



Drapers' Brookside  
Infant & Junior School

## **Remote Education and Blended Learning Policy**

### **1. Introduction**

At Drapers' Brookside Schools, we are committed to ensuring that we are proactive in responding to the COVID-19 pandemic, putting the education and welfare of our children at the heart of our actions.

From 22<sup>nd</sup> October 2020, schools must provide remote education for classes, groups or individual pupils who are self-isolating, or where there are local or national restrictions requiring them to stay at home.

This policy sets out how we will respond to individuals or groups of children who, due to COVID-19, are not able to attend school and how we will ensure that we will move seamlessly to a provision of remote education and blended learning.

### **2. Aims**

- To ensure consistency in the approach to remote learning for pupils who aren't in school
- To ensure that our Remote Education provision is flexible and can adapt to the needs of the individual learner
- To set out roles and responsibilities for all members of our school community with regards to remote learning
- To ensure that the schools safeguarding provision remains effective and robust during periods of remote learning
- To provide appropriate guidelines for data protection and internet safety for all stakeholders

### **3. Our Remote Education Provision**

During Lockdown, we delivered 60 online lessons each week; a minimum of three each day for children from Nursery to Year 6. 85% of our children accessed Zoom lessons during this time. These lessons were based on a whole school weekly theme and centered on wellbeing and maintaining a class/school community. Sessions were optional

and delivered to a year group or phase. Content was open-ended and differentiated by outcome, with limited differentiation.

Our contingency plans for Remote Education for the 2020 – 2021 academic year differs from our Lockdown online provision significantly. We will:

- Provide meaningful and ambitious work each day in a number of different subjects
- Set a planned and well-sequenced curriculum so that knowledge and skills are built upon
- Provide a good level of clarity about what is intended to be taught and practiced in each subject
- Frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos
- Assess how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments
- Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

### **3.1 Online Home Learning Provision**

Our usual home learning provision is based online, through the following platforms:

- Maths Whizz
- Timetables Rock Stars
- Lexia
- Bug Club
- Reading Eggs and Fast Phonics
- Maths Seed

We encourage children to participate in weekly online home learning through awards and certificates. Good patterns of online learning will ensure that children are used to accessing work remotely and prepare them for secondary school expectations for online homework.

Tracking and analysis of children's participation in online home learning will provide us with intelligence on family access to the internet and devices. This information will be stored centrally on a spreadsheet and monitored to assess any potential barriers to online learning and cases will be addressed on an individual basis.

### **3.2 Overview of our Remote Education Provision**

Our remote education provision is based on a range of online home learning programs, video demonstrations, Loom videos, Zoom lessons and the Seesaw app. The table on the following page explain how these will be used:

Resource/ Platform	Description	How will it be used?	Frequency/Expectation
<b>Online home learning</b>	Subscriptions for: <ul style="list-style-type: none"> <li>• Maths Whizz</li> <li>• Lexia</li> <li>• Bug Club</li> <li>• Reading Eggs/</li> <li>• Maths Seeds (EYFS)</li> <li>• Fast Phonics (EYFS)</li> </ul>	Ongoing online home learning provision	Each year group has a minimum expectation for weekly usage (see Home Learning Policy)
<b>Demonstration videos</b>	A video, not involving a PowerPoint  Used for demonstration purposes, stories or information sharing e.g. message from the Principal	Demonstration videos for all of the aspects of EYFS which would not need a PowerPoint to demonstrate, such as stories, songs, phonics, drawing, fine motor skills etc  Principal Update videos, explaining any changes to COVID-19 restrictions or other important information	As and when required  Videos will take the place of some Loom videos in EYFS as there is less need to share a PowerPoint for their desired outcomes
<b>Loom</b>	A video messaging tool which creates instantly shareable videos	Teachers will create Loom videos for the PowerPoint for selected lessons, to share with any child who is isolating. These will then be shared on Seesaw	<ul style="list-style-type: none"> <li>• If a Teacher is isolating, they will use a mixture of Loom and Zoom to teach their class remotely, with the class TA acting as the facilitator. <ul style="list-style-type: none"> <li>○ One Zoom, beginning of the day outlining lessons prepared and to welcome children for the morning.</li> <li>○ Three Loom lessons (Maths, English and Foundation Subject) to be delivered each day.</li> </ul> </li> <li>• If the class has a pupil who must shield, and is unable to join the rest of the class in school, they will be invited to join a class Zoom lesson once a week, in order to still feel part of the class community</li> </ul>
<b>Zoom</b>	A cloud-based video conferencing service you can use to virtually meet with others - either by video or audio-only or both, all while conducting live chats	Teachers will use Zoom for live PHSE wellbeing sessions if a bubble has closed, if we go into Lockdown or if there is a child shielding	
<b>Seesaw</b>	An app to link home/school by establishing an online journal for the child to share children's school work with parents at home and to share home learning with the child's teacher	This will be our vehicle for remote education and blended learning. It will establish a link between home and school and ensure a seamless transition and equal access to the curriculum, whether children are in school or at home	<ul style="list-style-type: none"> <li>• Teachers to upload PowerPoints and Looms to meet the requirements depending on the scenario</li> <li>• Teachers to set work for any children who are absent due to COVID-19</li> </ul>
<b>Quizizz</b>	An app which allows teachers to conduct child-paced formative assessments in a fun and engaging way	Teachers will create quizzes to assess children's understanding in topics covered	<ul style="list-style-type: none"> <li>• Quizizz's will be created as required to assess individuals knowledge and skills in a particular curriculum area</li> </ul>

