"Everybody; every moment; every idea counts."

At Stephen Freeman School, we nurture and empower everyone to aspire beyond their expectations by cultivating curiosity, celebrating individuality and creating lifelong learners who contribute positively to the wider community.

Blended / Remote Learning Policy	
Date agreed:	**September 2020**
Next Review:	**September 2023**
Committee:	**Teaching and Learning**

Blended-Learning / Remote Learning Policy

This policy covers the support for pupils in the event of Blended-Learning / Remote Learning being implemented. Blended-Learning is a style of education in which pupils learn via electronic and online media *as* well *as* traditional face-to face teaching. Remote-Learning is whereby pupils access all their learning through electronic and online media.

Purpose

The purpose of this policy is the ensure there are procedures in place to ensure pupils are supported effectively in the event they are unable to be taught within the school grounds of Stephen Freeman. In the event that the school or classes are closed due to the need to isolate, the policy will identify the steps in place to ensure all pupils are able to access learning while at home. The need for equity will be identified, and support for both parents and pupils in accessing effective teaching will be addressed.

Format

Stephen Freeman will use Tapestry in Early Years and Class Dojo from Year 1 to Year 6 as a digital learning tool. These options have been chosen for their ease of use and the parental liaison features.

Equity

The use of Tapestry and Class Dojo will ensure ALL pupils are able to access the learning opportunities provided by class teachers equally.

All pupils accessing learning through Tapestry and Class Dojo will have been provided with their log in details prior to any school / class closures.

In the event that pupils do not have the equipment at home to access their earning online there will be a limited number of school Chromebooks which can been given to the children. The serial number of the device will be recorded prior to it being taken home. The priority for this will be children in Year 6. Paper packs of work will be given to any other pupils - these packs will replicate the work that the other children will be accessing online.

Support at home may be varied and should be taken into account in the activities / work set for pupils. Activities / work should be a consolidation of work already completed in school or have clear teaching points for pupils to not need further explanation from parents / guardians.

Support

Teachers and support staff have received training in the use of Tapestry and Class Dojo. Pupils will be familiar with Class Dojo due to its use within Stephen Freeman. Parents in Early Years will be familiar with Tapestry as a communication tool between school and home. The complexity of tasks will vary due to experience of pupils and the learning opportunities they have had during their time in school.

Support for parents has been created in the form of online tutorials sent out via the school's digital messaging service "Parentmail".

On the occasion that parents are still in need of support, teachers will be asked to obtain the contact details of the parents and share them with the schools' "Class Dojo Mentor", or the Early Years Leader for Tapestry, to offer support.

Expectations

The expectations of the stakeholders while implementing Blended / Remote learning may vary, therefore clarification on the matter is needed.

- Amount of work set

Pupils should expect 2-3 activities a day (1 x maths, 1 x English and 1 x other learning based on the topic for the half term.) which the teacher will provide feedback on. Pupils may be directed to additional learning activities in the event that these are completed quickly. Dependent on the topic based learning, these tasks may be set over longer periods of time and therefore may not be set every day.

- Feedback

The level of feedback provided should acknowledge the work completed and address any misconceptions held by the pupils in the work submitted.

- Submission of work

Pupils will be expected to complete work on the day it is set, this is to ensure that teachers are not overloaded with the return of more than 3 pieces of work per pupil per day. Pupils should also be aware that work should be returned digitally before the end of their "normal" school day.

- Teacher workload

Teacher workload must be manageable, setting up to 3 pieces of work will mean a maximum of 90 pieces of work per day to be addressed. Expectation of work being completed by pupils before what would be the end of the school day should allow time for recognition of work and feedback.

- Late submission of work

Pupils submitting work on a day other than the day set or later than the end of the school day should not expect feedback, however, this is at the discretion of the class teacher. Extenuating circumstances will be taken into account but should still not significantly increase the workload of the teacher above the expected level of work submitted.

- <u>Level of work set</u>

The activities set for the pupils should be a consolidation of work they would have already expected, or should have clear teaching support if introducing new concepts or extensions.

<u>Safeguarding measures</u>

The use if Tapestry and Class Dojo conform to GDPR regulations in terms of data protection and sharing of data.

Access to Tapestry and Class Dojo is restricted to individual account holders. Any work added to a child's account should be their own. Examples of work from their peers should only be shared by teachers or parents with the permission of the parent and child and this work should celebrate accomplishment and effort alike.