



## Oasis Academy Brislington - Blended Learning Policy

Oasis Academy Brislington aims to provide high quality learning opportunities for all students during these unprecedented times, to enable them to continue to maximise their progress in their learning.

Year groups have staggered lunches in order to minimise mixing of year group bubbles. Lunches are 30 minutes long. In order to accommodate this, one lesson per day is a blended learning lesson. This means that half the lesson is the lunchtime for that year group, and the other half is the classroom element of the blended learning lesson, led by the teacher. Students are expected to complete 30 minutes of work independently at home on the same day to complete the time allocation for the blended learning lesson.

The classes that are allocated to have blended learning lessons change at the end of every term (Christmas and Easter). This so that these classes are not disadvantaged throughout the school year through minimised contact time with the same teachers.

### What is blended learning?

Blended learning is a hybrid learning structure where half the lesson is teacher-led and takes place in the classroom. The other half of the lesson occurs online where students are able to manage the pace at which they learn.

The structure of blended learning lessons will differ depending on the subject. The format of the home learning element may vary to suit the lesson and topic in that subject. Each subject is outlined in this policy, detailing what students are expected to engage with and complete. Each subject has outlined:

- What the teacher led classroom element of the blended learning entails
- Expectations of the home learning element, including which online platforms students are expected to access

There are, however, some generic expectations for all blended lessons.

- The home learning element is to take no longer than 30 minutes
- Students have 6 days to complete the home learning element
- Teachers track and record the completion of the home learning element

### Tracking

Teachers need to carefully track the completion of blended learning tasks to inform student learning behaviours. Completion, or lack of completion, of the home learning element of blended learning lessons is reflected in the effort grade on student reports.

### Online platforms used in blended learning

- Office 365
  - Emails via Outlook
  - Assignments via Microsoft Teams



- Seneca learning <https://senecalearning.com/en-GB/>
- Sam Learning <https://www.samlearning.com/>
- HegartyMaths <https://hegartymaths.com/>



## English

### Teacher led classroom lesson

All blended learning lessons begin with a six-question knowledge retrieval Do Now that aims to consolidate what students have learned during the week. The questions take the form of sentences that students must complete. These sentences are constructed to test students on key knowledge and vocabulary. For example: *Oliver Twist could be described as vulnerable. If someone is vulnerable, he or she is...* This style of question allows students to consolidate knowledge of plot and characters whilst prompting them to recall the definitions of key words taught during the term.

The lessons follow a consistent format as follows:

- 1) Knowledge retrieval quiz
- 2) Direct vocabulary instruction
- 3) Independent sentence completion using key words

No new content is delivered during these sessions as the intention is for these learning episodes to help students move vital information into long-term memory. By allowing students the opportunity to revise and apply previous knowledge, we are encouraging cognition and supporting students in the retention of previous learning.

### Home learning

The final stage of the blended learning session is a short knowledge quiz that students complete at home. The quiz is designed to follow on from the lesson and to test what should have learned.

The classroom teacher assigns the quizzes on the day of the blended learning lesson via Microsoft Teams. Students unable to access the quiz online can request a paper based hard copy from their teacher.

The year 10 and 11 quizzes include opportunities for extended writing, which students should spend the appropriate amount of time on.



## Maths

### Teacher led classroom lesson

The “best” blended learning in maths is observed where the teacher:

Reduced length of the Do Now

- From 5 questions to 3 (including Goal-Free)
- Has answers pre-prepared for students to mark without time wasted
- Allows for a faster start to the lesson

Model the I Do in lessons

- Knows **precisely** what to say for the I Do (has practiced or scripted I Do before teaching the lesson)
- Directs attention to key procedures/concepts

Lead the We Do in lessons

- Questions are similar to the I Do with different numbers
- Questions are displayed on the same slide as the I Do so that the I Do can be used as a scaffold
- Students given 2 minutes to attempt We Do.
- Teach sample 3 students work to identify misconception
- Any misconception identified is re-modelled on board

## Home learning

Teacher uploads I Do, You Do and answers to Microsoft Teams

- Teacher uploads I Do, You Do and the answers to Microsoft Teams
- Students complete You Do on paper or Word or PowerPoint and upload to Microsoft Teams.

