Remote / Blended Learning Policy

Contents

Rationale

In the event of a school closure, the school is committed to providing continuity of education to its pupils and will do so through the process of remote (online) learning. 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 pupils and teachers are healthy, and able to work as normal from home. This policy does not normally apply in the event of short-term school closures (e.g. as a result of adverse weather) or a short-term pupil absence.

Remote learning may also be appropriate in situation when pupils, 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 pupils are able to complete school work at home. Another relevant instance would be if, following an infectious disease outbreak, pupils are self-isolating at home but not suffering with relevant symptoms.

Remote Learning in the event of extended school closure

In the event of school closure the school will provide continuity of education in the following ways, using Google Suite for Education (GSE):

a) Work will be set for each subject on a weekly basis.

b) Pupils will be expected to write written responses and turn their work in to the teacher.

c) Staff will mark work electronically and provide feedback.

d) Where appropriate, live learning will be delivered.

1. Aims

This remote learning policy for staff aims to:

> Ensure consistency in the approach to remote learning for pupils who are not in school

> Set out expectations for all members of the school community with regards to remote learning

> Provide appropriate guidelines for data protection

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2. Roles and responsibilities

The IT and School Support Team will ensure that all pupils are able to access learning from home and that all pupils have access to a device that they can use to access remote learning.

The Assistant Head of Learning, Teaching and Assessment will monitor engagement with remote learning.

The Assistant Head of Pastoral will monitor safeguarding concerns related to the use of the Virtual Learning Environment (VLE).

The Head of Computing will design, deliver and support the training of staff and pupils on how to use the VLE.

All subject teachers ensure that appropriate work is uploaded onto the VLE.

Teaching and Learning Assistants (TLAs) will support families and pupils with engagement and access to the VLE.

2.1 Teachers

When providing remote learning, teachers must be available between 9am – 3 pm.

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.

- o [Sickness Absence Policy and Procedure](#)
- o [Sickness Absence Policy and Procedure Addendum in response to COVID-19](#)

When providing remote learning, teachers are responsible for:

> Setting work –

- o For your normal classes. Tasks will be set in accordance with existing schemes of work, and tasks will be designed to allow students to progress through schemes of work at the same pace as if they were at school, where possible.
- o The amount of work should be the normal number of timetabled lessons
- o Work should be uploaded onto the VLE, instructions can be found in **Appendix 1**
- o This work needs to be set in advance of the lesson

> Providing feedback on work –

- o Teachers will provide timely and helpful feedback through use of the VLE.
- o Feedback for completed work will be shared before the end of that teaching week.

> Keeping in touch with pupils who aren't in school and their parents:

- o Teachers are expected to make regular contact, through phone calls and or emails weekly.
- o Staff who require flexible working should fulfil their contracted hours between 7:30am and 6pm when working remotely.
- o Staff who do not require flexible working should be available during your normal working hours.
- o All contact with pupils and families should be recorded on Behaviourwatch.
    - ▪ Please ensure all information is logged onto behaviour watch:
    - ▪ https://login.eduspot.co.uk/public/portal/school/?app=behaviourwatch
- o For any complaints or concerns shared by parents and pupils please forward to your Line Leader is the first instance via email, or in extreme circumstances by telephone. For any safeguarding concerns, please see below.

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> Attending virtual meetings with staff, parents and pupils:

  o For all dress that is visible staff must follow the school dress code outlined in the staff handbook. Staff Handbook

  o The view behind all staff members should be obscured or neutral, ideally a blank wall. Books, photographs, personal artifacts, white goods etc. should not be visible.

  o Other household members including children should not be visible. They should not be able to see your screen.

> Before Live Learning:

  o Plan a live learning lesson which uses many of The Rise Way strategies such as sharing objectives, cognitive load theory, dual coding, questioning, scaffolding, good use of additional adults etc.

  o Ensure that pupils and supporting staff have 24 hours' notice that live learning is going to take place.

  o Place a link to the live learning in the Google Classroom stream.

  o If you are using third party apps and websites (those that are not part of our GSE VLE) ensure that they are on the linked within the classroom stream and that staff and pupils have the necessary login and password details.

  o If pupils are required to use an email as part of the login / registration process they must use their therise.school VLE email address.

  o Ensure that pupils have the necessary instructions to access live learning.

  o Ensure alternative work is available for pupils that choose not to take place.

  o Ensure that all staff (teacher, TLAs and additional staff) are familiar with the technology being used.

  o Carry out a practice run through of any resources that are going to be shared to ensure that the content is appropriate.

  o Ensure that you are able to copy resources such as URLs, Google slides and that you are able to record interactions.

