



Sneinton St Stephen's Church of England Primary School

Blended Learning Policy

Together We Can Achieve

Written in conjunction with:

- Behaviour Policy
- Child Protection and Safeguarding Policy and coronavirus addendum to our child protection policy
- Data Protection Policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- E-safety policy

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Developing a life-long passion for learning; exploring life in all its fullness with hope and aspiration, through a World Class education

At Sneinton St. Stephen's C of E Primary School, we recognise that during the Covid-19 pandemic there will be times where children, either individually or as a class 'bubble', may need to learn remotely due to self-isolation. We believe that this should not be to the detriment of them fulfilling our school mission and as such this policy sets out how children will access the curriculum when they are not able to do so in school. Through setting clear aims and outlining responsibilities, we can ensure that the children continue to access a World Class education and develop their life-long passion for learning through a blended learning approach.

Aims

This remote learning policy aims to:

- Ensure consistency in the approach to remote learning for pupils who are required to self-isolate
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for safeguarding and data protection

Definitions:

Remote Learning - when a child is not physically present in their usual classroom environment and continuing their learning from home. This may be through the use of digital devices or paper-based work set by the teacher.

Blended Learning- an approach to education that combines online educational materials and opportunities for interaction online with traditional place-based classroom methods. It requires the physical presence of both teacher and pupil. At Sneinton St Stephen's, applications such as Showbie, Class Dojo and Tapestry are used to enable blended learning

What parents, carers and children will receive for remote learning

The remote education that is provided by the school will be equivalent in length to the teaching your child would normally get in school. You should expect this to include a mixture of:

- recorded or live direct teaching time
- use of voice notes to explain learning via online platforms
- time for pupils to complete activities independently, such as working through assignments, PE or reading in a comfortable space
- access to collective worship

Remote education will be suitably tailored if your child has special educational needs and disabilities (SEND).

The amount of remote education should be a minimum of:

- key stage 1 to 3 hours a day, on average across the cohort, with fewer hours for younger children
- key stage 2 to 4 hours a day
- key stages 3 and 4 to 5 hours a day

Roles and responsibilities

Remote learning is everyone's responsibility; we have a duty to ensure that our children's education is maintained and provide education to children at home, as we do when children are in the classroom. They will continue to receive the breadth of our World Class school curriculum.

Key Stage leaders and Senior leaders are responsible for maintaining an overview of the remote learning platform and monitoring the effectiveness of remote learning. On a day-to-day basis, Kellie Griffiths (KS2), Julie Doyle (KS1) and Helen Byers (EYFS) will be notified by the office team as to whether any child is isolating. Procedures below reflect actions that will then be taken to ensure the remote learning is provided by allocated remote learning champions within each key stage.

Subject leaders

Alongside their teaching responsibilities, **subject leaders** are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Check coverage of the curriculum through monitoring of planning and pupil voice
- Working with teachers teaching their subject remotely, to make sure all work set is stage appropriate and consistent
- Alerting teachers to resources they can use to teach their subject remotely

SEND support

The SENDCO is responsible for:

- Ensuring, alongside the class team, that there is a continuation in a child's provision
- Individual remote learning will be set for SEND pupils assessed against B-squared. All other SEND pupils are expected to complete work set for their year group.
- Where the needs are more complex, ensuring that work is bespoke to the child if curriculum content cannot be differentiated effectively to enable the child to access it.
- Supporting the class team to provide differentiated work, appropriate to individual need that enables full curriculum access.

- Leading staff to create pre-organised packs based on current individual children's provision map and EHCP targets which include appropriate activities that will promote progression against these targets
- Providing further support to both parents and children with SEND, where needed, to enable children to access the learning through online communication platforms.
- Continuing to liaise with all agencies supporting individual children and attend any prearranged meetings during this time i.e. TAC meetings or annual reviews
- Continuing to meet their statutory obligation with regards to the Code of Practice and legal time frames, with particular reference to EHCP applications and annual reviews.
- Updating risk assessments where necessary.
- Seeking feedback from parents with regards to confidence of delivery of personalised learning activities and provide support where necessary

Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Leading the remote learning approach across the school in conjunction with Transform Trust Delivery Team
- Monitoring the effectiveness of remote learning – through parent and pupil voice where appropriate
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Designated safeguarding leads

DSLs are responsible for:

- Monitoring daily contact with vulnerable families while they are not in school
- Maintaining relationships with external agencies who are involved with vulnerable families; for example Social Care
- Ensuring children who usually have access to means-tested free school meals receive a food hamper or daily FSM equivalent, on their first day of isolation

Digital leader/AIT for technology support

The digital lead/AIT 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 pupils and parents with accessing the internet or devices

Pupils

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although 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 learning support assistants
- Alert teachers if they're not able to complete work – this may be in the event of parents continuing to work themselves, and remote learning needing to be completed at a different time.

Parents and carers

Staff can expect parents supporting children learning remotely to:

- Make the school aware if their child is ill or otherwise unable to complete work due to working commitments
- Seek help from the school if they need it
- Be respectful when making concerns known to staff
- Understand that staff will not respond outside of normal working hours

Governing body

The governing board 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

Expectations for individual pupil isolation

An initial phone call will be received/made by the office team who will find out the following information:

- When symptoms of COVID19 started/if they are a close contact of someone who has COVID19
- If the family has anyone else who is currently experiencing symptoms of COVID19
- When the child is due to/has had a COVID19 PCR test
- If the child is currently well enough to complete work
- If the child is in receipt of Free School Meals and would like additional support for the period of self-isolation

The office team will ensure that vouchers for Free School Meals are distributed accordingly to the family for the isolation period.

Scholarpack will be updated to state if the child is self-isolation or has a positive confirmed case of COVID19.

Any information from the office team on **individual** children, who need remote learning, should then be passed to the Remote Learning Champions within each phase. This will include:

- If contact has already been made (initial phone call)
- If PCR test results have been received
- If the child/children is well enough to work, for the remote learning champion to make contact on the following day to set remote learning.
- If the child/children is not well enough to work

Remote Learning Champions for each phase are then responsible for ensuring that individuals in that phase are accessing the curriculum, while they are isolating. The champion will:

- Contacting the family daily, following the initial contact from the office, for the entire period of the isolation.
- Discuss whether additional support is needed to access learning (for example access to technology, access to food parcel if not in receipt of FSM).
- Outline the learning that needs to be undertaken on that day/subsequent days and where it will be accessible from (EYFS – Tapestry, KS1 – Classdojo, KS2– Showbie)
- Speak to the child to discuss the work that has been set and how to gain further support if needed.
- Ensure the work is marked and appropriate feedback is provided – this can be done in the phone call the next day if necessary.
- Record the engagement of the child in the learning after the first day.

Communication with the remote learning champion will be logged daily on Scholarpack under the 'comms' log.

If a child has a sibling that is also isolating, the key stage leader will agree how contact will work with the remote learning champions, to ensure that multiple calls are not made to the family. It will

then be the responsibility of the person making the call to ensure that work for all children isolating is explained. The log of this call will be made on the 'comms' log for one child, not multiple.

If a child/children are not well enough to work due to being COVID19 positive, a wellbeing call will still be completed to the family daily. The member of staff making the call will speak to the family to ascertain when this may be possible during the period of isolation. However, the mental health and wellbeing of the child and family are paramount during the period of isolation.

If a member of staff feels any child is at risk or in danger during their isolation period, the senior DSL must be informed immediately and a log of the concern must be made on MyConcern.



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Process for communication with families in the event of individual COVID19 isolation

Communication is made with school to inform that the child/children have tested positive or are a close contact of a positive COVID19 case.

Office team contact the family as per the expectations procedure and ask questions set out in policy above.

Outcome of the phone call with the family shared with the key stage leader by the office team.

Key Stage leader to inform remote learning champions in each key stage about child isolating. Work is set from the first day of isolation.

This may be a wellbeing call if the child is unwell.

The child is well enough to complete remote learning

Remote learning

If the child is well enough, remote learning will be set by the remote learning champion daily.

