



Remote/Blended Learning Policy

**Diocese of Coventry
Multi Academy Trust**

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Together, pursuing life in all its fullness

Remote/Blended Learning Policy

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1. INTRODUCTION

COVID-19 is requiring us to look at a different way of providing education in schools, which will be a form of blended learning.

- Blended learning is understood as a hybrid approach that combines learning in school with distance learning, including online learning
- Blended learning is a flexible model that can support a project or course of study to progress whilst not requiring teachers and learners to be in the same physical space at all times.
- It is important to consider blended learning within the ongoing development of the whole school and things may change over time and there is no 'one size fits all'

In the context of COVID-19, we see blended learning as providing learning activities and learning opportunities through remote teaching to our pupils should any of our pupils or staff have to isolate following Government guidelines in the COVID period or for a prolonged period of time that involves specific medical illness for longer than a school week (5 school days) or hospitalisation following parental and medical advice and agreement.

By moving to a blended learning model, routines will change and pose specific challenges to the wellbeing and mental health of staff, learners and parents. The move to blended learning will equally affect the ability of schools to respond to these challenges and provide support to students and staff. The COVID-19 crisis has added extra mental health and well-being concerns for school, and they will play an important role in mitigating the negative psychological effects of the crisis.

This is the beginning of our blended learning journey so we need to be mindful that things may change as we build on our strengths and recognise the changes we may need to make to ensure it is as effective for all our learners as we can possibly make it.

This document aims to clarify the implementation of blended learning across the Diocese of Coventry Multi Academy Trust, outlining Health and Safety and safeguarding guidelines, and directions to ensure your child's needs are met as much as we possibly can in this difficult time. In order to deliver a coherent range of curricular experiences, our staff are committed to giving pupils access to learning activities which will meet their needs, building upon prior learning.

2. ISOLATION POSSIBILITIES

- Where a whole 'bubble' must go into isolation and the class teacher also needs to isolate, but is not affected by illness, the teacher will provide the learning.
- Where the teacher is affected and becomes ill due to COVID-19 and the 'bubble' has to isolate, members of the Senior Leadership Team at the school will co-ordinate the learning.
- Where individual children need to isolate, the class teacher will provide the learning during the child's period of absence.

3. ROLES AND RESPONSIBILITIES - STAFF

3.1 The Role of Staff

- To provide new learning as well as reinforcement and consolidation of prior learning.
- To build upon and improve the skills learned during lockdown as appropriate.
- To promote an ethos of inclusion, respect fairness and equality
- To ensure that cyber resilience and internet safety is central to all digital technology.
- To provide and support guidance for pupils.
- To keep abreast of research and national agenda.
- To engage with effective learning and teaching resources e.g. Oak Academy.
- To foster and open pathway of communication between the school and home where appropriate.
- To adhere to government Safeguarding and Health and Safety guidelines.

3.2 Staff Will:

- Select an appropriate teaching and learning approach with learning tasks that are complementary and coherent across learning environments.
- Provide broad, general education remote learning tasks.
- Provide targeted support to learners with particular needs.
- Provide appropriate literacy, numeracy and health and wellbeing tasks for the days your child is not attending school.
- Direct children to sites which can support learning activities
- Feedback to pupils in response to questions or requests through learning platforms either individually or as a whole class.
- Consider the most important elements of teaching and learning that are needed and which elements will be more difficult to explain remotely.
- Focus classroom work on key areas and modelling.
- Make use of remote sessions to check knowledge, independent practice, extended writing pieces to consolidate what they have learned.
- Be mindful that extra support may be required where parents and guardians are less able to support for a variety of reasons

Please give teachers time to responds to questions or queries – please remember the majority of children will still be in school and will require the teacher’s immediate presence.

4. ROLES AND RESPONSIBILITIES – PUPILS AND PARENTS

4.1 The Role of Pupils

- To help ensure that everyone feels valued, respected and included.
- To contribute their views during remote learning.
- To engage in learning through digital platforms
- To offer peer support and guidance through shared learning where appropriate
- To complete remote learning tasks whether technology or paper based.

4.2 The Role of Parents

- To support the school values.
- To foster an open pathway of communication between the school and home where appropriate.
- Utilise remote learning platforms to access remote learning materials which support, complement and consolidate school learning.
- Ensure your child completes remote learning tasks whether technology or paper based.