> During Live Learning:

  o There will be a minimum of 2 adults in every session, with the exception of 1:1 specialist sessions such as Speech and Language Therapy, Occupational Therapy, Mental Health first Aid.

  o Pupils will not be able to connect to the meeting until a classroom teacher has joined the meeting.

  o Take a register at the beginning of the lesson.

  o Ask TLAs to try and locate pupils that have not joined and provide help and support if pupils wish to join.

  o Ensure that pupils are using appropriate language and taking turns to speak. Inappropriate language should be dealt with in a similar way to a classroom situation

  o Use a system of ?s and ticks similar to the classroom.

  o Use the mute and disconnect functions if necessary.

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2.2 BTEC Assessments:

> Assessment:

- o If student is self-isolating, but not unwell – student to use MS Teams submit internal assessment via assignments (electronically) – set deadline time to ensure no late submissions can be handed in.
- o If student is unable to meet the deadline due to COVID or another serious issues, IVs may authorise an extension using their professional judgement.

> Internal verification:

- o If Lead Internal verifiers and Assessors are self-isolating and not unwell - carry out internal verification via Google Meet. *Meetings must be recorded
- o Assessors provide feedback by uploading assessment records and learner evidence using feedback options in Google Meet.

> Resubmission and Internal verification:

- o Allow 15 working days for resubmission
- o Upload resubmission along with learner declaration to the VLE
- o Lead Internal Verifiers and Assessors carry out internal verification via Google Meet. *Meetings must be recorded.*
- o Assessors provide feedback for resubmissions by uploading assessment records and learner evidence using feedback options in the VLE.
- o Can discuss with Lead Internal Verifier and assessor during Google Meeting *must be recorded

*** **In the case of full closure Exam Boards will provide final requirements and guidance regarding teaching and assessment*****

2.3 Teaching and Learning Assistants

When assisting with remote learning, TLAs must be available between 9am – 3pm.

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.

- o [Sickness Absence Policy and Procedure](#)
- o [Sickness Absence Policy and Procedure Addendum in response to COVID-19](#)

When assisting with remote learning, TLAs are responsible for:

> Keeping in touch with pupils who aren't in school and their parents:

- o TLAs are expected to make regular contact, through phone calls and or emails twice weekly.
- o Contact should include support and monitoring of both academic progress and general wellbeing
- o Staff who require flexible working should fulfil their contracted hours between 7:30am and 6pm when working remotely.
- o Staff who do not require flexible working should be available during your normal working hours.
- o All contact with pupils and families should be recorded on Behaviourwatch.

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- Please ensure all information is logged onto behaviour watch:
- https://login.eduspot.co.uk/public/portal/school/?app=behaviourwatch

- For any complaints or concerns shared by parents and pupils please forward to your Line Leader is the first instance via email, or in extreme circumstances by telephone. For any safeguarding concerns, please see below.

> Attending virtual meetings with staff, parents and pupils:
- For all dress that is visible staff must follow the school dress code outlined in the staff handbook. Link here
- The view behind all staff members should be obscured or neutral, ideally a blank wall. Books, photographs, personal artifacts, white goods etc. should not be visible.
- Other household members including children should not be visible. They should not be able to see you screen.

> Before Live Learning:
- Support pupils if required using the necessary instructions to access live learning.
- Support pupils with completing alternative work for pupils that choose not to take part in live learning.

> During Live Learning:
- There will be a minimum of 2 adults in every session, with the exception of 1:1 specialist sessions such as Speech and Language Therapy, Occupational Therapy, Mental Health first Aid.
- Pupils will not be able to connect to the meeting until a classroom teacher user has joined.
- Try and locate pupils that have not joined and provide help and support if pupils wish to join.
- Ensure that pupils are using appropriate language and taking turns to speak. Inappropriate language should be dealt with in a similar way to a classroom situation
- Use a system of ?s and ticks similar to the classroom.
- Use the mute and disconnect functions if necessary.

> Supporting pupils who aren't in school with learning remotely:
- Continue to offer the same level of support and scaffolding as when they are supporting from school as possible.

