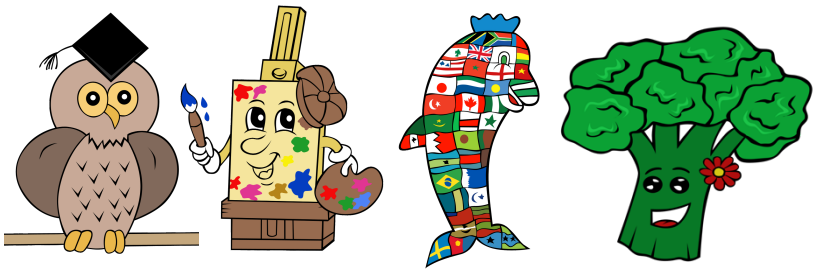
Blended Learning Policy



2025 2026

1. Aims

To outline:

- Our expectations for staff that will not be attending due to self-isolation but that are otherwise fit and healthy and able to continue to support teaching, marking and planning for pupils.
- Our process when due to a confirmed positive case, we are to close a bubble or class

This Remote Learning Policy aims to:

- Ensure consistency in the school's approach to remote learning
- Set out expectations for all members of the school community with regards to remote learning and provide appropriate guidelines for data protection

Please note that this policy has been created with regard to advice and guidance received from Central South Consortium.

2. Roles and responsibilities

2.1 Teachers

Teachers should be available Monday-Friday during usual working hours. Underpinning this approach is an understanding for flexibility as to when teachers can be available. If they 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. Teachers are responsible for:

Setting work:

- Class teachers will provide three lessons per day via SeeSaw or Google Classrooms for their pupils plus Reading to be uploaded on that day by 9am. Work should not be uploaded the evening before. Activities should include one English, one Maths; and one other Curriculum subject. There should also be good range of the various foundation subjects relevant to the national curriculum set out for the respective year group
- Undertake remote and/or online CPD training;
- The work must be uploaded using SeeSaw (Foundation Phase) and Google Classroom or SeeSaw (Key Stage 2). All children have been given their username and password so that they can access the required work for their year group
- Teachers will provide feedback to children once each child has submitted their work. This should be in the form of a target or general comment This should be done as soon as possible after the child has submitted the work.
- The work should be marked keeping in mind the schools marking policy wherever possible.
- Teachers will need to be aware in their marking and comments that as well as the child being the audience, so will the parent and carer and will therefore need to be marked with that in mind, eg jargon and our language which is school linked should be avoided or interpreted for parents to understand
- Teachers are not expected to feedback outside the hours of 8.45am and 3:30pm, but feedback should be given ready for the next lesson. It is not expected for teachers to feedback during the weekends or in a holiday period
- If a parent needs clarification on how to complete the work set, or feedback from the teacher then this should be done via SeeSaw or Google Classrooms.
- If a parent or carer has a complaint, this should be referred to the Headteacher, who will advise on how to answer the complaint or may contact the parent in person. If the complaint is of a safeguarding nature, then it should be referred to the Headteacher who will follow the processes as laid down in the schools Safeguarding Policy
- Blended Learning Tracker to be used daily to record participation. If two days have gone by and no contact has been made by the child or parent in regard to work being set, then the teacher should contact the parent/carer via SeeSaw to "touch base" and ensure everything is on track. If there is no contact forthcoming from the parents, then this needs to be conveyed to the Headteacher who will contact the parent to check everything is well.
- Leaders from the SLT will coordinate with teachers to ensure consistency of approach and to try and ensure that pupils with limited access to computers/devices can still complete the work by facilitating access at home.

- Teachers are entitled to a period of non-teaching time each week to plan, prepare and asses pupils work. The amount of time is dictated by the period of time each week that a teacher is teaching their class. This amount should not exceed 10% of their weekly class contact time. School will not cover this non-contact time when remote learning is in place. The non-contact time will be timetabled and communicated to parents in advance at the start of the remote learning period.

2.2 Teaching Assistants

Teaching assistants should be available during their normal working hours on the days they are normally required in school. If they 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. Teaching assistants may:

Teaching assistants may: or

- Work in school for specific tasks as required by the Headteacher;
- Support class teachers in monitoring all live lessons and responding to children's work on SeeSaw
- Undertake remote and/or online CPD training;
- Attend virtual meetings with colleagues.
- To complete tasks from home as directed by the class teacher they normally work with or a member of SLT

2.3 Areas of Responsibilities

Alongside their teaching responsibilities, as outlined above, AOLE Leads may:

- Consider whether any aspects of the subject curriculum need to change to accommodate remote learning;
- Work with teachers setting the curriculum subject to make sure work set is appropriate and consistent;
- Work with other subject leads and senior leaders to make sure work set across subjects is appropriate and consistent, and activities are being set at an appropriate distance away from each other;
- Monitor the work set by teachers in their subject – explain how they will do this, such as through regular meetings with teachers or by reviewing work set;
- Alert teachers to resources they can use to teach their subject.

2.4 Inclusion Leader / DHT

The Inclusion Leader is responsible for coordinating provision for pupils with ALN across the school as set out within the schools ALN Policy. During a period of enforced school closure, they will continue to:

- Lead on liaison with ALN pupils at home and their families;
- Ensure completion of necessary ALN paperwork and/or applications;

2.5 Senior Leadership Team (SLT)

Alongside any teaching responsibilities, senior leaders are responsible for:

- Coordinating the remote learning approach across the school
- Monitoring the effectiveness of the remote learning activities for example through contact with teachers and subject leaders and reviewing the work set;
- Identifying which families may have no access to the internet and endeavouring to overcome the boundaries to the limited access with collaboration with the families involved.

2.7 Pupils and Parents

Staff can expect pupils to:

- Ensure they are available to learn remotely at the times set by the class teacher, and that their schoolwork is completed on time and to the best of their ability.
- Report any technical issues to their teacher as soon as possible.
- Ensure they have access to remote learning material and notifying a responsible adult if they do not have access.
- Notify a responsible adult if they are feeling unwell or are unable to complete the schoolwork they have been set.
- Ensure they use any equipment and technology for remote learning as intended.
- Adhering to the school Behaviour Policy at all times.
- Do some reading every day;
- Seek help if they need it from adult(s) at home;

Staff can expect parents to:

- Ensure their child is available to learn remotely at the times set by the class teacher and that the schoolwork set is completed on time and to the best of their child's ability.
- Report any technical issues to the school as soon as possible.
- Ensure that their child always has access to remote learning material during the times.
- Ensure their child uses the equipment and technology used for remote learning as intended.
- Support their child(ren) as best they are able given their own home circumstances, health and work commitments etc;
- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it;

2.8 Governing Body

The Governing Body is responsible for:

- Supporting staff and pupil wellbeing;
- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- Ensuring that staff are certain that systems are appropriately secure, for both data protection and safeguarding reasons

3. Digital Safety

Where possible, all interactions will be contextual and public and all staff and pupils using video communication must:

- Only use video lessons when two members of staff are present online.
- Communicate in groups – one-to-one sessions are not permitted.
- Wear uniform or suitable work clothing – this includes others in their household.
- Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms, are not permitted during video communication.
- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute video material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they are visible.

4. GDPR

4.1 Accessing personal data

When accessing personal data, all staff members will:

- Only use their official school email account and never use personal messaging systems;
- Connect to the school network using only a school remote desktop connection to work with any personal data to ensure that no data actually leaves the school premises.

4.2 Sharing personal data

- Staff members are unlikely to need to collect and/or share personal data.
- However, if it does become necessary, 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. Monitoring arrangements

This policy will be reviewed annually by the Headteacher. At every review, it will be approved by the Governing Body.

- Appendix 1 - Welsh Government: Live-streaming and video-conferencing: safeguarding principles and practice policy

Please read below our safeguarding guidance for the use of Live Streaming and Video Conferencing at Llandough Primary School.

- Make sure you are familiar with using the platform before starting a meeting.
- Parents/carers should be made aware of the safety aspects explained in this document. As part of this, children should in turn be made familiar with acceptable 'house rules' for Live Streaming and Video Conferencing.
- The meeting's link will only be sent on TEAMS.
- At least two members of staff will be present at the meeting, one of whom will be the meeting host, in control of settings. Staff other than the host will be let into the meeting before any students.
- Staff attendees should record, the length, time, date and attendance of any sessions held.
- Staff must wear school uniform and normal work clothing.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred or blank.