### I Do

Halifax pays **6% interest per year**/  
Masud opens his account with **£500** how much will he have after **3 years**?

$$100\% + 6\% = 106\%$$

$$106 \div 100 = 1.06$$

$$500 \times 1.06^3 = \text{£}595.51$$

### You Do

Calculate the compound interest on the following:

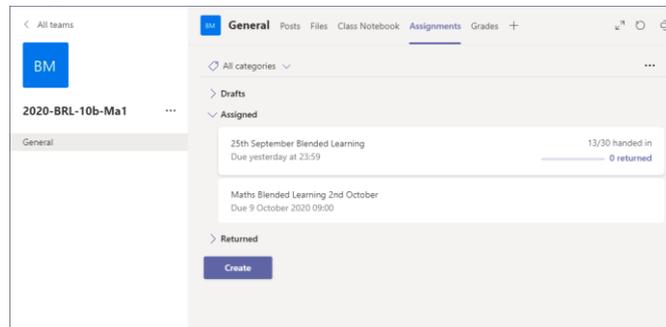
- 1) **£4206** paying interest of **4%** per annum for **3 years**.
- 2) **£1527** paying interest of **3%** per annum for **5 years**.
- 3) **£8932** paying interest of **6%** per annum for **8 years**.
- 4) **£9420** paying interest of **5.5%** per annum for **4 years**.
- 5) **£4206** paying interest of **4.25%** per annum for **6 years**.
- 6) **£28306** paying interest of **9.75%** per annum for **3 years**.
- 7) **£10482** paying interest of **0.55%** per annum for **9 years**.

### Answers

Calculate the compound interest on the following:

- |   |                  |
|---|------------------|
| 1) <b>£4206</b> paying interest of <b>4%</b> per annum for <b>3 years</b> .     | <b>£4731.18</b>  |
| 2) <b>£1527</b> paying interest of <b>3%</b> per annum for <b>5 years</b> .     | <b>£1770.21</b>  |
| 3) <b>£8932</b> paying interest of <b>6%</b> per annum for <b>8 years</b> .     | <b>£14236.25</b> |
| 4) <b>£9420</b> paying interest of <b>5.5%</b> per annum for <b>4 years</b> .   | <b>£11669.73</b> |
| 5) <b>£4206</b> paying interest of <b>4.25%</b> per annum for <b>6 years</b> .  | <b>£5399.15</b>  |
| 6) <b>£28306</b> paying interest of <b>9.75%</b> per annum for <b>3 years</b> . | <b>£37418.99</b> |
| 7) <b>£10482</b> paying interest of <b>0.55%</b> per annum for <b>9 years</b> . | <b>£11012.42</b> |

- Set the task as an Assignment on Microsoft Teams.



## Science

### Teacher led classroom lesson

In Science, we use Blended Learning to provide students with the full experience of the lesson, delivered to them in a very similar way as it would have been in the classroom.

Science lessons always follow the same format with the following sections:

- Section 1: Do Now
- Section 2: Exposition
- Section 3: The Knowledge
- Section 4: Recall quiz
- Section 5: Application task
- Section 6: Exit ticket

### *During a Blended lesson...*

In the 30 minute classroom session:

- ✓ Students will cover Sections 1-3 with the guidance of their teacher.
- ✓ Section 1: Do Now is a slightly shortened version than normal lessons

Fertilisation in Humans	Friday, 11 September 2020
LO: To explain how the sperm and egg meet to become fertilised	
<b>Do Now:</b>	
1. State the male gamete and female gametes in humans	
2. State the male and female gametes in plants	
3. Explain how a sperm cell is adapted for its function	
<b>Challenge:</b> Describe the difference between a prokaryotic cell and a eukaryotic cell and give an example of each	
Key terms: Gametes, Sperm, Egg, Fertilisation, Embryo	