2.4 Subject leads / Line 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

> Quality assuring the remote work set by teachers in their subject, ensuring this is to a high quality to support teaching and learning

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

2.5 Senior leaders

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Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school – this is led by the Assistant Head Teacher of Learning, Teaching and Assessment.
- Monitoring the effectiveness of remote learning – conducting regular teacher meetings reviewing work set or reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.6 Designated Safeguarding Lead (DSL)

In the event of a school closure, pupils, parents, carers and staff are reminded that the schools Safeguarding policies still apply to all interactions between pupils and staff. These policies must be adhered to, whether they are at home, in the community or at school. These policies are:

- Adult at risk safeguarding procedure
- Child protection policy and procedure
- Child and Adult Safeguarding Policies in response to Coronavirus (COVID-19) outbreak

The Assistant Head Teacher of Pastoral takes the lead responsibility for child protection and wider safeguarding arrangements.

The DSL is responsible for:

- Providing advice and support to other staff on child welfare and child protection matters.
- Arrange for regular contact with vulnerable pupils once per week at minimum, with additional contact, including home visits, arranged where required.
- All contact with vulnerable pupils will be recorded on Behaviourwatch and suitably stored in line with the data protection policy.
- All members of staff will report any safeguarding concerns to the DSL immediately.

2.7 IT staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- Supporting staff, pupils 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

2.8 Pupils and parents

Staff can expect pupils learning remotely 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 TLAs
- Alert the class team if they're not able to complete work

Staff can expect parents with children learning remotely to:

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> Make the school aware if their child is sick or otherwise unable to complete work

> Seek help from the school if they need it

> Be respectful when making any complaints or concerns known to staff

2.9 Governing board

The governing body 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 with IT – ithelp@ambitiousaboutautism.org.uk

> Issues with their own workload or wellbeing – contact your line manager

> Concerns about data protection

  contact Leigh-Anne Sullivan Leigh-Anne.Sullivan@theriseschool.com

> Concerns about safeguarding –

  In the first instance - contact Hannah Clements Hannah.Clements@theriseschool.com

  contact Karen Oliver Karen.Oliver@theriseschool.com

  contact Diana White Diana.White@theriseschool.com

4. Data protection

4.1 Accessing personal data

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

> Access data using the secured cloud service, Sharepoint

> Use devices provided by the school.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as pupil and family email addresses and contact 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. This should be securely password protected and on work devices only.

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)

> Making sure the device locks if left inactive for a period of time

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- Not sharing the device among family or friends

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

5. Safeguarding

If you have any concerns:

In the first instance – contact the Designated Safeguarding Lead - Hannah Clements Hannah.clements@theriseschool.com

contact Deputy Safeguarding Lead - Karen Oliver Karen.oliver@theriseschool.com

contact Deputy Safeguarding Lead - Diana White diana.white@theriseschool.com

6. Monitoring arrangements

This policy will be reviewed yearly by The Head of School. At every review, it will be approved by the Executive Principle.

7. Links with other policies

This policy is linked to our:

- Child protection policy and procedure

- Adult at risk safeguarding policy and procedure

- Child and Adult Safeguarding Policies in response to Coronavirus (COVID-19) outbreak

- Data protection policy

- ICT acceptable use policy and procedure

- E-Safety Policy

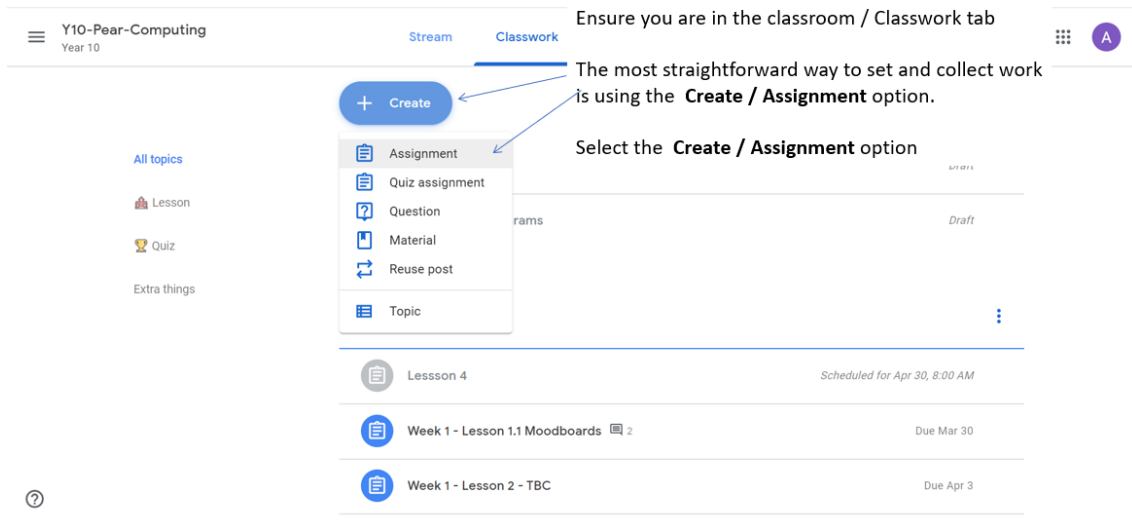| Policy Owner	Head of the Rise School	Review Date:	March 2024
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Appendix 1

