SITHNEY COMMUNITY PRIMARY SCHOOL **Blended Learning Policy January 2023**	

To be read in conjunction with: Learning & Teaching Policy
Marking & Feedback Policy
Assessment Policy
Positive Behaviour Policy
Curriculum Statement
Safeguarding and Child Protection Policy
Online Safety and Data Security Policy

Department for Education – Guidance 3 December 2020 (Appendix 1)

Self Help Self Responsibility Equity Equality Democracy Solidarity
Social Responsibility Honesty Openness Caring for Others

Introduction:

This Blended Learning Policy is intended for pupils, parents, carers and staff. It is designed to illustrate our COVID-19 response.

The current pandemic has meant we are having to operate in a different way and will continue to have to make adjustments to meet the needs of our pupils as the situation changes. All decisions made will encompass the school's co-operative values and ensure that:

● we reduce the risk posed to all members of the school community due to COVID-19
● there is a focus on staff and pupils' wellbeing
● we maintain a strong focus on consistently high teaching and learning inside and outside of the classroom
● pupils are not disadvantaged by experience, opportunity or resource

Aims:

This policy aims to ensure the ongoing education of pupils at Sithney School during the current pandemic and/or any other unusual circumstances that could see a whole school closure or groups of pupils unable to attend.

This Blended Learning Policy 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 data protection guidelines

We would expect that many of the steps below should already be in place for most staff within Sithney School. We would expect that there would be future benefits to putting these plans into place. Sithney School will be proactive in ensuring that:

● Google Classrooms are set up for all classes.
● appropriate staff have access to the relevant Google Classrooms.
● pupils have access to the applicable Google Classrooms.
● staff are familiar with the main functions of Google Classroom and Google Meet.
● staff have the ability to host a Google Meet (video and/or audio) with their classes or cohorts or teams either from their classrooms or from home.
● Parents/carers and pupils are made aware in advance of the arrangements in place for the continuity of education.

Roles and Responsibilities

Teachers

● The assumption would be that staff follow their usual timetable. Lessons may be delivered using a variety of approaches including live lessons, pre-recorded sessions, pdf and word document uploads, presentations etc. It may be preferable to pre-record lessons and presentations etc. to enable families with limited IT equipment or families with siblings in different classes more flexibility to access lessons at alternative times. To reiterate there is NO requirement to deliver whole lessons via Google Meet – this is because it is unlikely that all pupils would be able to access the lesson at the same time due to home IT availability. Recorded videos and presentations are also likely to be of better quality because the teacher can edit them before they upload to a Google classroom. However, should we go into a full closure then a regular whole class or small group Google Meet would be required to check in with pupils

and give an overview of the forthcoming lessons, check understanding, address misconceptions and maintain engagement.

- Lessons should have a variety of activities, accompanied by a short explanatory video or voice over from the teacher – it is important to ensure that lessons do not just become a list of tasks to complete at home.
- Lessons and activities should be age appropriate and differentiated appropriately to the needs of all the pupils in the class. SEN pupils may need additional support with explanations, expectations and how to access and submit work. Younger pupils in early years or KS1 may be asked to complete activities with parents/ carers who can submit work as photos or short explanations.
- The material posted should be enough to cover the minimum requirement of 4 hours a day for KS2 and 3 hours day for KS1. This could include consolidation work from the previous unit, or additional practice.
- Teachers should check their Google Classrooms and emails at least once a day to respond to queries from home. If teachers become aware of pupils not engaging online, they should make contact with parents/carers to offer support. If non-engagement in home learning continues, the Headteacher should be made aware and will make contact with the parents/ carers to offer support and emphasise expectations. This may result in further procedures being followed eg involvement of the Education Welfare Officer.
- Teachers generally should be available when providing remote learning, throughout normal working hours. This could be on the school site or remotely at home if having to self-isolate or working on a rota.
- If staff 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.
- Any complaints or concerns shared by pupils, parents/carers should be handled in the appropriate manner and passed to the Headteacher if the matter becomes contentious.
- Any safeguarding concerns, teachers must access the MyConcern platform and submit their concern which will be dealt with in accordance with the Safeguarding and Child Protection Policy.
- Any behavioural issues should be dealt in accordance with the school's Behaviour Policy.
- Any SEN concerns should be dealt with in accordance with the school's SEND Policy.

