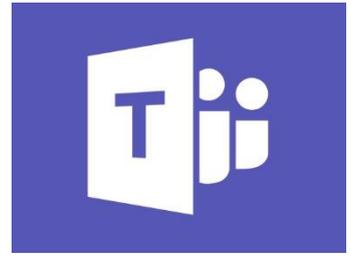


Campsmount Academy



Blended and Remote Learning Policy

VERSION	AUTHOR	SUMMARY OF CHANGES	DATE PUBLISHED	DATE OF REVIEW
1.0	DH	New	January 21	January 22
2.0	DH	Section 2 updated to reflect teaching responsibilities in event of isolation and attendance staff responsibilities updated.	March 21	March 22
3.0	DH	Updated to reflect end of COVID restrictions	June 22	March 23



Contents

1. AIMS.....	3
2. ROLES AND RESPONSIBILITES	3
3. WHO TO CONTACT	8
4. DATA PROTECTION.....	8
5. MONITORING ARRANGEMENTS.....	9
6. LINKS WITH OTHER POLICIES.....	9

1. AIMS

1.1 To provide seamless learning opportunities across the academy to enable students to progress at all Key Stages and engage effectively with their teaching staff by:

- Ensuring consistency in the approach to remote learning for students 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 For students who are absent Campsmount Academy Teaching staff will:

- Ensure that lesson resources are added to the Microsoft Team for each class they teach the night before or the morning of a lesson before 8.35am. This will support other procedures in school and reinforce independent learning and revision.
- Attendance team/Progress Leader to share with teaching colleagues students who are absent.
- Communicate with an absent student your intentions for live learning. If you are happy to deliver lessons live from your classroom via Teams, where appropriate, inform the student prior to the lesson. The student can either join via the lobby or you can call them into the meeting when your lesson is starting in school.
- Provide direction for each class every time they teach them, signposting the work that students should complete at home with clear explanations of how the work is to be completed e.g. utilising Class OneNote, live OneDrive files, Microsoft Forms tasks.
- Review work completed online and if relevant prompt students to bring completed work into school to ensure they have sequential progress in their books/folders
- Respond to any queries from students to enable them to complete set tasks.

2.2 In the event of a whole year group or whole school closure, the academy will deliver a live virtual timetable within 24 hours of the instruction to close. Staff will be expected to:

- Live teach remotely each class group using the Microsoft Teams App. Lessons will have a 30-minute duration to facilitate high quality engagement from students and ensure staff and students have time to move from team to team throughout the day.
- Ensure the lobby feature is in place for your live lesson meeting prior to each lesson to safeguard students and staff.
- Reinforce the following key expectations, alongside our normal whole academy non-negotiables and behaviour practices:
 - All students will be asked to mute on entry to the room
 - All students will be expected to have cameras on
 - The teacher will download a register of attendance, and email this to 'x' for follow up by attendance staff.
 - Students will use the hands up feature to indicate a response or if they have a question
 - Staff will share their screens to either follow the normal lesson PowerPoint, show a video of them modelling skills or practical techniques, show appropriate materials that show others modelling skills or practical techniques

- Report any issues or concerns immediately to the on-duty leadership team, Head of Faculty and Progress leaders
- Meet with their tutor group during Tutor periods to enable safe and well checks and continue to deliver the hearts and minds curriculum.
- Where possible staff will assign work to students using the assignments feature on Teams. This will allow staff to provide feedback to students on the work they have completed.
- Staff MUST NOT engage in teaching via Break out rooms. If there is a requirement to do so they must approach ABR or DH for a needs analysis and risk assessment to be undertaken.

The virtual timetable will use the following timings:

Period	Year 7	Year 8	Year 9	Year 10	Year 11	Post 16
Tutor	8.35-8.55	8.35-8.55	8.35-8.55	8.35-8.55	8.35-8.55	8.35-8.55
1	9.05-9.35	9.05-9.35	9.05-9.35	9.05-9.35	9.05-9.35	9.05-9.35
2	10.00-10.30	10.00-10.30	10.00-10.30	10.00-10.30	10.00-10.30	10.00-10.30
3	11.00-11.30	11.00-11.30	11.00-11.30	11.00-11.30	11.00-11.30	11.00-11.30
4	11.50-12.20	12.30-1.00	12.30-1.00	12:00-12.30	12:00-12.30	12.30-1.00
5	1.30-2.00	1.30-2.00	1.30-2.00	1.30-2.00	1.30-2.00	1.30-2.00
6	2.15-2.45	2.15-2.45	2.15-2.45	2.15-2.45	2.15-2.45	2.15-2.45