Once it has been established that the child has access to technology, the child will have the work shared via the appropriate online platform, and will be spoken to about work that needs to be completed daily.

The child is not well enough to complete remote learning.

Wellbeing call

If the child is not well enough to complete remote learning, daily calls will be completed to check in on the family and the child.

A member of staff making the call will then ascertain when the child becomes well enough to complete remote learning again through these calls.

Expectations for whole class isolation – outbreak management plan

In the event the school has to implement an outbreak management plan, a whole class may be asked to complete remote learning at home.

On the first day of the class moving to remote learning, a member of the class team will make an initial phone call to each child's family. During this call, information in regards to the safety of the child during the isolation period will be discussed, in addition to accessibility to an electronic device, and any additional information to support the family for the period of the isolation. The call will also outline the expectations of work that will be set daily by the class teacher. Information about free school meals or gaining support for access to food will also be discussed.

A class tracking sheet, accessible via OneDrive, will be completed to log the outcomes of the calls and updated on subsequent days of the isolation. This will need to be completed for as long as the outbreak management plan is in place.

On the second day of the class accessing remote learning, a whole class morning zoom call, to discuss work and learning and check on the wellbeing of each pupil. During the zoom call, two members of staff will always be present. This call will outline the day's work, how it can be accessed, and allow for the children to ask any questions about their learning for that day. A register of attendance will be tracked during the call, and any children who have not attended will receive a follow up phone call. Children's attendance of the call and engagement with learning should be logged on the tracking spreadsheet for remote learning. Staff should connect regularly with children with SEND during remote delivery of learning so that relationships with key staff can be maintained, and progress for individual children is not hindered.

From the third day and subsequent days of the class closure, all children will be expected to attend a daily zoom call. In the event that children are repeatedly not attending the zoom calls, phone calls are not being answered, or work is not being returned, the key stage leader should be informed for action on next steps to engage the pupil in their learning.

During the final zoom call of the isolation window, parents and carers will be asked for parent voice feedback, for the school to take into consideration for the future.

All children are encouraged to take part in Collective Worship and an active workout session during their day. Collective worship can be accessed on the school online learning platform, via the school website.

In the event of a bubble closure, all staff must be available during the working day. 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.

Below outlines the expectations of work to be complete by each class in the event of a class bubble closure:

ANY SAFEGUARDING CONCERNS THAT ARISE OUT OF THE DAILY CALL NEED TO BE REPORTED TO A DSL AS SOON AS POSSIBLE AND IMMEDIATELY LOGGED ON MY CONCERN.

Year group specific expectations for remote learning – individual pupil isolation

EYFS

Remote learning for children in the Early Years Foundation stage will be completed on Tapestry.



F1

- Daily reading (this can be done using Big Cat Online or reading books you may have at home)
- One daily fine motor activity
- 10 minutes quality time playing with your child and talking about what you are doing – this can be sent to the class teacher via tapestry.

Completed activities need to be posted daily on Tapestry.

F2

- A daily 10 minute phonics lesson
- A daily 10 minute Maths lesson
- Daily reading of the child's own reading book or from Big Cat online
- Daily handwriting practice

Completed activities need to be posted daily on Tapestry.

Key Stage 1 (Year 1 and Year 2)

Remote learning for children in Key Stage 1 will be completed on Class Dojo via the Portfolio function.



- A daily phonics activity
- A daily English activity(reading/writing)
- A daily maths activity
- A daily foundation subject activity

Children completing remote learning can also access Times Tables Rock Stars and Rising Stars Online Reading books as additional activities to complete at home.

Key Stage 2 (Y3, 4, 5 and 6)

- A daily English task (writing or grammar)
- A daily reading task
- A daily maths task
- At least one foundation subject task



Children can complete additional remote learning such as:

- Times tables practice every day (this can be TTRockstars or an alternative game)
- 10 minutes or more of reading aloud every day. This can be the child's own reading book (including magazines and comics) or use of any online reading platform, such as EPIC reading.
- Spelling practice every day – this can be through Spelling Shed if children have access to it.

