



SIR WILLIAM ROBERTSON
ACADEMY

REMOTE & BLENDED LEARNING POLICY

JANUARY 2021

CONTENTS

SECTION	PAGE
1. Aims	2
2. Roles & Responsibilities	2
3. Subject Leads	4
4. Senior Leaders	5
5. IT Staff	5
6. Pastoral Support Lead	5
7. SEND Lead	5
8. Pupils and Parents	5
9. Local Governing Body	6
10. Safeguarding	6
11. Data Protection	6
12. Links with other policies	6

1. Aims

At Sir William Robertson Academy, we understand the need to continually deliver high quality education, including during periods of remote working.

This policy aims to:

- Minimise the disruption to pupils' education and delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high quality learning resources.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all pupils have the technology they need to complete their work to the best of their ability.
- Ensure all pupils remain happy, healthy and supported during periods of remote learning.

This policy sets out expectations for all members of the school community with regards to remote learning and blended learning for pupils who aren't in school due to Covid-19. This includes pupils self-isolating, the closure of a class, bubble or school as directed by the government, Department for Education or Public Health England.

This policy provides consistency in our approach to learning that takes place out of school.

Blended Learning will be triggered if a pupil needs to self-isolate as result of Covid-19

Remote Learning will be triggered if a class, bubble or the school is closed as a directed by Public Health England, Lincolnshire CC or the DFE.

2. Roles and responsibilities

2.1 Teachers (Blended Learning)

We define Blended Learning as learning that is taking place at home for a pupil while school is open for their class. This means that the class teacher will be responsible for the teaching and learning of pupils in their class as well as for any pupil who is self-isolating.

- After registration each morning, the Heads of Year will inform class teachers who in their class is self-isolating. Information given to teachers will be the pupil's name, start date of self-isolation and the earliest known return to school date.
- For all year groups, learning packs for all subjects can be accessed virtually via the school website. Alternatively, the packs can be mailed home. Students will be directed to the relevant work by their Head of Year.
- Whilst the learning packs may not reflect the lessons being taught that particular week, they must be sequenced to reflect the curriculum that is being taught during the relevant half term. This could include work that supplements the learning that has recently taken place.

2.2 Teachers (Remote Learning)

We define remote learning as learning taking place when a school bubble or the whole school is closed. In this case, classes will be delivered remotely as per the current timetable. There will be an approximate 50% split between live Teams lessons and work set via Satchel One (Show My Homework).

During the period when this policy is being implemented, teachers will be available for pupils and parents between the hours of 9.00am and 3.10pm.

- If teachers are 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. As per usual procedure, departments will ensure cover work is set for pupils in the class.
- All remote online lessons will be delivered via MS Teams and Satchel One.
- Teachers will schedule their lessons on the Teams calendar so that automated invites are sent to their students.
- There will be a minimum of 2 online lessons per core subject and one online lesson for non-core subjects. All students should receive a minimum of two live lessons per day.
- Additional subject hours and supplementary work will be set by class teachers via Satchel One.
- Teachers will give specific instructions to pupils about when work should be completed and submitted however in most cases work will be expected to be submitted the same or following day.
- It is expected that all pupils complete the work that has been set by the teacher. If a child does not complete the work, a reminder will be issued. If the work is still not completed after a reminder, the teacher will contact the pupil and parent.
- Where possible, base tutors and heads of year will host regular Teams meetings with their groups to deliver assemblies and ensure pastoral care.

If a pupil is unwell and cannot complete the work, parents should contact the office to report the 'absence' in the usual ways either by telephoning the school on 01400 272422 or by emailing attendance@swracademy.org

2.3 Teaching (Remote Learning)

Teachers will provide daily learning experiences which might be live or pre-recorded, depending on the task and structure of the day. Teaching will build on previous learning so we expect pupils to engage in the teaching time and complete the work set. Elements of teaching will include:

- Sharing learning objectives and success criteria
- Clear explanations which build on pupils' previous learning
- Differentiated activities
- Assessment opportunities so the pupils' understanding is then evaluated
- Providing Feedback so that pupils understand how to improve

Teachers will provide opportunities for interaction by ensuring pupils are able to engage in the following:

- Peer marking
- Peer feedback
- Opportunities for live discussion around learning
- Sharing models of good work

Different approaches to peer interactions are better suited to different age groups. Teachers will take the age of their class into account and use their professional judgement in using this approach.

2.4 Behaviour for learning (Remote Learning & Blended Learning)

Consistent routines are important for behaviour and wellbeing in school and therefore it is important to consider routines at home when learning is expected to take place at home. It would help if parents and carers could establish a plan or timetable for the day. It is often helpful for a child, if this can be displayed at home.

Teachers will support parents and carers with establishing routine and expectations by:

1. Sharing work that we expect pupils to complete and submit.
2. Inviting pupils to take part in teaching sessions during the school day.
3. Giving pupils feedback on the work they complete and submit.

2.5 Supporting pupils to work independently can improve learning outcomes (Remote Learning & Blended Learning)

At school there is always an element of pupils working independently. Teachers scaffold independent learning opportunities each day so pupils can take responsibility for their learning; they can self-assess their work, make changes to their work and ultimately feel successful in their learning. When pupils are learning at home, they will also need to work independently at some point in the day.

Working independently doesn't mean working in isolation, it means taking responsibility for learning outcomes.

When working at home, parents and carers could share the following strategies to help pupils work independently with success. These strategies are also used in school.

2.6 Ensuring all our pupils have access to technology (Remote Learning & Blended Learning)

We will ensure that should we need to implement this policy, our disadvantaged pupils will be given access to appropriate technology. Parents should contact the school if their children are unable to access online education.

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.
- 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 through moderation, work review and dropping into online lessons.
- Alerting teachers to resources they can use to teach their subject remotely.

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 through regular meetings with teachers and subject leaders, reviewing work set or ask for feedback from pupils and parents.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- Dropping into live lessons

5. IT staff

IT support are responsible for:

- Supporting staff and pupils/parents with errors with systems used to set and collect work.
- Helping staff and pupils/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.

6. Pastoral Support Lead

Pastoral Support Lead is responsible for:

- Making contact with pupils identified as needing additional support during the period of school closure.
- Liaising with class teachers, SEND Lead or senior leadership team to ensure issues are supported by all adults directly working with a child.
- Informing Designated Safeguarding Leads about any concerns.

7. SEND Lead

SEND Lead is responsible for:

- Monitoring provision for any child on the SEN register.
- Working with class teachers to adapt provision as needed.
- Inviting pupils into school during lockdown periods where this is judged appropriate.

8. Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day 9.0am-3.30pm.
- Complete work to the deadline's set by teachers.
- Seek help to complete the work if they need it, from their teachers, parents or carers.
- Alert teachers if they're not able to complete work.
- Seek help from the relevant school staff if they need it.
- Monitoring work sent out via Satchel One.

Please note during times of blended learning, teachers will not be immediately available during the school day as they will be teaching their classes.

9. Local Governing Body

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.

10. Safeguarding

Please refer to our Child Protection Policy on our website.

Designated safeguarding lead: Mr Grant

The DSL is responsible for ensuring our child protection policy or any addendum to it is shared and applied.

11. Data protection

Please see our website for information about data protection and privacy.

12. Links with other policies

Please read this policy in conjunction with the following policies:

- Child protection policy and coronavirus addendum
- Behaviour Policy
- Curriculum Policy