Due to the complexities of providing a high quality remote and blended learning, we have created a four-point phased approach, as described in the table below:

<b>PHASE ONE</b>	<b>PHASE TWO</b>	<b>PHASE THREE</b>	<b>PHASE FOUR</b>
<b>Timescale: 22.10.2020</b>	<b>Timescale: 06.11.2020</b>	<b>Timescale: 13.11.2020</b>	<b>Timescale: 20.11.2020</b>
<ul style="list-style-type: none"> <li>• Staff training on our approach to remote and blended learning</li> <li>• Remote and Blended Learning Policy in place</li> <li>• Purchase Seesaw license for the school</li> <li>• Teachers to upgrade PowerPoint to ensure that they include simple step-by-step, clear instructions and explanations (so that they could be followed by a child/adult at home)</li> </ul>	<ul style="list-style-type: none"> <li>• Set up Seesaw class accounts</li> <li>• Staff training and 'how to' guides on how to use Seesaw</li> <li>• Staff training on how to create Loom lessons</li> <li>• Upper KS2 children given QR codes to access Seesaw in class, as part of an IT lesson</li> <li>• Knowledge Organisers added to each class Seesaw account</li> <li>• Other content added to class Seesaw accounts, linked to the new class topic</li> <li>• Staff training and 'how to' guides on how to use Quizizz</li> </ul>	<ul style="list-style-type: none"> <li>• Launch of Seesaw to children and families</li> <li>• QR reader codes to be sent home with 'how to' guides for all year groups</li> <li>• PowerPoints for English and Maths to be added to each class Seesaw account</li> <li>• All teachers to create one Loom video ready to upload onto Seesaw</li> <li>• Quizizz used to assess pupil knowledge and understanding in key areas of the curriculum/topics</li> </ul>	<ul style="list-style-type: none"> <li>• PowerPoints for all subject lessons are available on Seesaw</li> <li>• Loom lessons in place for any child who is absent from school for COVID related reasons</li> <li>• Consider ways in which we can improve our remote and blended learning provision by developing the use of Seesaw and Quizizz</li> </ul>

### 3.3 What are the Potential Barriers?

We aim for children to be able to move seamlessly from class based learning to a provision of remote education and blending learning. We acknowledge that there are key potential barriers which could impact on the success of this policy:

Potential Barrier	Solution/Approach
Home internet issues	See section 5.3 <ul style="list-style-type: none"> <li>A log is kept of families where they do not have internet/devices to enable us to prepare/respond quickly, if the child/children cannot be in school</li> </ul>
Lack of device, or one device shared by multiple members of the family	See section 5.3 <ul style="list-style-type: none"> <li>The provision of both recorded and live content will allow families to organise time and devices more efficiently</li> <li>Learning Mentor support offered to consider use of spaces within the family home</li> </ul>
Lack of quiet space, especially when participating in live sessions	
Lack of parental support	See section 5.2 <ul style="list-style-type: none"> <li>We need to set out expectations to both children and parents and ensure that they understand that education is not optional</li> <li>We would need to first understand what the reason was, in order for us to support the family: <ul style="list-style-type: none"> <li>If the lack of support is due to parental confidence/IT skills, we will offer virtual training sessions</li> <li>If parents do not answer the telephone or respond to ParentMail, we would post a note through the door/knock and ask them to support us in educating their child/children</li> </ul> </li> </ul>
Individual children who lack motivation or refuse to undertake home learning	<ul style="list-style-type: none"> <li>It is important that children understand that remote learning is not optional, and that parents are given appropriate pastoral support to ensure that their children engage in set tasks/lessons</li> <li>Teachers need to target children/families where there is limited engagement and raise the concern with the Phase Leader</li> </ul>
Children with SEND may struggle to access the curriculum	See section 3.4 <ul style="list-style-type: none"> <li>Remote access to interventions, where possible</li> <li>Regular phone calls from the SENCo, Class Teacher and T.A. to check on the welfare of the child and to check progress against targets set for interventions/IPP</li> </ul>

### **3.4 Provision for children with SEND**

All children with SEND will continue to receive additional specific interventions in line with their IPP and or EHCP. This will be provided via Zoom, Loom and Seesaw and will happen once a week. All lessons provided by the class teacher will be differentiated for SEND learners and concrete resources sent home to support. Weekly calls home from the SENCo and Learning Mentors.

The SENCo will continue to liaise with the LA SEND Department and other professionals working with the child to ensure that, wherever possible, external input and advice continues to enhance the provision for the individual.

Private Speech and Therapy provision, funded by the MAT, would continue via Skype during periods of remote learning.

### **4. When would we need to move to Remote and Blended Learning Provision?**

It is important for us to consider the different models of remote and blended learning and how and when we would initiate this policy.

The table on the next two pages detail the possible scenarios in which we would need to use our Remote and Blended Learning Policy, the actions the school would need to take and roles and responsibilities linked to set actions:

Scenario	Anticipated Duration	Actions to be taken		Remote Education Provision
		Office Staff	Class Teacher	
Child or family member is symptomatic and waiting COVID test/results	2 – 5 days	<ul style="list-style-type: none"> <li>Add information to the COVID spreadsheet and correct coding to the attendance register</li> <li>Inform Class Teacher</li> <li>Office staff/SLT to arrange delivery of work pack to the child's address</li> <li>Attendance Officer to maintain contact with the family to find out test results</li> </ul>	<ul style="list-style-type: none"> <li>Prepare work pack and two reading books, including the child's user name and passwords for online home learning and link to Seesaw place in a zippy wallet with the child's full name on the front and pass on to the Office Staff</li> <li>PowerPoints for lessons taught in school shared on Seesaw</li> </ul>	<p>Online home learning</p> <p>Physical work pack and reading books</p> <p>Seesaw content</p>
Child/family are having to isolate for 14 days due to tracing	14 days	<ul style="list-style-type: none"> <li>Add information to the COVID spreadsheet and correct coding to the attendance register</li> <li>Inform Class Teacher</li> <li>Office staff/SLT to arrange delivery of work pack to the child's address</li> </ul>	<ul style="list-style-type: none"> <li>Prepare work pack and two reading books, including the child's user name and passwords for online home learning and link to Seesaw place in a zippy wallet with the child's full name on the front and pass on to the Office Staff</li> <li>PowerPoints for lessons taught in school shared on Seesaw</li> <li>Tasks provided on linked to class lesson</li> <li>Telephone once per week of absence to check on the welfare of the child and to offer any educational support</li> <li>Provide feedback on online learning and/or Seesaw tasks at least once per week of absence</li> </ul>	<p>Online home learning</p> <p>Physical work pack and reading books</p>
Child or family member have COVID19	14+ days			<p>Seesaw content (at least 3 lessons per day)</p> <p>Online feedback from the Teacher</p> <p>Weekly phone call from teacher to child</p>
Child has a serious underlying health condition and medical professionals have told the family to shield	Long term	<ul style="list-style-type: none"> <li>Add information to the COVID spreadsheet and correct coding to the attendance register</li> <li>Inform Class Teacher</li> <li>Inform SENCO</li> </ul>	<ul style="list-style-type: none"> <li>Telephone once per week of absence to check on the welfare of the child and to offer any educational support</li> <li>PowerPoints for lessons taught in school shared on Seesaw</li> <li>Tasks provided on linked to class lesson</li> <li>Provide feedback on online learning at least once per week of absence</li> <li>Provide a weekly PHSE lesson via Zoom, so that the child still feels part of the class community</li> </ul>	<p>Online home learning</p> <p>Seesaw content (at least 3 lessons per day)</p> <p>Online feedback from the Teacher</p> <p>Weekly phone call from teacher to child</p> <p>Weekly PSHE Zoom lesson</p>