Marking and feedback

- Staff can use these platforms to give the children feedback on a daily basis, as well as through the daily phone call with the remote learning champion.
- Where it is appropriate for work to be marked, the remote learning champion will follow the whole school marking policy using green to acknowledge positives within the piece of work, and using pink to provide feedback.
- Where the child is accessing Showbie in Key Stage 2, voice notes can be provided to the child to give feedback.
- Feedback will be provided throughout the course of the school day. There is no expectation for staff to respond to messages on platforms outside of working hours
- Any complaints from parents should be handled in the same way in which they would be in school and in conjunction with the school's complaints policy.

Year group specific expectations for remote learning – outbreak management plan

In the event that the school has to implement the outbreak management plan, all pupils will have access to the above remote learning, in addition to a daily zoom call from the class teacher. During this call, the teacher may complete additional 'live' lessons, such as phonics teaching, for the whole class. Recordings of teaching may also be provided via the appropriate platforms for each key stage.

To support families with multiple children who may be isolating, in the event of an outbreak management plan (where majority of classes are closed), the following times will be scheduled for zoom calls to take place daily:

<u>Zoom call times</u>	
F1	9:45-10:15
F2	10:15 – 10:45
Y1	11:00 – 11:30
Y2	1 – 1:30
Y3	8:45 – 9:15
Y4	2 – 2:30
Y5	9:15 – 9:45
Y6	1:30 - 2

During this time, in order to keep pupils motivated at home, teachers will feedback to the whole class and celebrate whole class achievements.

All children will be invited to attend weekly merit worship on a Friday, where work completed in remote learning will also be celebrated.

Accessing foundation subjects during remote learning

Continuing to teach the normal planned curriculum in the remote environment is important. Subjects where this is more challenging are those that would normally include significant elements of practical work in the live classroom, for example sciences, music or technology. However, in these and other cases, video via ready-to-use platforms such as Oak National Academy or YouTube can be used for practical work.

Resources can also be accompanied by teacher explanation, commentary and a text book or electronic resource.

At Sneinton C of E, we also recognize that supporting pupils to be physically active is important for their physical and mental wellbeing. There may be challenges to delivering physical education remotely, but resources and advice are available from organization such as the Association for Physical Education and Youth Sport Trust. Remote lessons are available on Oak National Academy.

Contacts for staff

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- Issues in setting work using a digital platform– Digital lead (Rachel Walker) or AIT
- Issues with behaviour – talk to the Inclusion lead (Jo Thompson)
- Issues with IT – Digital lead (Rachel Walker) or AIT
- Issues with their own workload or wellbeing – talk to Wellbeing Lead (Mark Lowe)
- Concerns about data protection – talk to the data protection officer (Julie Walsh)

- Concerns about safeguarding – talk to their phase DSL in the first instance (Jo Thompson (EYFS); Julie Doyle (KS1); Kellie Griffiths (KS2)).

Data Protection

Accessing personal data

When accessing personal data for remote learning purposes:

- All staff should have completed the relevant and most recent GDPR training
- Staff should use school-issued devices to access this data (iPad or laptop)

Processing personal data

Staff members may need to collect and/or share personal data, such as parent/carers e-mail addresses, as part of the remote learning system.

However, staff are reminded to collect and/or share as little personal data as possible online. If information is being shared, documents should be password protected or encrypted.

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

Safeguarding

If any safeguarding concerns are apparent during contact with families during periods of remote learning, then these should be logged using MyConcern and a DSL notified immediately.

Senior Designated Safeguarding Lead – Kellie Griffiths

Kellie.griffiths@sneinton.nottingham.sch.uk

The safeguarding team will act appropriately to ensure that the child/children concerned are safe and put appropriate support in place, in line with the schools Child Protection and Safeguarding Policy.

If any child who is deemed as vulnerable, the Senior DSL will liaise with key stage leaders and remote learning champions, to ensure appropriate communication is made with the family, ensuring the child/children's safety.

If a child is open to Children and Families Direct in any way, the allocated worker to the family must be notified immediately to inform them that the child/children are isolating and are at home completing remote learning. Further detail about the isolation window can also be provided.

