



Blended Learning Policy

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Contents

1. Aims	2
2. Roles and responsibilities.....	2
3. Who to contact.....	10
4. Data protection	10
5. Safeguarding	11
6. Monitoring arrangements.....	11
7. Links with other policies.....	11

1. Aims

This remote learning policy for staff aims to:

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

2. Roles and responsibilities

2.1 Teachers

When providing remote learning, teachers must be available between 8.10 and 15.10 as per the directed working hours. On days where there is scheduled CPD or meetings staff are expected to attend online via Teams or to make contact with their Curriculum Leader to make arrangements.

If they're 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:

On the first day of absence:

- Staff unable to attend school are responsible for ensuring that the school is contacted, either personally or should arrange for someone else to notify them on their behalf. The school should be contacted by telephone on the Cover Line before 7.00am. The school should be informed as to the reason for the absence and, where possible the expected date of return.
- If the absence is for longer than one day, a further message should be left on the Cover Line unless absence is for an extended period and contact has been made, clearly giving the length of absence.

Home Learning content, teaching methods and roles

Teachers are responsible for:

Home learning is set on Microsoft Teams. All pupils and staff are assigned to classes on Teams where work can be set, pupils can ask questions and staff can communicate instructions to their classes.

In the event that Distance learning is required the school policy is as follows:

- The school timetable will be replicated "live" on Microsoft Teams

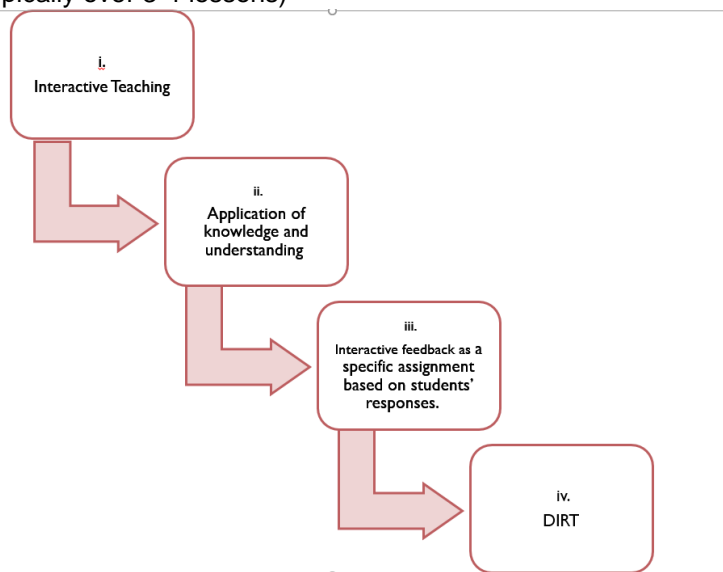
- Staff will be available during their normal lesson time to teach students in their classes.
- Students are expected to log on to Microsoft Teams for details of work completed and to take part in on-line learning

Lesson Content

- An assignment will be created on Microsoft teams for each lesson on a student’s timetable.
- The assignment will detail the learning that will take place that lesson, link to appropriate resources to use and will set out the work that must be completed by the student.
- Pupils can ask questions and interact with their teacher using the “Conversation” function on Teams.
- Assignments will always have at least 24 hours for completion to allow pupils to complete learning outside of school hours if access to IT is a problem during the day (eg shared devices at home)
- Late submission of work is accepted if a pupil is ill or has other circumstances that mean an extension is needed on work handed in.

Teaching Methods

- We recognise that on-line teaching, whilst sharing the same essential principles as classroom learning, needs a greater emphasis on feedback and recap of learning to make up for the limited pupil teacher interactions on-line. We therefore recommend learning takes place using the following cycle (typically over 3-4 lessons)



What does each stage look like?

i. Interactive Teaching

- ✓ INTRODUCING NEW TOPIC WITH CLEAR LEARNING OBJECTIVES AND SHARED SUCCESS CRITERIA.
- ✓ LINKS TO PRIOR LEARNING ARE MADE CLEAR TO STUDENTS AND MAY INCLUDE OPPORTUNITIES FOR RETRIEVAL.
- ✓ LEARNING IS CAREFULLY PLANNED AND STRUCTURED. ALL PUPILS ARE SUITABLY DIFFERENTIATED FOR WITHIN THE LESSON. MODELS AND WORKED EXAMPLES ARE SHARED WITH STUDENTS AND MATERIAL IS BROKEN DOWN WHERE NECESSARY INTO APPROPRIATE STEPS TO ENSURE UNDERSTANDING.
- ✓ CHECK FOR UNDERSTANDING.
- ✓ GIVING CLEAR DEADLINES AND INSTRUCTIONS FOR SUBMISSIONS.