Scenario	Anticipated Duration	Actions to be taken		Remote Education Provision
		Office Staff	Class Teacher	
A small group of 'close contacts' within a class have to isolate	14 days	<ul style="list-style-type: none"> <li>Add information to the COVID spreadsheet and correct coding to the attendance register</li> <li>Inform Class Teacher</li> <li>Office staff/SLT to arrange delivery of work pack to the child's address</li> </ul>	<ul style="list-style-type: none"> <li>Prepare work pack and two reading books, including the child's user name and passwords for online home learning and link to Seesaw place in a zippy wallet with the child's full name on the front and pass on to the Office Staff</li> <li>PowerPoints for lessons taught in school shared on Seesaw</li> <li>Tasks provided on linked to class lesson</li> <li>Telephone once per week of absence to check on the welfare of the child and to offer any educational support</li> <li>Provide feedback on online learning and/or Seesaw tasks at least once per week of absence</li> </ul>	<p>Online home learning</p> <p>Physical work pack and reading books</p> <p>Seesaw content (at least 3 lessons per day)</p> <p>Online feedback from the Teacher</p> <p>Weekly phone call from teacher to child</p>
Class/Year Group 'Bubble' closes, due to COVID cases	14 days	<ul style="list-style-type: none"> <li>Add information to the COVID spreadsheet and correct coding to the attendance register</li> <li>Attendance Officer to maintain contact with the family to find out test results</li> </ul>	<ul style="list-style-type: none"> <li>Teacher delivers one lesson via Zoom at the start of the day</li> <li>Teacher to provide three lessons through Loom via Seesaw (Maths, English and Foundation subject)</li> </ul>	<p>Online home learning</p> <p>Seesaw content (at least 3 lessons per day)</p> <p>Online feedback from the Teacher</p> <p>Weekly phone call from teacher to child</p>
Whole school closes due to a Local/ National Lockdown	Unknown	<ul style="list-style-type: none"> <li>Add information to the COVID spreadsheet and correct coding to the attendance register</li> </ul>	<ul style="list-style-type: none"> <li>Teacher delivers one lesson via Zoom at the start of the day</li> <li>Teacher to provide three lessons through Loom via Seesaw (Maths, English and Foundation subject)</li> <li>Whole school/Phase group Zooms to occur</li> </ul>	<p>Online home learning</p> <p>Seesaw content (at least 3 lessons per day)</p> <p>Online feedback from the Teacher</p> <p>Weekly phone call from teacher to child</p>



## **5. Ensuring Access to Remote Education**

The success of our remote education and blended learning approach are dependent on stakeholders having adequate online access and reliable IT equipment.

### **5.1 Teachers**

The provision of SharePoint, a secure place to store, organize, share, and access information from any device, allows remote working and sharing of documents.

All Teachers have been provided with an iPad Pro, with keyboard attached. This provides teaching staff with equipment to prepare and deliver online lessons for children and access to SharePoint and Teams.

All teachers have a responsibility to ensure that they always have their iPad with them at school and at home to ensure that they are able to teach remotely as well as at school. All planning and resources need to be on SharePoint so they are accessible remotely as well as in school.

Training will be provided on the use of Loom, Zoom and Seesaw.

### **5.2 Parents**

We will support all parents in ensuring that they can access their ParentMail account and explain the importance regularly checking and responding to messages.

Parents will have the opportunity to join online training sessions for the platforms we are using to ensure they are confident with accessing their child's work for the day. Specific members of staff will provide IT support throughout any periods of remote or blended learning.

There will be clear expectations for parents as to how much the children will be expected to complete each day. Pastoral support will be offered to parents who are finding it difficult to engage their children in home learning tasks.

### **5.3 Children**

Children will be given the opportunity in school to access the online learning platforms so they become confident using them independently.

There will be clear expectations for children as to how much work they are expected to complete each day.

