and avoid positing negative comments or spamming the chat).

Always conduct video learning in an open space at home (To get the best experience from remote learning, it's important to create the right environment around you. Try to set up a mock 'classroom desk' at home in an open space so parents can supervise if necessary. Avoid bedrooms as this could be considered inappropriate).

Do not share passwords or other sensitive information (In order to begin your online lessons or to gain access to learning materials, you may be provided with login details and passwords. In the same way you keep your personal details private, always keep these safe and never share them with others).

Look after their mental health and wellbeing (Remote learning ultimately means working alone and missing out on daily social interaction with your friends. If you ever feel frustrated, low or sad, it's important to discuss how you feel with your parents or your teacher. Keeping in touch with friends over the phone or on social media can also help to keep your spirits up).

Appendix 3

LINKS TO EEF RESEARCH, GUIDANCE REPORTS AND SUPPORTING DOCUMENTS

For schools

Home learning approaches: Planning framework

Home learning approaches: Planning framework – blank template Home learning approaches: Planning

framework – worked examples Supporting parents and carers at home: What schools can do to help

Parents and carers engaging in home learning: A checklist for schools Linking learning: Home learning

support from mainstream schools Communicating Effectively with Families - Guide for Schools

Appendix 4
Data Protection Advice

DATA PROTECTION COMPLIANCE

1. Update the school's privacy notice to include any new data processors e.g. Google
2. Get copies of data sharing agreements for the new data processor (on their web sites)
3. Carry out a Data Protection Impact Assessment to identify risks and how schools will reduce the risk
4. Consider learners who need identity protection
5. If choosing Microsoft or Google check to see if staff already have personal accounts and ensure staff understand and have had training on how to avoid a conflict of accounts to reduce the risk of breaches of data and personal/special category data belonging to the school being stored on personal drives.
6. Identify which systems are currently being used and will continue to be used
8. Identify how any 'new' technology will integrate into what is already in place

Data Protection

1. Cyber Security: how are you going to avoid over sharing of information or unauthorised disclosures.
2. Consider the use of headsets and microphones to limit what can be overheard
3. Check staff and children know how to disable cameras and microphones when needed
4. Check staff, learners and parents know how to turn off, lock equipment. Check they know how to store it carefully.
5. Ensure staff and learners have regular discussions on keeping passwords secret and safe.
6. What will online learning tools be used for? List of all learners' names? Photographs?

ACCEPTABLE USE POLICY

1. Have AUP for staff, learners and Parents.

Appendix 5

A SIMPLE REMOTE LEARNING CHECKLIST TEMPLATE FOR WHEN AN INDIVIDUAL PUPIL OR A GROUP OF PUPILS HAVE TO SELF ISOLATE

Completed by: Karen Saywood   Date: November 2020

LEADERS

AS SOON AS POSSIBLE & ONGOING	PRIOR TO SELF ISOLATION	DURING ISOLATION	ON RETURN FROM ISOLATION
- Inform all staff about when and how this checklist should be completed - Agree with staff the learning Platform, i.e.Google/Zoom to be used for delivering lessons - Agree with staff if different approaches are to be used for different ages/groups of children - Provide training for staff on IT usage and learning platform	- Prepare communications to affected parents which include learning expectations and what their child will get daily, include a 'who to contact' name. - Ensure parents know if attendance at any synchronous sessions will be monitored and recorded	- Communicate home learning successes to parents - SLT to monitor take up of home learning by learners	- Reward and celebrate home learning successes with parents and children - Get feedback from parents/learners on what home learning worked well, etc - Get feedback from parents on school's communication strategies

• Provide training for staff on blended learning and discuss policy regarding changes to pedagogy and practice • Agree expectations with staff regarding home learning • Share expectations with parents • Update key policies: Data Protection, data protection compliance, Acceptable Use Policy, Safeguarding.	• Make any changes to staff responsibilities given staffing/learners self-isolation including the provision of home learning materials and who will feedback to learners		• Review and refine home learning practices and communication strategies and share with school community • Update Blended Learning policy and checklist to reflect this and redistribute to staff

TEACHERS

AS SOON AS POSSIBLE & ONGOING	PRIOR TO SELF ISOLATION	DURING ISOLATION	ON RETURN FROM ISOLATION
• Explicitly teach how to learn independently if at home, including how to organise themselves, their learning, their day. • Ensure that learners understand the expectations for learning each day. • Ensure that all learners know how to use the virtual platform, including: any passwords needed to access resources; how to upload/send completed work and identify any specific provision/resources which individual children will need to access theplatform	• Provide home learning activities that involve consolidating learning and catch up gaps. • Prepare materials to meet individual learning needs as necessary • Tell learners what is expected from them next lesson with you • Reinforce how to learn at home and reassure them	• Consider equity learning issues for learners at home compared to those in school • Make provision for online lessons and for interactions with individual learners and provide opportunities for interactions between learners • Monitor learners' access to home learning • Regularly feedback to learners on their home learning • Regularly assess learners' knowledge and understanding of the home learning. • Adjust and adapt home learning in light of assessment.	• Welcome back • Praise for home learning • Use formative assessment techniques to assess what learners have learnt and for any gaps in their learning • Deliver catch up lessons for learners as required. • Discuss with learners' what worked well and what didn't and consider what refinements need to be made for home learning practices and procedures should such measures be required again. • Consider how home learning opportunities can be improved for all children in the future using learning from this process

SUPPORT STAFF

AS SOON AS POSSIBLE & ONGOING	PRIOR TO SELF ISOLATION	DURING ISOLATION	ON RETURN FROM ISOLATION
- Support individual children with self-organisation and prepare them for how to learn at home - Ensure individual children have the skills for any IT access - Prepare any differentiated resources required to support home learning - Join video calls with teachers, groups and individuals for learning activities and social catch-up	- Ensure individual learners have the right resources - Reinforce the expectations for learning - Tell them who will be in touch to check they are getting on well	Contact and record children at home issues (in line with school policy) including how home learning is progressing	Work with individual children on catch up

ADMINISTRATIVE TEAM

AS SOON AS POSSIBLE & ONGOING	PRIOR TO SELF ISOLATION	DURING ISOLATION	ON RETURN FROM ISOLATION

• Check all contact number for parents and email addresses are up to date and working	• Ensure all children being sent home are recorded on tracker and record likely return date	• Send parents a text message regarding return to school date.	• Check all children have returned
• Establish a system for tracking return to school dates for individuals and bubbles		• Check/amend dates for return if there are further positive tests for self-isolating learners	