2.4 Expectations of work for students

The academy expect that remote education (including remote teaching and independent work) will take students broadly the following number of hours each day:

Key Stage 3 and 4	<p>3.5 hours face to face interaction in lessons</p> <p>1.5 hours of consolidation and/or extension of the work completed in each of the 6 scheduled lessons.</p>
Key Stage 5	<p>This will vary each day dependent on your child's timetable. Students will complete a minimum of 15 hours face to face interaction.</p> <p>As with all Post 16 learning staff will provide a minimum of 15 hours consolidation and/or extension work. It is also expected that Students will continue with their own planned independent study.</p> <p>Students will also engage with Pastoral time</p>

Staff will not be expected to address any forms of email communication from students after 3.20pm or before 8.35am.

2.5 Teaching Staff Absence during closure

Staff who are unwell should communicate this by 7.30am each day they are unable to engage in virtual learning by calling the staff absence line (extension 130). They should also contact their head of faculty so contingencies can be put in place to support delivery of work that the member of staff will set as they would when absent from a teaching day in school.

2.6 Teaching staff codes of conduct:

- When delivering live lessons with students, or a remote meeting with a parent, the Campsmount Academy dress code should be followed, even if you are delivering from home.
- When delivering live lessons, ensure that the space used is suitable. i.e. not from a bedroom and your background is blurred.

2.6 SEND Team and Teaching assistants

When assisting with remote learning, teaching assistants must be available during their normal contracted 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 will be available to communicate with students and parents to ensure they know how and when to access the remote provision.

2.7 Heads of Faculty and Directors of Curriculum

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 through quality assurance of Teams Lessons, drop ins to live lessons, work scrutiny of Class Notebook and assignments (if used by the class teacher)
- 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 – quality assurance of remote learning, feedback and participation of students
- Alerting teachers to resources they can use to teach their subject remotely

2.8 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating and communicating the remote learning approach across the Academy using the Teams Leader Profile.
- Monitoring the effectiveness of remote learning through quality assurance of Teams Lessons, drop ins to live lessons, work scrutiny of Class Notebook and assignments (if used)
- Undertaking regular reviews with all stakeholders to identify areas for development in remote learning.
- Senior Leaders will be available in their High Profile timetable slots to support staff in their virtual classrooms.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- Leading the development and delivery of CPD to enable staff to upskill and develop high quality teaching and learning in periods of remote learning.

2.9 Designated safeguarding lead

The designated safeguarding lead is responsible for:

- Ensuring that the policy is up to date to reflect local and national policy
- Ensuring that students and staff are trained and are following the policy
- Work with the Safeguarding Team to support vulnerable students and respond to any safeguarding concerns.
- Ensuring there is always a member of the safeguarding team available during academy opening hours.
- Monitor the appropriate use of the lobby feature.

2.10 IT Support Staff

IT support staff are responsible for:

- Ensuring that all Microsoft 365 programmes are up to date
- 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 students and parents with accessing the internet or devices, including hardware set up for devices provided by the Department for Education for students who do not have IT access in their home setting.

Parents are advised that:

- Access to lessons on Microsoft Teams does require students to have access to a suitable internet-enabled device. Where possible, this should be a large screen device such as a tablet, laptop or desktop computer. High speed broadband or 4G internet will also be required to stream live lessons.
- If their child does not have access to a suitable device they are to contact school reception or fill in the e form on the school website. The academy will endeavour to loan a laptop for the period of a closure, subject to availability of devices.
- If a family requires support with reliable and fast internet connection, it may be possible to offer access to a 4G wireless internet router or to provide data top-ups to existing mobile

2.11 Attendance Staff:

When school is open/operational:

- Share with staff the names of students who are absent so engagement with learning can be planned.
- Ensure the correct attendance codes are entered into SIMS

When school is closed and running remotely:

- Support the tracking and monitoring of attendance of remote learning
- Contact parents to inform them if students are absent to support engagement
- Work with colleagues to positively support attendance

2.12 Expectations of Students (and parents) who are absent:

If students are absent from the academy because they have been advised to for medical or personal reasons, and they are well, it is expected that students will access work assigned to the Team's channels in each subject. This work will be signposted by class teachers and will include learning opportunities and tasks that students should complete and return to their subject areas when the isolation period is complete. Students are able to communicate with their teachers via the Teams channels.

2.13 Students who belong to a whole Year group in the event of a whole school closure:

The class teacher will deliver a 30 minute live lesson which can be accessed via the student's Teams Calendar. Students will:

- Join the lesson at the start times as indicated in the table below
- Attendance is expected and a register of attendance will be recorded by the teacher
- Ensure that their **camera is on** and their **microphone is muted**
- Will engage positively with their class teacher and activities delivered in their lessons whilst adhering to the Academy's classroom behaviour expectations
- Use the hands up button to indicate to the teacher if they wish to contribute to a discussion/answer a question.
- Unmute when requested by the class teacher to participate
- Complete any work assigned to them by the class teacher by the deadline set.

Students will adhere to the timetable for their cohort as follows:

Period	Year 7	Year 8	Year 9	Year 10	Year 11	Post 16
Tutor	8.35-8.55	8.35-8.55	8.35-8.55	8.35-8.55	8.35-8.55	8.35-8.55
1	9.05-9.35	9.05-9.35	9.05-9.35	9.05-9.35	9.05-9.35	9.05-9.35
2	10.00-10.30	10.00-10.30	10.00-10.30	10.00-10.30	10.00-10.30	10.00-10.30
3	11.00-11.30	11.00-11.30	11.00-11.30	11.00-11.30	11.00-11.30	11.00-11.30
4	11.50-12.20	12.30-1.00	12.30-1.00	12:00-12.30	12:00-12.30	12.30-1.00
5	1.30-2.00	1.30-2.00	1.30-2.00	1.30-2.00	1.30-2.00	1.30-2.00
6	2.15-2.45	2.15-2.45	2.15-2.45	2.15-2.45	2.15-2.45	2.15-2.45

Students will need access to a device with internet access. It is recommended that students download the Microsoft Teams App from the App store on their device. This is free and enables Teams to work in a smoother manner.

All students will need to log into teams using their school log in credentials. To prompt and support parents with this the format is demonstrated in the example below:

2020smithj@campsmount.com

- **2020** is the year they started at Campsmount
- **Smithj** is the surname and first letter of their first name.
- @campsmount.com is used by all students

Year	Login
7	2020surnameinitial@campsmount.com
8	2019surnameinitial@campsmount.com
9	2018surnameinitial@campsmount.com
10	2017surnameinitial@campsmount.com
11	2016surnameinitial@campsmount.com
12	2015surnameinitial@campsmount.com
13	2014surnameinitial@campsmount.com

2.14 Parents will be informed that their child will know their password, should they have an issue contact school to resolve any problems quickly and IT support will work with staff, students and parents to resolve this.

For parents who are concerned that their child will not be able to access virtual and blended learning they will be advised to contact the academy as soon as possible. We will work with the community to ensure every student can access the learning offer by working with the Department for Education to supply students with the hardware required for home learning.

2.15 How long can parents expect work set by the Academy to take their child each day?

The academy expect that remote education (including remote teaching and independent work) will take students broadly the following number of hours each day:

Key Stage 3 and 4	3.5 hours face to face interaction in lessons 1.5 hours of consolidation and/or extension of the work completed in each of the 6 scheduled lessons.
Key Stage 5	This will vary each day dependent on your child's timetable. Students will complete a minimum of 15 hours face to face interaction. As with all Post 16 learning staff will provide a minimum of 15 hours consolidation and/or extension work. It is also expected that students will continue with their own planned independent study. Students will also engage with Pastoral time

2.16 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

2.17 Support Staff

- All support staff are expected to be in the building during their normal working hours when a partial closure is in place.
- Support staff may be deployed to support across the school as required

3. WHO TO CONTACT

3.1 If staff have any questions or concerns about remote learning, they should contact the following individuals:

- Issues in setting work – talk to the relevant Head of Department or SENCO
- Issues with behaviour – talk to the relevant head of department or progress/pastoral support leader
- Issues with IT – liaise with IT staff
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the data protection officer
- Concerns about safeguarding – talk to the Designated Safeguarding Lead and report any concerns via CPOMS.

4. DATA PROTECTION

4.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will access data, on the secure server on Microsoft office 365.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as such as email addresses 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 school device remains 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. MONITORING ARRANGEMENTS

5.1 This policy will be reviewed by the full governing body and Leger Education Trust

6. LINKS WITH OTHER POLICIES

6.1 This policy is linked to our:

- Behaviour and Anti-Bullying and Exclusion Policy
- Child protection and Safeguarding Policy
- Data protection policy and privacy notices
- ICT and internet acceptable use policy
- Online safety policy
- Covid Operational Procedure
- Providing Remote Education Information to Parents January 2021