## Home learning

In the 30 minute Blended Learning session, assigned on Microsoft Teams:

- ✓ Students will re-cover Sections 2 & 3 to ensure understanding
- ✓ Students will also complete Sections 4 – 6.
- ✓ After the deadline, the assignment will be marked and returned by the teacher\*

Section 3

Exposition

Watch the two video, use the box below to make notes as you are watching

The video player shows a thumbnail for a video titled 'Transport in Cells: Diffusion and Osmosis | Cells | Biology | Fus...'. The thumbnail features the text 'Biology DIFFUSION & OSMOSIS' and 'Active Transport' along with a diagram of a plant root in a beaker of water.

Section 6

Application Task - Diffusion

Watch the video where we model one example then complete the we do

Times of Transport: Year 7 - Autumn 1 - Diffusion from one place to another

**I do:** Explain which way the red particles will move in diffusion.

- Diffusion is the **net** movement of particles from an area of **high concentration** to an area of **low concentration**
- The red particles will move from the **right** to the left.
- This is because there is a **higher concentration** of red particles on the right hand side.

The diagram shows two chambers separated by a vertical barrier. The left chamber contains a few red particles, while the right chamber contains a higher density of red particles. A play button icon is overlaid on the diagram.

**Key terms:** diffusion, osmosis, active transport, particles, concentration, passive, energy

**22**

Explain which way orange particles will move.

The orange particles will move from the...  
This is because there is a...  
Diffusion is the...  
(3 Points)

Enter your answer

\*Note that students will not receive their final score for the blended learning until the teacher has *returned* the assignment

## MFL

Currently, the home learning element of all blended learning lessons are uploaded on Microsoft Teams, using Forms quizzes. In addition Microsoft Teams allows pictures, screen shots and listening tasks to be uploaded.

	Teacher led classroom lesson		Home learning
	Normal lesson	Blended learning in lesson	Blended learning at home on forms
<b>Do Now</b>	4 recall questions, a grammar question and two hook questions	2 recall questions, a grammar question and one hook question	4 recall questions, a grammar question and two hook questions
<b>Speaking task</b>	Question and answer		
<b>Introducing vocabulary</b>	Either inference or direct instruction		
<b>Same/different</b>	Students identify and teacher notes what is the same and / or different	Students identify and teacher notes what is the same and different	
<b>Explanation of the grammar point</b>	Clear scripted grammar explanation (pens down)	Clear scripted grammar explanation	Screen shot of this on forms
<b>I Do – Direct instruction and modelling</b>	Teacher models how to do it	Teacher models how to do it	
<b>We Do – Modelling</b>	Teacher questions students on how to do it	Teacher questions students on how to do it	Students answer questions using the grammar explanation
<b>You Do – Deliberate independent practice</b>	Students practise using it. Misconceptions included		Students complete an activity using this
<b>Exit ticket</b>	Test that students understand what you wanted them to learn that lesson. Include misconceptions		True or false exit ticket to test understanding



## History

### Teacher led classroom lesson

Within classroom-based blended learning the Do Now is reduced to allow for more teacher instruction. It will take one of two formats:

- 1) Teacher Direct Instruction to deliver new knowledge or content to a class prior to them attempting an application task at home. This will be precise and teachers will anticipate pitfalls or misconceptions to address these efficiently. In this instance, the level of 'desirable difficulty' in a classroom lesson might be reduced in order to allow time for the teacher to ensure all students understand what is needed to complete their home learning.
- 2) Using the 'flipped learning' which students have completed at home for the previous blended session (this will usually be a quiz, to sit alongside a video, podcast or piece of reading which students have completed at home). The teacher will model the application process to the students and will complete an I Do to model what a great example looks like. The We Do or You Do is then removed to allow students some partial access to application or complete independent access to application depending on where the teacher assesses the class to be.