There will be a mixture of asynchronous and synchronous provision to ease the pressure on households with multiple children in different year groups. This will help children and families to manage their time more effectively and assist in facilitating environments which are more conducive to learning.

Issues with device or internet access will be addressed on an individual basis.

## **6. Safeguarding**

Remote education is a new experience for both staff and pupils, so it's important that we understand how to approach safeguarding procedures online in order to ensure that our safeguarding provision remains effective and robust during periods of remote learning.

It is essential to have and communicate clear reporting routes so that children, teachers, parents and carers can raise any safeguarding concerns and understand how they can keep themselves safe online.

The Safeguarding and Online Safety Policies should be adhered to at all times.

### **6.1 Preventive measures for children and families**

We must raise the importance of a safe online environment and encourage parents and carers to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites. These are usually free, but often need to be turned on.

Teachers need to deliver regular online safety lessons to their classes and ensure that online safety information is available on Seesaw.

### **6.2 Preventative Measures for Staff**

Staff need to be mindful of safeguarding themselves and others during any online lessons and remote learning. The provision of work iPads and secure online platforms safeguard both staff and children.

Section 8 explains safeguarding measures such as wearing appropriate clothing, having a natural background and ensuring that no other household members are visible or audible during online lessons.

### **6.3 Reporting Concerns**

It is essential to have and communicate clear reporting routes so that children, teachers, parents and carers can raise any safeguarding concerns in relation to remote online education.

Staff should report their concerns using CPOMS in the usual way. Any concerns should be reported immediately.

Seesaw will display advice for parents/carers and children on how to report concerns.

## 6.4 Online Safety

### 6.4.1 Harmful or upsetting content

Harmful online content can be reported to the [UK Safer Internet Centre](#)

Government advice and trusted resources on safeguarding from radicalisation, building resilience to extremism, and promoting shared values can be found at [Educate Against Hate](#)

### 6.4.2 Bullying or Abuse Online

Advice can be accessed from the following organisations:

- Online abuse can be reported to the National Crime Agency's [Child Exploitation and Online Protection command](#)
- [Anti-Bullying Alliance](#) for children who are being bullied
- [Tootoot](#) provides a confidential route for pupils to report bullying or abuse

### 6.4.3 Zoom Online Lessons

To maintain the safety of our children during online lessons, we have put the following safeguarding measures in place:

- All lessons will have a unique meeting ID that will have been generated specifically for that lesson
- All participants in the lesson will have their microphones muted and their cameras off on entry
- There will always be at least two adults from Drapers' Brookside in each lesson we deliver
- Waiting rooms are set up for each lesson
- Only the teacher (host) can share their screen
- All lessons are recorded and saved securely then deleted in line with GDPR requirements after a set timescale

## **7. Data Protection**

### **7.1 Accessing Personal Data**

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

- Access data via SharePoint, a secure cloud service
- Use their work iPad, or a work laptop, rather than their own personal devices

### **7.2 Processing Personal Data**

Staff members may need to collect and/or share personal data, such as email addresses or telephone numbers, 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.

### **7.3 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

## **8. Roles and Responsibilities**

Successful learning, whether this be remote, blended or otherwise, is dependent on clear roles and responsibilities.

All staff must be available for their usual directed hours when providing remote learning. If staff are unable to work due to sickness, staff should follow usual protocols and inform their line managers.

Flexible working arrangements will be considered on an individual basis, for example where a member of staff is caring for a dependent.

Staff should ensure that they are dressed appropriately when working with parents, pupils and other members of staff online. Where possible, a neutral background should be used, whether this be physical or virtual. No other household members should be visible or audible during online lessons.

All staff should adhere to the school Safeguarding and Health and Safety policies and guidelines.