5. SAFEGUARDING

Keeping children and teachers safe when providing remote education is essential. Remote education is a new experience for both staff and pupils, so it is important that schools understand how to approach safeguarding procedures online. We cannot emphasise enough the importance of a safe online environment and encourage parents and carers to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites. These are usually free, but often need to be turned on.

If you have any concerns phone the school office or use the contact details on the contacts page of the school website. All information will be treated in confidence and where necessary reported to the appropriate agencies.

5.1 In order to make sure that your child stays safe online, we ask that you do the following:

- Access to the platform is made through the parent/carers account unless your child meets the age restrictions for the platform.
- For primary age children a parent or carer will remain near enough to monitor, whilst allowing enough privacy for them to concentrate on their work.
- Students/parents/carers should ensure that there are no distractions
- It is not appropriate for parents or carers to take part unless invited to do so.
- Where possible your child must take part in video calls in a suitable communal environment. We appreciate that this is not always possible and some of the video

calling software has a built-in option to 'blur' the background - you may feel this is an appropriate feature to turn on. All members of the household must be aware that the call is taking place and make sure they use appropriate language and behaviour when nearby or in the background.

- Your child must be appropriately dressed (uniform is not necessary, but they should not be dressed in sleepwear and should be fully dressed in clothing that covers top and bottom half of the body).
- You will make sure your child has 'logged off' the call correctly and signed out before turning off any devices.
- You and your child will not try to contact any teachers or school staff using these online tools outside of the pre-arranged calls. If you need to contact a teacher or member of school staff for any reason you will do so following your normal contact procedures.
- Students must listen to instructions and enable or disable their microphone when requested.
- The same rules of conduct and behaviour will apply as apply in the classroom.
- Students/parents/carers should not take photos, screenshots, record and video or audio from sessions or attempt to live stream it from their mobile phones.
- Any breaches of the points above will result in students being immediately removed from the session, potentially being be banned from all future sessions and further sanctions may be implemented in accordance with the academy's behaviour policy.

5.2 In order to protect your child, we will:

- No teacher or member of school staff will contact you or your child outside of any pre-arranged meetings using these online tools and if they do need to contact you will do so following their normal contact procedures.
- Teachers will check any links or videos they may direct your child to and make sure everything they use is age appropriate.
- Teachers and other adults on the call will use appropriate language/behaviour throughout the call.
- If not in school, teachers will ensure they are in a communal living space throughout the call. Where possible they will blur the background in any video calls and any members of their household will use appropriate language/behaviour throughout the call.
- We may record and store sessions on school systems for safeguarding purposes.
- Ensure that online learning tools are in line with data protection and GDPR policies.

If you have any questions or concerns about your child's use of online tools, please contact us. We appreciate your continued support during this challenging time.

6. SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES (SEND)

Some of our children who have a high level of special needs may require a mixture of technology and paper copies to access learning. This can be discussed with the class teacher and appropriate resources could be provided should the activity require it to support their learning.

7. GUIDELINES FOR HOME LEARNING AND TEACHING

We know that the idea of supporting your child's learning can seem daunting. It is important to remember that you are not expected to become a teacher and that your child does not need to learn the same way as they do in school. The most important aspect is the relationship that you already have with your child, this will enable you to support and reassure them during this unusual time.

On the days that you are engaging in remote learning, plan the day out in advance with your child. Doing this will help to reduce pressure or anxiety. Ensure that they have a range of short 'chunks' of time when they are engaged in an activity. Not all activities should require direct adult support, plan so that your child can undertake some activities independently in order to ensure that you can continue to work at home, if necessary. It is important to make sure that your child is not working online all day – factor in time for breaks, lunch, shared activities, time outdoors and fresh air. A variety of different activities, such as board games, puzzles or outdoor games can help your child to further develop skills such as problem solving, turn taking, cooperating with others and resilience. The time students have at home could allow them opportunities to read more widely. Get them to explore some of the shorter texts and extracts to enrich a topic or simply to give them enjoyment.

For learners that are more independent, time spent learning at a distance may involve the role of the teacher as one to provide support, feedback and instruction on a needs basis while students work through the curriculum and its content. This gives students a high degree of control over their learning and supports their self-regulated learning.

Where we can, teachers may also consider how to create and maintain a culture of collaboration and trust – through dialogue as well as learning tasks – that contribute to the sense of community, transcending different learning environments. This facilitation may also help dispel the teacher's own anxieties around different (potentially more distant) relationships with pupils who are less frequently in school.