### Home learning

In years 7 and 8, students are set a mix of simple worksheets/Microsoft Forms quizzes. With some of these a video or piece of reading will be attached about the topic they've studied that lesson, or will study the following lesson (flipped learning), and the Forms Quiz will link directly to that learning. This allows teachers to hand over the acquisition of knowledge so that they can focus on the trickier application tasks, where necessary.

For years 9, 10 and 11, students need to access Seneca Learning for one of the tasks each week, as it directly links to the course. In year groups where there are more than one blended learning lessons per week we are employing 'flipped learning' where students are given some pre-lesson work, usually in the form of watching a video excerpt, reading an extract from a historian's book or journal article or listening to part of a podcast. There is then Microsoft Forms quizzes to accompany the flipped learning so that teachers can assess how much of the new knowledge is understood and be aware of any gaps which may need plugging with Direct Instruction.



## Geography

### Teacher led classroom lesson

Before the lesson is delivered, the teacher reviews the original lesson structure and content and identifies the core learning that can be delivered in the shortened time available. PowerPoints and handcuffed worksheets are shortened and adapted to fit the timescale.

The Do Now quickly reviews learning from the previous lesson to identify any misconceptions and knowledge gaps. This usually takes the form of 'true or false' statements, with the opportunity to correct false statements by changing one word in a sentence. Teachers review answers and intervene where common misconceptions occur.

Direct instruction is used by the teacher to deliver new knowledge. Students complete shortened handcuffed worksheets as the teacher delivers the new content. Larger You Do application tasks are removed from blended lessons in order to provide enough time for knowledge delivery.

Years 7 and 8: You Do application tasks missed due to limited time will be set as part of the home learning.

Years 9-11: We now deliver two full lessons of work over the three available lesson slots in order for those classes who have a blended learning slot to still be able to complete the larger exam style application questions at some point during the week. This way no key exam learning is lost. Years 3 to 5 of the 5 year curriculum have been rationalised in order for this to happen, whilst still maintaining enough time for the course to be completed in a timely manner.

### Home learning

Years 7 and 8: SENECA learning is used to consolidate knowledge learned in lessons. The link to SENECA will be added to Microsoft Teams each week and students will have 7 days to complete the tasks in SENECA.

In addition, where appropriate, a resource will be added to Microsoft Teams to provide background information for longer application question(s). This will help students to apply their learning from the blended lessons.

Knowledge organiser based homework is also set fortnightly to consolidate the learning in lessons.

Years 9-11: SENECA learning is used to consolidate knowledge learned in lessons, as tasks in SENECA very closely match the content taught.

Knowledge organiser, case study and exam style homework questions are set weekly to further support learning from lessons.



## RPE

### Teacher led classroom lesson

The “best” blended learning in RPE is observed where the teacher:

- Reduces length of the Do Now
  - From 4 questions to 2
  - Has answers pre-prepared for students to mark without time wasted
  - Allows for a faster start to the lesson
- Models I Do in lessons
  - Knows **precisely** what to say for the I Do (has practiced or scripted I Do before teaching the lesson)
  - Directs attention to key words and concepts
- Leads We Do in lessons
  - Stimulus provided and discussed using pre-prepared questions
  - Students given time to write a written response to stimulus
  - Teacher sample 3 students’ work to identify misconceptions and develop responses
  - Any misconceptions identified is re-explained

### Home learning

- Teacher uploads You Do and answers to Microsoft Teams
  - Teacher uploads key words or concepts from I Do, You Do and the answers in a PowerPoint to Microsoft Teams
  - Teacher uploads the You Do as a Microsoft Forms quiz to Microsoft Teams
  - Students complete You Do quiz on Microsoft Teams
  - Teachers record student outcomes

MRE creates quizzes and drop links into the relevant PowerPoints for year groups where classes have blended learning.