Best practice requirements:

This could be:

- Live lessons with students to explain the new knowledge and to conduct a live Q&A session
- Live talk/debate with students to discuss the topic
- Creating a narrated powerpoint top model and explain the learning with a quiz to check understanding at the end
- Students complete a pre reading task and are given a low stakes quiz with hinge questions which the teacher uses to inform planning for the next lesson
- The teacher conducts a question and answer session via the posts section

ii. Application of knowledge

STUDENTS ARE ASKED TO COMPLETE DIFFERENTIATED (CHALLENGE, STRETCH, SUPER STRETCH) TASK(S) INDEPENDENTLY.

Best practice requirements:

This could be:

- Staff set students a quiz to check understanding of the knowledge and prior learning
- Staff set an exam question with the worked example that students complete
- Students complete a presentation summarising their understanding
- Students edit and improve an exam answer and rewrite using the criteria.

iii. Interactive feedback

A DEDICATED LESSON/ACTIVITY TO SHARE FEEDBACK WITH STUDENTS

Best practice requirements:

This could be:

- A live discussion or recorded video to share feedback.
- Sharing students' responses as exemplars.
- Students asked to peer assess and critique/improve each other's answers/performances
- Live debate to discuss key misconceptions
- Teacher records a video to re-explain a key bit of knowledge or to address a weakness highlighted in a quiz.

iv. DIRT

STUDENTS ARE GIVEN THE OPPORTUNITY TO MAKE IMPROVEMENTS TO THEIR WORK
STUDENTS APPLY THE FEEDBACK TO ANOTHER TASK

Best practice requirements:

This could be:

- Students make improvements in green on a marked assignment
- The teacher sets a differentiated set of questions based on the feedback to give further practice
- An answer is shared on screen and the class edit and make amendments.
- Students with low scores complete the quiz again after feedback

Expectations of teaching staff

- Plan lessons following the four stage cycle above in line with the current scheme of learning
- Be available during lesson time to support pupils with learning
- Give feedback to assignments set on Teams. All work submitted should receive either whole-class or individual feedback
- Log positive and negative points for pupils participation during on-line learning
- Paper copies of work to be sent home to pupils without access to the internet (in liaison with CLs and the pastoral team)

If a teacher is unwell and needs cover:

If a member of staff 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:

Cover work to be set via Teams if the class teacher is absent or isolating. All cover work should also be emailed to the Curriculum Leader by 8am on the day that cover is needed.

Blended Learning Policy

Specific approaches for different scenarios where blended learning may be required:

1. Staff Absence - Covid related

If a teacher is self-isolating but not ill with Covid symptoms you will be expected to deliver your normal timetable remotely.

Teachers are expected to:

- Check the cover email in the morning of the day/s of absence to see who is covering your lesson. The Data Manager will send out a daily cover email to absent staff and CLs to detail who is covering each teacher. Where possible your lesson will be covered by a cover supervisor or a current member of staff who has access to Teams.
- Make contact with the cover teacher via Teams chat or email before the lesson starts to explain how they want the lesson to run. If it is an external cover, the teachers should get in contact with their Curriculum Leader before the lesson starts so that they can liaise with the cover teacher to get the lesson set up
- Ensure that work is clear and accessible for the cover teacher to understand and all resources can be shared on Teams
- Share their screen for the pupils to see and teach the lesson as normal.

Staff covering are expected to:

- The Cover teacher will get the class settled and sat quietly before Video calling the teacher on Teams.
- At the start of the lesson use Teams to call the member of staff who is covering your lesson.
- The cover teacher will have logged into Teams on the classroom computer/laptop at the start of the lesson
- Monitor the class and offer help to the students if the teacher is teaching virtually.
- Any behaviour problems will be logged on Go 4 Schools and dealt with by the cover teacher following the normal school procedures
- Feedback any issues to the teacher and Curriculum Leader after the lesson.