In the event of an outbreak management plan being implemented, whole class remote learning expectations will be implemented, which includes the safe use of Zoom for the class call. These expectations will be outlined at the start of every zoom call to all children and parents/carers.

In addition to this, if a whole class were to close under an outbreak management plan, the school safeguarding team would agree on calls that need to be made to families deemed to be vulnerable.

Please see appendices A and B for further details on safeguarding protocols for online zoom calls in the event of the outbreak management plan being implemented.

Mental health and wellbeing

Emotional wellbeing and positive mental health is significant at Sneinton C of E Primary School. Being in isolation can put strain on this and some children and families may find this difficult.

The following organisations offer information and support on mental health and wellbeing, that can be accessed during periods of isolation:

- [Place2Be](#)
- [MindEd](#)
- [Every Mind Matters](#)
- [Public Health England](#)
- [Child Bereavement UK](#) and the [Childhood Bereavement Network](#)
- [Youth Sport Trust](#) and [Sport England](#)
- [Young Minds](#)
- [Think Ninja](#)
- [Barnardo's See, Hear, Respond Support Hub](#)

The following contacts can also provide help over the phone for young people:

- texting SHOUT to 85258
- calling Childline on 0800 1111
- calling the Mix on 0808 808 4994

The Senior DSL and the SENDCO will ensure that any additional support that is needed for pupils during periods of isolation is provided. For example, a child who may be receiving learning mentor

support in school may be able to access this support via the phone or via a zoom call. Each child will be considered on an individual basis and the appropriate support provided.

Appendix A - Virtual meeting protocols

	Teachers	Pupils	Parents
Only use school registered accounts	?	?	
Sit against a neutral background in a safe and neutral space	?	?	
Do not use a system that has not been approved by the school	?		
Consider those children without internet access	?		
Ensure all settings are as they should be e.g. chat and recording	?		
Be aware of rules and guidelines for chat and communication	?	?	?
Consider any specific needs for vulnerable, including Looked After Children and those with Special Educational Needs and Disabilities	?		
Ensure two adults are present for video calls or class learning	?		
Don't share personal information	?	?	?
Be mindful of background noise	?	?	?
Abide by acceptable use agreements	?	?	?
Be aware of reporting procedures – staying	?	?	?

safe online or safeguarding concerns			
Live session record these and inform all participants you are for safeguarding purposes	?		
Be aware of procedure for asking for help if stuck	?	?	
Gain/Give consent	?		?
Ensure knowledge of system and how to use safely	?	?	?

Appendix B – Remote learning expectations



REMOTE LEARNING EXPECTATIONS

School will:

- Inform all parents/carers of any children required to self-isolate due a reported confirmed case of COVID - 19
- Provide remote learning for all pupils required to self-isolate at home via the appropriate online platform
- Ensure all staff have completed safeguarding and online training in line with school policy
- Maintain daily communication with all children/parents for the period of their isolation
- Ensure all children eligible for Free School Meals have access to an equivalent food hamper or school meal
- Consider any specific needs for vulnerable, including Looked After Children and those with Special Educational Needs and Disabilities
- Support disadvantaged families with access to learning resources and equipment
- Will contact any children unable to attend the call to ensure they are safe and well
- Manage any safeguarding concerns in line with the school Child Protection and Safeguarding Policy

Parents/Carers will:

- Immediately inform school if their child or any member of their household is experiencing symptoms, is a close contact of or has tested positive for COVID-19
- Contact the school at the beginning of the day if your child is unwell or experiencing symptoms
- Accept a daily telephone call from a nominated member of the school staff team and be a partner in their child's learning at home. Please seek support during the call, if required.
- Support their child to engage with remote learning tasks set and upload completed work for feedback
- Engage with class calls and support their child by being dressed appropriately for the call
- Children should be in a shared area of the family home eg not bedrooms when participating in a class call

Children will:

- Be ready and dressed for learning
- Complete their learning tasks as set by their class teacher on a daily basis
- Continue with their daily reading, phonics and timetables practice as set by the class teacher
- Complete their work to the same standard as would be expected when working in the classroom

TOGETHER WE CAN ACHIEVE