Teachers are responsible for setting for their individual classes and recording outcomes.

**REAL**

**Teacher led classroom lesson**

Across all subjects within REAL, the elements / knowledge required to complete the home learning section are covered within the teacher led classroom session in years 7 and 8 and in subjects with written exams in years 9, 10, 11.

**Art/Photography (Y9,10,11)/3D (Y11 only)**

There are two ways that we may introduce blended learning work in years 7 and 8 depending on the topic being covered and the classes doing the work:

1. Classes are given a worksheet that is begun in class. The teacher models how to complete the tasks to build student confidence. The skills being learnt are in line with classes not affected by blended learning lessons, i.e. for terms 1 and 2 these include formal elements of art, cultural capital, etc. in line with the published Program of Study
2. Students begin a piece of work in the lesson on paper and complete it at home following the instructions given during the I Do / We Do sections of the teacher-led learning.

Where there will be research and theory tasks, knowledge acquisition will be taught in the lesson and an assignment and quiz will be placed on Microsoft Teams the following session.

**Examples of Blended learning worksheets for year 7:**

Year 7 Blended learning worksheet 1

name: .....

This is an ink drawing by the artist Vincent Van Gogh, 'Street in Saintes-Maries de la mer', made in 1888. Van Gogh believed that drawing was the root of everything and he made thousands of drawings to perfect his composition in black and white before he began to use his trademark bright coloured paint as it was so expensive.

Task: Complete the section in the box below using various weights of line to show the different marks.

Tone - value Name:.....

1. Use a pencil to create tones (values) from the darkest to the lightest in the boxes

--	--	--	--	--	--	--	--	--	--

2. Use a pencil to blend smoothly from darkest to lightest

3. Complete the sphere using the value range of tones.

What has the addition of tone done to the shape?

.....

.....

**Years 9 and 10** - As these students are starting their GCSE coursework, they are expected to take work started in lessons home to complete. This may be drawing work, research work or collecting of resources. This works in exactly the same way as homework tasks would work in normal circumstances. Students purchase an Art / Photography folder at the start of the year (PPC students have their folders funded) so they have all the materials they may need to complete work.

**Year 11** – Students across all Arts subjects are working on individual projects and will have individual tasks and checklists to work through set by, and with, their teacher.

## Music

Quizzes are set on Microsoft Teams based on the learning that has happened in the lesson. Some revision of the knowledge organiser content can be used to assist in answering quiz questions. Knowledge organisers can be found on the Academy website (<https://www.oasisacademybrislington.org/curriculum/curriculum-overviews/english>).

Blended Learning Session KS4- Elements of Music and Exam technique.		Blended Learning Session KS3- Rhythm and Notation	
2. What does Legato mean?	1 / 1 pt Auto-graded	7	9
<input checked="" type="radio"/> Smooth playing ✓ <input type="radio"/> Short and detached <input type="radio"/> Played quickly		--	9
3. What does Pianissimo mean?	1 / 1 pt Auto-graded	--	10
<input type="radio"/> Very Loud <input checked="" type="radio"/> Very Quiet ✓ <input type="radio"/> Loud		6	9
4. What does monophonic mean?	1 / 1 pt	6	9
<input checked="" type="radio"/> A single line melody <input type="radio"/> Melody and Chords <input type="radio"/> 2 or more parts each having a melody on it's own		--	9
		7	9
		10	8
		--	10
		5	9
		10	10

7. Name that Rhythm	1 / 1 pt Auto-graded	9
 <input checked="" type="radio"/> Quaver-Rest-Semiquaver-Crotchet ✓ <input type="radio"/> Quaver-Rest-Quaver-Crotchet <input type="radio"/> Quaver-Rest-Semiquaver-Minim		
8. Name that Rhythm	1 / 1 pt Auto-graded	9
		

## Business

Quizzes are set on Microsoft Teams based on the learning that has happened in the lesson. Some revision of the knowledge organiser content can be used to assist in answering quiz questions. Knowledge organisers can be found on the Academy website (<https://www.oasisacademybrislington.org/curriculum/curriculum-overviews/english>).