2. Student absence - Groups/classes/bubbles

Where groups of students are absent, lessons will be delivered through Teams.

Teachers are expected to:

- Set up a meeting at the usual class time and send an invite for the lesson to your class.
- Students will join the lesson from the invite in their Team.
- Share resources, set assignments and interact with the students during the timetabled lesson. Staff can use the chat function to answer questions from individual students.

3. Individual student absence

Where an individual student has had to self-isolate, we want to ensure they do not miss out on their learning. A list of students self-isolating will be sent out the day before to all staff, so you are aware if a student will be missing from your class.

In this case there are two options available, and you should use your discretion when deciding what action to take for that lesson.

Option 1 – Live lesson: Teachers should:

- Send a link to the class in order for the student to join the lesson.
- Load and share Presentation or work onto Teams.
- The student will now be able to see and hear the lesson.
- It is advisable to position your laptop away from the class and students in school must not be able to be seen by those isolating at home.

Option 2 – Uploading lesson resources

- All staff must have an isolation folder as part of each Teams page where resources are saved in order to support the learning of students in the event of self isolation periods.
- In the assignment tab, upload the resources and instructions to your class. The student will automatically see the work they need to complete and can submit it online for feedback. Class Notebook pages can also be distributed through Teams Assignments to distribute worksheets and information which then facilitates easier marking, tracking of work and delivery of feedback.
- All work submitted should receive either whole-class or individual feedback

Expectations for keeping in touch with pupils who aren't in school

- Teachers are expected to use the Home Learning 1/2/3/4 categories on Go 4 Schools to record non attendance or non completion of work.
- If non-attendance or completion of work becomes a persistent issue then the Curriculum Leader and teacher should report it to the PSO who will contact home to detail the work that is outstanding on a weekly basis.
- Teaching staff are expected to respond to pupil emails during normal working hours and any parent queries via email when requested by the pastoral team or their Curriculum Leader.
- Attending virtual meetings with staff, parents and pupils:
 - Staff should ensure that they follow the Barnhill staff dress code when attending meetings online with staff, parents or pupils.
 - Please ensure that for all video meetings via Teams that noise is minimised and that your background is hidden (utilising the Teams blurred background function where appropriate). It is staff's responsibility to ensure that nothing inappropriate is visible in the background.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 8.10 and 3.10pm.

If they're 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:

TA support will include checking in by phone/Teams, supporting and working with their identified key students and their families as identified and allocated by the SENCO.

This could include:

- Supporting pupils who aren't in school with learning remotely:
 - Support the identified pupils by checking on work set, completed
 - Contact home to check on students
 - Differentiate or breakdown work
 - Make regular contact with parents
 - Feedback to subject teachers on how the student is coping
 - Offer on line support when live lessons are taking place

- To offer one to one support on line with particular students who require additional support to access the learning
- Provide additional visual resources to pupils with SEND as often on line learning can be overwhelming
- Send additional resources home so pupils with SEND have access to a variety of learning materials to support their learning.
- Offer in class support to students on site

➤ Teaching assistants will also be working in school, to support the bubbles with supervision and in class support to targeted students that remain working on site.

2.3 Curriculum Leaders

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, and deadlines are being set an appropriate distance away from each other
- Monitoring the remote work set by teachers in their subject
 - All curriculum leaders should be added as owners to class teams in their subject area
 - Curriculum leaders should monitor class Teams to ensure appropriate work is being set and feedback is being given to pupils
 - Curriculum Leaders and SLT line managers should communicate individual and departmental CPD needs to the CPD lead or Digital Learning team as appropriate
 - During extended home learning periods (over 1 week) SLT line managers should arrange discussions with Curriculum leaders to evaluate the provision of learning. CLs should phone teachers in their department to ensure teachers feel supported with on-line teaching methods.
- Alerting teachers to resources they can use to teach their subject remotely

2.4 SENCo

- Overall responsibilities for deployment of SEND provision
- Liaise with external agencies to ensure consistency
- Deploy support staff when and where needed focusing on pupils with specific difficulties during the lockdown period
- Maintaining home contact to ensure SEND pupils are engaged in their learning
- Identify SEND pupils of keyworkers and support if needed to come into school
- Liaise with SLT as and when needed
- Meetings to all take place virtually such as, agency, annual reviews, SALT etc.