Setting Assignments (guidance repeated from P4

- GSE refers to work set as Assignments. Assignments will be created and set by the teacher, completed and submitted (turned in) by the pupils (with support from teachers, parents and TLAs) and then marked and feedback given by the teacher.

- We have matched the content and layout of the assignments as closely as possible to the packs that have been sent home.

- In secondary, pupils should be set one assignment each week for each subject. The length of the assignment will be between 1 and 6 lessons depending on the subject. The number of lessons per week are clearly shown in each class timetable. E.g. Pear have 3 lessons of iMedia each week. All the lessons for each subject for the week should be included in one assignment. E.g. All three Pear lessons for the week should be in one assignment.

- In primary there is more flexibility. Pupils can be set one assignment with all the work in or a separate assignment for each subject.

- The lessons should follow the agreed format: **memory platform**, **purposeful practice** and **improve your understanding**.

- All the necessary resources such as relevant web sites, slides, text book pages and other resources must be included in the assignment. No additional files will be uploaded.

- If pupils are going to submit their work for marking and feedback there must be sufficient spaces to allow the pupil to add their answers to the assignment using a keyboard. Options such as multiple choice or labelling diagrams could be very helpful here. Pupils can complete a paper based tasks in exercise books but they will not be able to submit them for marking and feedback.

- Assignments must all follow the same naming convention. Week beginning_subject_description. We plan to pilot with Pear and Guilder Rose in Sum1 Week 2. This means the first assignment for Pear iMedia would be called: WB2704_iMedia_Moodboards.

- Assignments should be assigned / scheduled at the beginning of the week (Monday 08:00) and due before the next Monday 08:00. E.g. WB2704_iMedia_Moodboards. Will be set / scheduled at 08:00 on 27th April and the due date will be 08:00 on 4th May .

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Assignment

Title
WB1105_iMedia_Moodboards

1) Give your assignment a **title**. It must follow the same naming convention. Week beginning_subject_description

Instructions (optional)

Complete the memory platform task
Read through pages 2-6 of the 1.1 Moodboards lesson
Read Pages 1-3 of the Wells Revison book
1) Complete the exam question on page 7
2) Check your answer against the mark scheme on page 8
3) Look at the example on page 9 and then complete the Moodboard Task on page 10.

If you complete this in less than 2 hours or you would like to extend your learning please complete the following
Improve your Understanding
1) Create a physical mood board for a new trainer called Like it.
2) Visit this website to learn more about mood boards: https://www.creativebloq.com/graphic-design/mood-boards-812470
Visit this website to remind yourself about the use of colours in design: http://www.color-wheel-pro.com/color-meaning.html

2) Provide clear and detailed **instructions** (this is not optional). These should follow the format: **memory platform, purposeful practice** and **improve your understanding**

100

Due
No due date

Topic
No topic

Rubric
+ Rubric

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Assignment   Save

Read Pages 1-3 of the Wells Revison book
1) Complete the exam question on page 7
2) Check your answer against the mark scheme on p
3) Look at the example on page 9 and then complete

If you complete this in less than 2 hours or you would
following
Improve your Understanding
1) Create a physical mood board for a new trainer c
2) Visit this website to learn more about mood boar
design/mood-boards-812470
Visit this website to remind yourself about the use of
pro.com/color-meaning.html

Select **add** and **file**

You should only upload one file. It must have all the relevant web links, slides, text book pages and other resources included in it.