## **PE and Health and Social Care (BTEC)**

### **Teacher led classroom lesson**

For BTEC subjects the individual class teacher is responsible for setting the blended learning for their classes. The blended learning should relate to work in lesson linking to the BTEC specifications. The blended learning must conform with Pearson's remote learning policy (see Appendix A).

### **Home learning**

The home element of blended learning would be set using Microsoft Teams and could involve:

- Assignments
- Microsoft quizzes
- Additional reading
- YouTube videos

## **Core PE**

### **Teacher led classroom lesson**

In Core PE, blended learning is planned centrally as a department and contributes to the department's curriculum intent. Staff are promoting the benefits physical activity and encouraging students to be active outside of the Academy.

### **Home learning**

Students are completing quizzes on Microsoft Teams to log their levels of physical activity throughout the week.



## Appendix 1

# OAB Pearson's Remote Learning Policy

## Definitions

Distance and blended learning is defined by Pearson as follows:

**Blended learning:** is a formal approach to education that creates an integrated learning environment where face-to-face and online teaching and learning become complementary, with the purpose of giving learners a more diverse and engaging learning experience.

**Distance assessment:** is a method of assessment where the assessment is designed to be carried out remotely. Distance Assessment enables learners to be assessed even if they are in situations/settings where traditional methods of assessment may be difficult or impossible to operate. Our teaching guides provide support on this activity.

## Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who are not in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

## 1. Logistics

The Academy will follow all central government and local advice in relation to closures.

Below is the relevant section from the OAB Remote Learning Policy:

### **1. Continuity of Education in Event of Individual Students Isolating**

Oasis Academy Brislington will make provision for remote learning via Microsoft Teams. Class teachers will upload the lesson resources for the lessons on the student's timetable the following day e.g. Monday's Science lesson resources will be uploaded on Tuesday.

### **2. Continuity of Education in Event of a Year Group Bubble Being Directed to Isolate**

Oasis Academy Brislington will make provision for remote contact with students on a daily basis in two forms:

- Students will have access to work that allows them to continue progress while at home
- Students will have the opportunity for virtual sessions with teachers/learning support staff on a daily basis.



As far as is possible, Oasis Academy Brislington will attempt to replicate the timetable that students follow through the course of a normal school day.

Where possible, teachers will deliver timetabled lessons live via Microsoft Teams. If for some reason the class teacher is unavailable (e.g. due to illness), appropriate cover work will be set for that period on Microsoft Teams.

We are mindful of the challenges of operating in an unfamiliar environment in that:

- online learning operates on a very different dynamic
- some subjects and activities do not lend themselves as readily as others to remote learning.

### Students in years 7, 8 and 9

If a year group bubble needs to self-isolate and there is an issue with accessing online learning, hard copies of home learning packs will be available for every subject. These paper based packs will be issued to those students unable to access their lessons online.

At the start of 2021 all students in all year groups at Oasis Academy Brislington will be issued with an iPad, which means that all students will be able to access all online learning platforms at home.

### Students in years 10 and 11

Students in priority year groups (years 10 and 11) who do not have access to the internet or a device at home, will be issued with a laptop from a national pool of Oasis of devices. Students in years 10 and 11 will be able to borrow devices for the self-isolation period.

### **3. Continuity of Education in Event of a full Closure**

Oasis Academy Brislington will make provision for remote contact with students on a daily basis in two forms:

- Students will have access to work via the academy website that allows them to continue progress while at home
- Students in years 7 to 11 will have the opportunity contact their teachers and tutors via email and tutorials on a daily basis

As far as possible, Oasis Academy Brislington will attempt to replicate the timetable that students follow through the course of a normal school day.

