Beaufort Primary School

Contingency Plan for Blended Learning 2020-21

This is a contingency plan to be used in the event of the following:

- There's a local outbreak of Covid-19 and the school is asked to close temporarily for most/all pupils; or
- Individuals, groups or bubbles of pupils need to self-isolate, but the rest of the school is still open; or
- The school is forced to operate a rota system.

1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school;

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

- Provide appropriate guidelines for data protection.

2. Roles and responsibilities

2.1 Teachers

When providing remote learning, teachers must be available between 8.30am and 4.00pm. If they're unable to work for any reason during this time, for example due to sickness or caring for a dependant, they should report this using the normal absence procedure. Teachers will not be expected to answer emails outside of working hours. When providing remote learning, teachers are responsible for:

- Setting work on Seesaw on a weekly basis by 9.00am each Monday or the second day of (partial) closure or absence.
- Ensuring children have a daily programme of work including 3 lessons in Maths, English and a Foundation subject as well as a well-being activity; teachers will monitor their engagement with these assignments and address concerns if work not completed with parents in the first instance; later with SLT if necessary.
- Using Seesaw to provide suggestions for maintaining reading skills and information about access to online books.
- Ensuring children receive a planned and sequenced curriculum so that knowledge and skills are built incrementally, with clarity about what is intended to be taught and practised in each subject.
- Providing frequent explanations of new content, delivered through curriculum resources (eg PowerPoint slides) and/or published videos (eg Oak Academy content).
- Assessing how well pupils are progressing through the curriculum, using questions and other suitable tasks.
- Ensuring children without computer or internet access will receive the same curriculum in paper form; arrangements for this will be made by SLT.
- Providing clear guidance on how to obtain feedback on work or for providing answer keys to exercises.
- Providing some limited feedback on written work on Seesaw (or emailed to parents if no access to Seesaw).

- Providing differentiated work where appropriate.
- Reporting safeguarding concerns via CPOMs or directly to DSLs or the relevant authorities if there is an emergency.
- Attending staff and parent meetings as originally scheduled but via telephone or video platform as specified by SLT and with clear guidance to staff and parents/carers.

2.2 Teaching assistants and SNAs

When assisting with blended learning, teaching assistants must be available at their normal working hours. 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.

When assisting with remote learning, teaching assistants and SNAs, under the direction of the teacher, can be responsible for:

- Uploading content to Seesaw or providing cover while teachers do this.

- Preparing materials for children unable to access Seesaw.

- Supporting pupils who aren't in school with learning remotely via Seesaw or Purple Mash.

- Providing feedback on work completed.

- Attending virtual meetings with teachers.

2.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning.

- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent.

- Monitoring the remote work set by teachers in their subject 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:

- Co-ordinating the remote learning approach across the school.

- Monitoring the effectiveness of remote learning by 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.

2.5 Designated safeguarding lead

See Safeguarding and Child Protection Policy on website, with associated addendum actioned if school is closed.

2.6 IT and Online Safety Lead

In conjunction with Orbitech, they are responsible for:

- 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/carers

Staff can expect pupils learning remotely to:

- Complete work daily following the schedule set by teachers.

Staff can expect parents with children learning remotely to:

- Upload finished work or mark (using answer keys).
- Seek help for their child if they need it, from teachers or teaching assistants or SNAs.
- Alert teachers if their child is not able to complete work.
- Make the school aware if their child is sick and can't complete work.
- Seek help from the school if they need it.
- Be respectful when making any complaints or concerns known to staff.

2.8 Other staff

All other staff will be available at normal working hours, working remotely as appropriate and as timetabled by SLT in the event of (partial) closure or the commencement of a rota system.

2.9 Local Governing Committee

The Local Governing Committee 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 or phase lead or Inclusion Leader.
- Issues with behaviour – talk to the relevant phase leader or SLT.
- Issues with IT – talk to Debbie Harrison.
- Issues with their own workload or wellbeing – talk to phase leader or SLT.
- Concerns about data protection – talk to the data protection lead, Emily Ferris, or Shanna Hall (admin@swantrust.co.uk).
- Concerns about safeguarding – talk to the DSL and/or raise concerns on CPOMS.

4. Data protection

4.1 Accessing personal data

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

- Where possible only use school devices.

- Use Microsoft One Drive, CPOMs or their school email address for sharing necessary information or documents.

- Not use their personal mobile phones to access CPOMs.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as such as email addresses or 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. Vulnerable learners and Key worker children

If the school is partially closed and only able to provide onsite learning for key worker children and vulnerable learners, then Seesaw would continue to be used. Children will access the work in pods via Seesaw or the same learning would be delivered by the lead teacher for the group (pod) of children. In addition, children would be read with as often as possible and outside and well-being activities would be prioritised (e.g. PE).

6. Safeguarding

See Safeguarding and Child Protection Policy on website, with associated addendum actioned if school is closed.

7. Monitoring arrangements

This policy will be reviewed half termly by the Headteacher. At every review, it will be approved by the LGC

8. Links with other policies

This policy is linked to our:

> Behaviour policy

- Safeguarding and Child Protection Policy and addendum
- Data Protection Policy
- Home-school agreement
- Mobile Phone Policy & Acceptable Use Agreement
- Online Safety Policy
- Code of Conduct
- Teaching and Learning Policy
- Use of Photographs Policy
- Social Media Policy