The assignment must follow the format: **memory platform, purposeful practice** and **improve your understanding**

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🔗 Add
△ Google Drive
⊖ Link
📎 File
▶ YouTube

Students can view file   ×

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1) Select files from your device

3) Upload one file. It must follow the same naming convention. Week beginning_subject_description

3) Look at the examp

If you complete this i
following
Improve your Underst
1) Create a physical
2) Visit this website
design/mood-boards-
Visit this website to r
pro.com/color-meanin

🔗 Add   + Crea

iMedia
Word

iMedia
Word

Insert files using Google Drive

Recent   Upload   My Drive   Shared drives   Starred

Drag files here
— or —
Select files from your device

Upload   Cancel

<< remote > ks4   Search ks4

Organise ▾   New folder

Quick access
Desktop
Andrew Magee
This PC
Libraries
Camera Roll
Documents
Music
Pictures
Saved Pictures
Videos
Network

Name
📁 wells
📄 iMedia 1.1 Week1 completed.docx
📄 iMedia 2.1 Week2 completed.docx
📄 iMedia 3.1 Week3 completed.docx
📄 iMedia Week 1 Lessons 1 updated.odt
📄 R081 LO1 Independent Exam Prep Spr2 20.docx
📄 WB1105_iMedia_Moodboards.docx
📄 wells intro.pdf

File name: WB1105_iMedia_Moodboards.doc   All Files (*.*)
Open

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The Rise SCHOOL

Assignment — Saved — **Assign** ▾

Title
WB1105_iMedia_Moodboards
You must **Make a copy for each student** otherwise they will not be able to edit and submit.

For — Il students ▾

@ Add   + Create

WB1105_iMedia_Moodboards.docx
Word

Students can view file	✕
Students can edit file	
Make a copy for each student	

Due — No due date ▾

Topic — No topic ▾

Rubric — + Rubric

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There are several options here. At the moment we will only use the **For** and **Due**

For: The same work can be set for all students or work can be differentiated and different versions of the assignment can be sent to different pupils. **TLAs can further differentiate work add support materials and then assign it to individual pupils.**

Due: The teacher decides when an assignment must be submitted (turned in by pupils) by assigning a **Due date & time.** Assignments should be assigned / scheduled at the beginning of the week (Monday 08:00) and due before the next Monday 08:00. E.g. WB1105_iMedia_Moodboards. Will be set / scheduled at 08:00 on 11th May and the due date will be 08:00 on 18th May

Assign ▾

For — All students ▾

Points — 100 ▾

Due — Due date & time ▾

Due date & time
May 18, 2020 ✕
08:00 AM ✕

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1) Create a physical mood board for a new trainer called Like it.
2) Visit this website to learn more about mood boards: https://www.creativebloq.com/graphic-design/mood-boards-812470
 Visit this website to remind yourself about the use of colours in design: http://www.color-wheel-pro.com/color-meaning.html

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Apps ★ Bookmarks ⊙ New Tab ⊙ Espresso Primary -... ▮▮ Mail - Andrew Mag...

There are options to either **Assign** or **Schedule** work.
 Assign : When an assignment is immediately made available for pupils in the classroom.

Schedule : Assignments can scheduled for a future date and time.

Assignment should be assigned / scheduled for the beginning of the week (Monday 08:00) and due before the next Monday 08:00.

E.g. WB1105_iMedia_Moodboards. Has been scheduled at 08:00 on 11th May and the due date is 08:00 on 18th May

Schedule assignment
May 11, 2020 ▾
8:00 AM
Cancel Schedule

Assign ▾
Assign
Schedule
Save draft
Discard draft

Due — Mon, May 18, 8:00 PM ▾

Topic — No topic ▾

Rubric — + Rubric

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following
Improve your Understanding
1) Create a physical mood board for a new trainer called Like it.
2) Visit this website to learn more about mood boards: https://www.creativebloq.com/graphic-design/mood-boards-812470
 Visit this website to remind yourself about the use of colours in design: http://www.color-wheel-pro.com/color-meaning.html

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Assigned work appears immediately in the **classroom / stream** and can be accessed by the pupils. : When an assignment is immediately made available for pupils in the classroom.

Scheduled work appears in **the classroom / stream** and can be accessed by the pupils at the scheduled date and time.

A link to the work will also automatically appear in the Pupil **To Do List** in the class Google Site.

The pupils will complete and turn in the work.

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