2.5 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school – if you've assigned one member of staff to lead on this, highlight them here

- Monitoring the effectiveness of remote learning. Line Managers will be attached to a sample of Teams classes in the Curriculum Areas they manage and will monitor the quality of provision and provide feedback to the Curriculum Leader. Where there are areas of concern these will be addressed in line management meetings.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Senior leaders should use their time On-call to check in with classes/ teachers where remote learning should be taking place.

2.6 Designated safeguarding lead

Safeguarding remains the schools highest priority for all of our students. As part of the schools commitment to protect and safeguard our students, the school will remain open for 'CP, LAC, CIN and SEND' students (alongside children of key workers). If any student is experiencing any concerns, trauma or anxiety then there is the same support available both inside school and when working remotely from the pastoral and safeguarding team. Staff continue to log safeguard concerns through the schools platform 'Safeguard', whilst students and parents have the contact information for the safeguarding team. The school also has a 'contact guide' on the school website where you can find key contacts email addresses. It is always best to refer any concerns in the first instance to their HOY/PSM. Regular check ins will take place for students identified as vulnerable, CP or SEND with this predetermine cohort all being attached to a known key contact. All students have signed an ICT mis-use policy which allows the school to restrict access as and when necessary and blocks certain requests such as messaging a teacher, changing their profile picture, sending a picture on the post wall

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2.7 Pastoral Staff

Students at Barnhill will be fully supported when working in school and if required to work remotely. Students that fit into the following categories have already been identified and established: key worker, SEND and vulnerable students. These students will create one support bubble per year group should the school move to partial closure and offered the opportunity to continue to work in school and be supported by both subject specialist and support staff full time. Where applicable.

Pastoral care

At Barnhill school we will continue to offer a full pastoral programme despite any partial close/lockdown. Pastoral care includes assemblies, phone call check ins, key reminders, student/parent feedback, mentoring, 1:1s, PSHCE and much more. The wider pastoral team will have regular contact with students through TEAMS and G4S. Through G4S, both positive and negative engagement, effort, behaviour will be recorded in line with the schools usual systems and software that is monitored daily and followed by the Pastoral team. The pastoral team will regularly check in with their cohorts from 8.15am-3.50pm to pass on key messages, information and reminders to ensure they are engaged and online throughout the day via TEAMS platform. All opportunities will be taken to arrange for guest speaker seminars and workshops linked to the wider curriculum, character curriculum and CEIAG.

2.8 IT staff

IT staff are responsible for:

- Monitoring the staff IT helpdesk to fix any issues that might arise with IT system used to set and collect work

- › Helping staff and parents with any technical issues they're experiencing via the Parent helpdesk.
- › Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- › Assisting pupils and parents with accessing the internet or devices following the Barnhill laptop loaning system.

2.9 Pupils and parents

Staff can expect pupils learning remotely to:

- › Be online on Teams during their timetabled lessons.
- › Complete work to the deadline set by teachers
- › Seek help if they need it, from teachers or teaching assistants
- › Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:

- › Follow the schools' usual absence procedures and make the school aware if their child is sick or otherwise can't complete work
- › Seek help from the school if they need it – if you know of any resources staff should point parents towards if they're struggling, include those here
- › Be respectful when making any complaints or concerns known to staff

2.10 Governing board

The governing board is responsible for:

- › Monitoring the school's 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

3. Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- › Issues in setting work – talk to the relevant subject lead
- › Issues with behaviour – talk to the relevant head of year and PSM
- › Issues with IT – talk to IT staff – IT helpdesk email
- › Issues with their own workload or wellbeing – talk to their line manager
- › Concerns about data protection – talk to the data protection officer
- › Concerns about safeguarding – talk to the DSL/DDSL

4. Data protection

4.1 Accessing personal data-

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

- › Access data via SIMS, Sharepoint or the One Drive which are secure to the school's IT network.
- › Use the school's laptop they have been provided with to access any school related data.

4.2 Processing personal data

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

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. Safeguarding

Please see 2020-2021 Child Protection and Safeguarding policy on the school website

6. Monitoring arrangements

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

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy