

## **St Thomas Aquinas Catholic Multi-Academy Trust**

### **Remote and Blended Learning Protocol**

#### **Rationale**

The purpose of this protocol is to support school staff and leaders so that planning is in place to ensure high quality educational delivery during the academic year 2020-21 and beyond. Blended learning is defined as: ‘a style of education in which students learn via electronic and online media as well as traditional face-to-face teaching.’

DFE guidance published July 2020 highlights an expectation that schools ‘develop remote education so that it is integrated into school curriculum planning: Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.’

When planning for remote and blended learning approaches to curriculum delivery, an understanding of the impact on workload must always be considered. There are particular risks around blended learning with teaching staff and classroom based support staff delivering both face to face learning and planning for remote learning packages for students who aren’t able to physically attend school.

Mapping school/subject existing curriculum plans against the 2020-21 Oak National Academy objectives and resources is encouraged. This means children who can’t attend school can quickly access nationally produced resources which are mapped to their own curriculum. This should help to reduce workload for teaching staff. Oak National Academy are developing options for lessons to be assigned to children on-line across a range of platforms, including Google Classroom and MS teams. Resources can also be printed and held as paper copies. Curriculum maps are published annually on school websites already and including online learning links will support a quick transition to remote or blended learning. <https://www.thenational.academy/2020-21-oak-curriculum>

The DFE has outlined the following key principles for curriculum planning:

- education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.
- the curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.
- remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.

### STACMAT Key Principles: In-school

- Responsibility for blended/remote learning should be identified within school leadership structures.
- A member of staff from each school should be assigned to the blended/remote learning network (it is recommended that this is not the Headteacher).
- The in-school face to face learning offer must be mapped against the planned on-line/remote offer.
- School leaders should evaluate the most appropriate on-line learning platforms for their setting and ensure that access to and quality assurance of remote/blended learning via online platforms is part of the overall school approach to quality assurance.
- School leaders should consider what steps will be taken to limit widening of educational gaps between those who are learning in-school and those who are accessing remote learning.
- Leaders and teachers should consider how children can access remote learning resources and receive feedback which is both on and off-line.
- When considering the three stages of school access (fully open/ partially open/ closed) staff workload must be considered by all leaders and steps should be taken to reduce any burden derived from the different stage of school access. This should include not asking teaching staff to produce additional and 'new' resources when they are predominately delivering face-to-face learning in the classroom.
- As in any other year, publish your curriculum on your school website. From September 2020 blended learning should be highlighted on curriculum maps
- It is recommended all schools consider the use of Oak National Academy initially and supplement this with other delivery options, including live-teaching, recorded sessions and school developed resources
- The quality of resource used should be at least equal to those offered by Oak National Academy
- When allocating resources, consider the needs of SEND learners. SENCOs should support teachers and other staff to ensure work set is appropriate.
- RE resources for Primary schools should be the 'Come and See' resources and curriculum. Secondary schools should use their existing curriculum maps for RE.
- The teaching of phonics is likely to prove challenging in all situations where remote/ blended learning is the predominant form of learning. Schools should use the existing resources which support home learning of their systematic phonics programmes and consider if the range of these resources can be expanded.
- In their monitoring of engagement with and completion of remote learning, school leaders should pay particular attention to any widening learning gaps. They should proactively look at strategies to help address learning gaps, particularly for students who are disadvantaged, SEND and vulnerable pupils.

### **STACMAT Key Principles: Working with Home**

- Circulate information to parents which will help to build familiarity and confidence with on-line and remote learning options as part of the normal partnership with home (for example, if you have a preferred whole school on-line learning platform use this as part of your 'normal' home learning tools, setting homework on the platform and even using it for parental communication).
- Share links to curriculum maps with parents and consider using opportunities such as parent information evenings to brief parents about on-line and remote learning offers and how these can be accessed easily.
- Be explicit with parents about why it is so important that children follow the curriculum maps for their year group/ subjects and explain how parents can get help (for example, where should they ask for paper based resources? How can they get help if their child is finding it hard to access learning?)

### **STACMAT Key Principles: Improving the Learning Experience**

- As appropriate to age, stage and context, outline expectations around remote and blended learning as part of your discussions with students.
- Talk regularly in-school with learners about what helps them to learn most effectively when they are accessing blended/remote learning.
- Plan opportunities for children to speak about and identify barriers they have faced when accessing blended/ remote learning (for example, sharing devices). Talk with children who have faced barriers about possible solutions to help them keep learning (for example, who would you request a paper based pack from if you needed one?).
- Plan opportunities for children to talk about where they can get help and support for blended/ remote learning, particularly around stress linked to blended/remote learning.
- Consider having a student voice forum so that children can suggest ideas for blended/remote learning and work in partnership with adults to continue to improve the learning offer.

### **Underpinning DFE Expectations: July 2020**

- Guidance from the DFE published in July 2020 outlines the expectation that all children who are working from home for any reason related to Covid-19 who are well enough to do so should be provided with work which is mapped to the in school curriculum
- The guidance document outlines the expectation that the number of hours learning provided should be equal to the in-school deliver hours of the curriculum

The DFE guidance document states:

'Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

In developing these contingency plans, we expect schools to:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum.

When teaching pupils remotely, we expect schools to:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

We expect schools to consider these expectations in relation to the pupils' age, stage of development and/or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.'

### Scenario Overview

<p><u>School Fully Open</u></p>	<ul style="list-style-type: none"> <li>• For the majority of children, the main form of education will be face-to-face teaching in the classroom.</li> <li>• If a child/ group of children has to work remotely from home and is well enough to do so, they should be assigned work which matches the curriculum in-school and their engagement and completion of work should be monitored.</li> <li>• Pre-prepared resources via sites such as Oak National Academy should be mapped to the main school curriculum. Unless whole class bubbles are closed, staff will not deliver additional live teaching on-line because the main form of delivery for the majority of children will be face-to-face delivery.</li> <li>• Those children who are accessing the remote learning offer should typically be assigned the same learning objectives, number of hours learning and quality of resources as those working in school to ensure full curriculum coverage. Again, in order to reduce the impact on workload schools should map their existing curriculum to those offered via resources such as 'Oak National Academy'.</li> <li>• Teachers should consider how children will receive resources allocated without the supportive discursive atmosphere of the classroom and teacher exposition. Not all resources and objectives will be appropriate for remote or blended learning experiences and teaching teams should make time to discuss these challenges as part of their wider curriculum planning.</li> <li>• Existing or nationally produced resources should be used or adapted, rather than additional resources being produced. SEND needs should be considered if relevant when assigning work.</li> <li>• Resources for remote learning can be either online or paper based.</li> <li>• The learning of those working at home must be monitored. This could take a range of the forms, as appropriate to age and setting. However, the outcome of monitoring should be recorded centrally within the school and reviewed by school leaders.</li> <li>• Feedback to children working remotely should be in-line with the feedback given to those children in the classroom.</li> </ul>
<p><u>School Partially Open</u></p>	<ul style="list-style-type: none"> <li>• Depending on year group and specific reasons why the school is partially open, learning for many children is likely to be remote.</li> <li>• If a child/ group of children has to work from remotely from home and is well enough to do so they should be assigned work which matches the curriculum in school and their engagement and completion of work should be monitored.</li> <li>• Pre-prepared resources via sites such as Oak National Academy should be mapped to the main school curriculum. Where whole 'bubbles' (year group/ class) are accessing</li> </ul>

	<p>learning remotely the option to deliver ‘live teaching’ for part of the curriculum time is encouraged. There are a range of platforms which support on-line live teaching. Collaboration and sharing of expertise around the use of these platforms should form part of whole school approaches to professional development. The <a href="http://www.LCTSA.org">www.LCTSA.org</a> will also offer opportunities for collaboration and training.</p> <ul style="list-style-type: none"> <li>• Those children who are accessing the remote learning offer should typically be assigned the same learning objectives, number of hours learning and quality of resources as those working in school to ensure full curriculum coverage. Again, in order to reduce the impact on workload schools should map their existing curriculum to those offered via resources such as ‘Oak National Academy’.</li> <li>• Teachers should consider how children will receive resources allocated without the supportive discursive atmosphere of the classroom and teacher exposition. Not all resources and objectives will be appropriate for remote or blended learning experiences and teaching teams should make time to discuss these challenges as part of their wider curriculum planning.</li> <li>• Existing or nationally produced resources should be used or adapted where appropriate. SEND needs should be considered if relevant when assigning work.</li> <li>• Resources for remote learning can be either online or paper based.</li> <li>• The learning of those working at home must be monitored. This could take a range of the forms, as appropriate to age and setting. However, the outcome of monitoring should be recorded centrally within the school and reviewed by school leaders.</li> <li>• Feedback to children working remotely should be in-line with the feedback given to those children in the classroom.</li> </ul>
<p><b><u>School Closed</u></b></p>	<ul style="list-style-type: none"> <li>• Learning for the majority of children will be remote. Vulnerable children and children whose parents/guardians are key workers are likely to continue to attend school premises.</li> <li>• If a child/ group of children has to work from remotely from home and is well enough to do so they should be assigned work which matches the curriculum in school and their engagement and completion of work should be monitored.</li> <li>• Pre-prepared resources via sites such as Oak National Academy should be mapped to the main school curriculum. The option to deliver ‘live teaching’ for part of the curriculum time is encouraged. There are a range of platforms which support on-line live teaching. Collaboration and sharing of expertise around the use of these platforms should form part of whole school approaches to professional development. The <a href="http://www.LCTSA.org">www.LCTSA.org</a> will also offer opportunities for collaboration and training.</li> <li>• Those children who are accessing the remote learning offer should typically be assigned the same learning objectives,</li> </ul>

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### **Addendum: School Specific Protocol Elements/ Adapted from ‘The Key’**

When providing remote learning, teachers are responsible for:

#### **Setting work**

- St Joseph’s will provide the children in their class with work linked to current work the children are receiving while attending school. In the event of a teacher being absent due to COVID 19 a class teacher may be required to provide work for another group of children eg: If year 4 class teacher is absent the Year 4/5 class teacher will provide structure for that group.
- The class teacher will provide a detailed timetable of the week. The timetable will include links to relevant work which children and parents will be able to access remotely. In the event of no remote access the school will make alternative provision which will be sent home. (Paper copies)
- The work will be set for the week and submitted to the HT
- The work will be uploaded to the school website. In the event of a class teacher being unable to do this a copy must be sent to the head teacher. The head teacher will then post this on the school website for parents and children to access.
- Teachers may wish to communicate via email/ video/ phone call to ensure consistency across year groups. Pupils with limited access to devices may wish to receive paper copies by post/ download from an email or school collection (socially distanced) – Work will be left on a table in reception for collection.

#### **Providing feedback on work**

- Pupils will submit work to the class teacher via the class email/ work completed on purple mash will be monitored through the purple mash platform.
- Teachers may respond to work received via email response/ or by using the learning platform where the work has been shared. Those completing work on paper should keep the work and on return to school bring this in with them. Feedback will then be given to the children once work has been quarantined. This may be written or verbal feedback.
- Work to be shared on a daily/weekly basis dependent on the activity

#### **Keeping in touch with pupils who aren’t in school and their parents:**

- Teachers are to make contact with the pupil/pupils weekly. Teachers must provide the children with one Zoom meeting (Children to be invited – through a parent mail link – this will be for well-being) Phone call contact will be made for vulnerable children once a week
- Teachers will respond to emails from parents within set hours 8am – 5pm
- When handling complaints please seek advice from the Head teacher for safeguarding concerns contact the head teacher or a DSL
- If children fail to complete work in the first instance, make contact with the child’s parents/ guardians. If children continue to not complete work please refer to the head Teacher.

#### **Attending virtual meetings with staff, parents and pupils**



- Please ensure an appropriate dress code is maintained during virtual meetings (Refer to staff code of conduct)
- Avoid areas with background noise and locations which are inappropriate.

## **2.2 Teaching assistants**

When assisting with remote learning, teaching assistants are responsible for:

Supporting pupils who aren't in school with learning remotely

- Children will be assigned specific teaching assistants who they can make contact with via email.

When Attending virtual meetings with teachers, parents and pupils teaching assistants must follow the school

- Dress code
- avoid areas with background noise and locations which are inappropriate.

If teaching assistants are also working in school during this time they will not be expected to support children beyond the classroom.

## **2.3 Subject leads**

Alongside their teaching responsibilities, subject leads are responsible for:

Monitoring the provision set by the class teachers for your subject.

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 – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set

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

## **2.4 Senior leaders**

Alongside any teaching responsibilities, senior leaders are responsible for:

The Head Teacher is responsible for Co-ordinating the remote learning approach across the school

The Head Teacher and Senior Leaders (RA,GS and JS) will Monitor the effectiveness of remote learning achieved through regular meetings with teachers and subject leaders, reviewing work set and reaching out for feedback from pupils and parents

The head teacher and IT technician will Monitor the security of remote learning systems, including data protection and safeguarding considerations

## **2.5 Designated safeguarding lead**

The DSL is responsible for:

Child protection and safeguarding: COVID-19 addendum

## 2.6 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 pupils and parents with accessing the internet or devices

## 2.7 Pupils and parents

Staff can expect pupils learning remotely to:

- 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 sick or otherwise can't complete work
- Seek help from the school if they need it

## 2.8 Local Governing board

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

## 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 or SENCO [sogorman@st-josephs.leicester.sch.uk](mailto:sogorman@st-josephs.leicester.sch.uk)

Issues with behaviour – talk to the Head Teacher: [cdedman@st-josephs.leicester.sch.uk](mailto:cdedman@st-josephs.leicester.sch.uk)

Issues with IT – The IT Technician: [Tpatel@st-josephs.leicester.sch.uk](mailto:Tpatel@st-josephs.leicester.sch.uk)

Issues with their own workload or wellbeing – Talk to the Head Teacher [cdedman@st-josephs.leicester.sch.uk](mailto:cdedman@st-josephs.leicester.sch.uk)

Concerns about data protection – to the office manager or Head Teacher [cdedman@st-josephs.leicester.sch.uk](mailto:cdedman@st-josephs.leicester.sch.uk)

Concerns about safeguarding – talk to the Head Teacher(DSL) or Deputy DSLs [cdedman@st-josephs.leicester.sch.uk](mailto:cdedman@st-josephs.leicester.sch.uk) / [rabel@st-josephs.leicester.sch.uk](mailto:rabel@st-josephs.leicester.sch.uk) / [gskye@st-josephs.leicester.sch.uk](mailto:gskye@st-josephs.leicester.sch.uk) / [tcartwright@st-josephs.leicester.sch.uk](mailto:tcartwright@st-josephs.leicester.sch.uk) / [mmurray@st-josephs.leicester.sch.uk](mailto:mmurray@st-josephs.leicester.sch.uk)

## **4. Data protection**

### **4.1 Accessing personal data**

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

Staff may access data shared in ‘the cloud’ (which is secure) or through access to the server on the school’s network.

Staff should use a device provided by the school to access secure data

### **4.2 Processing personal data**

Staff members may need to collect and/or share personal data such as email addresses and telephone numbers 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

## **5. Safeguarding**

Policy located in the staffroom and on the school’s website

<https://www.st-josephs.leicester.sch.uk/policies>

## **7. Links with other protocols and policies**

This policy is linked to our:

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

➤ Online safety policy