When providing remote learning, teachers are responsible for:

- setting work and activities in line with the subject's curriculum plan and appropriate to age and ability of the class.
- setting work and activities for all the lessons they teach on Google Classroom.
- providing feedback to pupils on all work. This may be delegated to another member of staff such a Teaching Assistant and may be whole class or small group feedback for some pieces of work.
- checking progression and adjusting pace and difficulty of work accordingly.
- supporting SEN pupils access appropriately differentiated work.
- supporting pupils who are unable to access remote learning by providing work and arranging for work to be submitted via email or paper packs sent home via post or delivery.

Attending virtual lessons and meetings with staff, parents/carers and pupils:

- Clothing should be appropriate.
- All virtual lessons and meetings must be held in a quiet setting ensuring inappropriate backgrounds are out of view.
- The teacher is under no obligation to be visible by pupils or parents/carers.
- Pupils must make sure that their microphone is muted until they need to speak.
- The lesson will be recorded (by the school) to allow pupils to watch the lesson again and for safeguarding purposes.

Staff should ensure that:

- they have received appropriate training

- their computer-based teaching resources are available to access and use from home, for example via Google Drive
- they have access to a suitable device for home use and if this is not the case then staff should alert the Headteacher.

Teaching Assistants:
When assisting with remote learning, Teaching Assistants must be available for their contracted hours. This may occur whilst the Teaching Assistant is in school or at home in self -isolation, unless the Teaching Assistant is on approved absence leave/unable to provide support.

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.

When assisting with remote learning, Teaching Assistants are responsible for:

● supporting pupils who are learning remotely whilst absent from school.
● supporting individual pupils learning remotely who have been assigned to them by the school's SENCO (1:1 live sessions are not permitted and live support should take place with another member of staff or with a small group of pupils)
● supporting teachers/pupils in a variety of formats, which could include telephone calls, emails and support within Google Classroom.
● attending virtual meetings with teachers, parents/carers and pupils.
● ensuring their dress is appropriate.
● ensuring that when assisting with delivery of lessons, or attending virtual meetings the location is quiet and nothing inappropriate can be seen by parents/carers and pupils in the background.

The Teaching Assistant is under no obligation to be seen by pupils or parents.

Senior Leadership Team:
Alongside any teaching responsibilities, and by working with subject leads, the Assistant Headteacher and Executive Headteacher are responsible for:

● co-ordinating the remote learning approach across the school.
● monitoring the effectiveness of remote learning; using staff meetings and providing professional development time.
● ensuring teaching and learning is being delivered in accordance with the Learning & Teaching Policy.
● ensuring work set is appropriate and at a good standard for independent learning tasks.
● considering whether any aspects of the subject curriculum need to change to accommodate remote learning e.g. focus on the key concepts/ideas/knowledge that pupils need for their subjects within a sequence of lessons and focus on these.
● alerting teachers to resources they can use to support remote learning.
● organising cover work if the teacher is unable to set work remotely due to approved absence.

Executive Headteacher:
The EHT is responsible for:
● ensuring staff have access to a suitable device either in their classroom or, in the event of closure, at home, and if appropriate supply them with a device for use during the closure period.
● ensuring pupils have access to a suitable device in the event of closure and if not look to supply them with one, especially if disadvantaged.
● monitoring the security of remote learning systems, including but not limited to, data protection and safeguarding considerations.

Pupils:
The school expects that pupils who are learning remotely should:

● complete work to the deadline set by teachers.
● seek help if they need it, from teachers or teaching assistants.
● Comply with the home learning agreement and instructions from the staff during live sessions.

Parents and Carers:

The school expects that parents/carers with children who are learning remotely to:

- support their child to complete work to the deadline set by teachers or to seek help from school if they need it.
- support their child to comply with the home learning agreement and instructions from staff during live sessions.
- make sure the school is aware if their child is sick or otherwise unable to complete work using usual absence procedures.
- seek help from the school if they need it.
- be respectful when making any complaints or raising concerns with staff.

Data Protection

Processing personal data:

Staff must limit sharing of personal data online as much as possible.

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.
- Not sharing the device among family or friends.
- Installing antivirus and anti-spyware software.

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In developing their remote education, we expect schools to:

- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum - for pupils with SEND, their teachers are best placed to know how to meet their needs

When teaching pupils remotely, we expect schools to:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum:
  - primary: 3 hours a day, on average, across the school cohort
  - secondary: 4 hours a day, with more for pupils working towards formal qualifications this year
- provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos
- have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern
- gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding

We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.