**BTEC specific guidance:** In the event that the whole school is required to isolate lessons will be delivered remotely via pre-recorded PowerPoint presentation covering the content of BTEC Lessons.

## **Roles and responsibilities**

Flexible working may be necessary to suit the demands of childcare; in this instance resources should be prepared and lessons pre-recorded and uploaded to Teams for students to access.

If required, staff in departments can plan to share workload.

## **2. Expectations of staff, students and parents**

### **2.1 Teachers**

- If sessions are pre-recorded, staff should be available in the background of the 'live' lesson to provide support on the chat function should any students need help.
- If the staff member is 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 and provide work appropriately for learners.
- If appropriate remotely set an AfL task to act as an 'Exit Ticket'. For example Microsoft Forms quizzes can set diagnostic multiple choice questions which can be prepopulated with feedback and shared with students upon completion of the quiz. Other online AfL strategies could include teacher comments in the 'chat function', collaborate on shared documents on Teams to record findings from the independent tasks, etc. These strategies not only help teachers assess their students' levels of understanding, but also help teacher track and monitor student completion of independent tasks.
- The 'live' element of the lesson does not necessarily involve staff being seen on screen – staff can either turn off the video options, making the session purely audio, or should display lesson content (slides, etc.) via sharing their screen
- The students' video cameras should be turned off.
- All live lessons will be recorded. This is to allow students to access the lessons at a later date and also safeguards staff and students. s
- If the staff member is 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 and provide work appropriately for learners.
- Students failing to complete work: Teachers/Assessor/Subject Leads should consider: contacting parents if appropriate (please remember to hide caller details if using a personal mobile) and where appropriate, escalate to the Director of Faculty or Student Progress Leaders.

## **2.2 Subject leads / BTEC LEAD Internal Verifiers**

Please see attached documents relating to individual BTEC courses and units appropriate for remote learning.

- BTEC Lead IVs will need to direct colleagues to appropriate units to teach according to Pearson information detailed in the attachments and where necessary amend the assessment plan to reflect these changes. For example, it would not be appropriate to set tasks in BTEC Sport that require a staff witness statement as evidence.
- BTEC Lead IVs will need to update teaching teams according to information received from the centre Quality Nominee that will relate to latest guidance from Pearson and OFQUAL.
- BTEC Lead IVs will direct teaching teams according to the assessment plan and ensure work is assessed and Ived according to schedule; work will be submitted in electronic format and students will be required to complete a learner declaration form in electronic format and submit with any assessment work.

## **2.3 Senior leaders and Student Progress Leaders**

Alongside any teaching responsibilities, senior leaders are responsible for:

- Supporting departments they line manage in ensuring teaching and learning is fit for purpose; students are engaging and completing work and ensuring all quality control measures are in place.
- Where students are not engaging with the remote learning senior leaders will support class teachers and Lead IVs as appropriate.

## **2.4 Designated safeguarding lead**

- The DSL is responsible for any safeguarding issues that are identified during the remote or blended learning process as per the child protection policy.

## **2.5 IT staff**

- IT staff are responsible for reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer.

## **2.6 Pupils and parents**

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although consider they may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they are not able to complete work



Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise cannot complete work
- Seek help from the school if they need it.
- Be respectful when making any complaints or concerns known to staff

Pupils must ensure all work submitted as part of an assignment is their own work, they will be required to sign the BTEC student declaration confirming all work is their own. The malpractice policy will be referred to if necessary.

### **3. Data protection**

#### **3.1 Accessing personal data**

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

- Access the data, via Oasis Platforms
- Use school devices only

#### **3.2 Processing personal data**

- Staff members may need to collect and/or share personal data such as student names, email addresses and assignment grades as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals will not 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**

- Please refer to the following policies:
  - GDPR and data protection policy
  - ICT and internet acceptable use policy
  - Home-school agreement
  - Remote learning policy
  - Online safety policy