### **8.1 Children**

- Ensure everyone feels valued, respected and included during online lessons
- Contribute their views during remote learning
- Complete work set by their teachers
- Seek help if they need it, from teachers or teaching assistants
- Remember to keep themselves and others safe online

### **8.2 Parents/Carers**

- Ensure that their child uses Seesaw to access remote learning materials which support, complement and consolidate school learning
- Ensure their child completes remote learning tasks online
- Make the school aware if their child is sick or otherwise can't complete work
- Ensure that they know how to keep their child safe online and set suitable parental controls on devices in the home
- Seek help from the school if they need it

### **8.3 Teachers**

- Attend a weekly staff INSET and phase meeting, conducted via Zoom or Teams
- Select an appropriate teaching and learning approach with learning tasks that are complementary and coherent across learning environments
- Provide broad, balanced remote learning tasks across a range of subjects
- Use a range of strategies, including quizzes and challenges, to check knowledge and understanding and to consolidate what children have learned
- Provide targeted support for individual learners, as required
- Feedback to pupils in response to questions or requests through Seesaw either individually or as a whole class
- Ensure regular contact with children who are participating in remote learning in order to check on their welfare and to offer additional educational support
- Be mindful that extra support may be required where parents and guardians are less able to themselves

### **8.4 Teaching Assistants**

- Attend a weekly phase/year group meeting, conducted via Zoom or Teams, within their contracted hours where possible
- Assist with live teaching sessions, including keeping the register and monitoring the group chat
- Support the running of small intervention/catch up groups via Zoom or Loom, as directed by the SENCO
- Assist teachers with monitoring online learning and the engagement of pupils

### **8.5 Learning Mentors**

- Attend a weekly line management meeting, including caseload review
- Telephone identified vulnerable families weekly to offer support
- Continue to participate in meetings related to safeguarding cases

## **8.6 Office Staff**

- Monitor the admin email account throughout the school day
- Use ParentMail to keep contact with families
- Ensure that the COVID-19 Symptomatic Pupil spreadsheet is up-to-date
- Ensure that work packs are delivered to children who are isolating
- Keep contact with families who are awaiting COVID-19 test results
- Complete the MAT pupil and staff attendance spreadsheet daily
- Complete the DfE COVID-19 return daily

## **8.7 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
- Alert teachers to resources they can use to teach their subject remotely

## **8.8 Senior Leaders**

Alongside any teaching responsibilities, senior leaders are responsible for:

- Ensuring that staff within their phase can confidently use our online learning resources and provide INSET and support where necessary
- Co-ordinating the remote learning approach across their phase
- Monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set and feedback from children and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

## **8.9 SENCO**

- Ensure that teachers are confident in differentiating online work for children on the SEND register
- Keep regular contact with parents of children with an EHCP during periods of isolation
- Support T.A.s in delivering/supporting online interventions for individuals who are isolating
- Alert teachers to resources they can use to teach children with SEND remotely

## **8.10 Local Governing Body**

- Monitoring our 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

## **9. Teacher Well-being and Workload**

Remote and blended learning will significantly change the way in which we work. It is important that we consider our wellbeing and manage our workload carefully. All staff should complete the Smartlog training for working from home. This training will help staff maintain their health and safety during periods of working from home.

Staff can get support from your workplace union reps and School Advisory Support service. The MAT HR Q and A document is a useful point of reference.

Teachers should consider the following points:

- If working from home, try to ensure that your work environment is separate from your living space and is as comfortable as possible
- Physical health can impact on mental health so make sure you can sit comfortably. Make sure that your working environment is well lit and ventilated
- Take regular breaks, including a lunch break every day, along with as much fresh air as possible. Try to set yourself times to start and finish work and stick to it
- Consider your use of display screen equipment to make sure that you consider your physical health – a display screen equipment risk assessment is available on Smartlog



- Make sure your line manager is aware of any caring responsibilities you may be juggling. If you have young children at home, this may impact on your working arrangements and cause stress
- Take advantage of technology. Using Microsoft Teams, Zoom, Skype or other communication/collaborative working platforms can help you connect with colleagues and work together and avoid feeling isolated
- Look after your own wellbeing when you're not working. There are simple steps we can all take to look after ourselves. You may be struggling with loneliness or may be finding it hard to be at home full time with your family
- Try to stick to your normal sleeping and waking schedule
- Accessing further support if you need to

## **10. Monitoring Arrangements**

This policy will be reviewed annually by the policy holder, or sooner if there are changes to government advice and requirements. At every review, the policy will be shared with the Local Governing Body.

## **11. Links with Other Policies and Documents**

- Safeguarding Policies, including the COVID-19 amendments
- Online Safety Policy
- Teaching and Learning Policy
- Curriculum Statement (intent, implementation, impact)
- COVID-19 Risk Assessment and Staff handbook

Angela Winch  
22<sup>nd</sup> October 2020