Blended Learning Policy

Rationale

Following the partial closure of Elms Bank due to the COVID-19 outbreak in the Summer of 2019 all students returned to formal education in September 2020. In order to offer continuous education and support to all of our students, despite bubble and pod closures this policy was written in order to ensure an effective and differentiated blending learning approach that supports both the educational and wellbeing development of all of our students.

What is the aim of this Blended Learning Policy?

- To ensure that all teachers are aware of their expectations in light of a pod/bubble/school closure
- To ensure that form teachers are aware of their expectations in light of a pod/bubble/school closure
- To ensure effective communication within Elms Bank community
- To ensure effective communication between school – home
- To empower Middle Leaders to offer differentiated blended learning opportunities
- To ensure continuation of educational and wellbeing support to the Elms Bank community

What are the expectations?

Tier 1 Partial Closures of Bubbles/Cases of SI
Teacher isolating/shielding (remains in good health) – Pod/bubble remain at school - Teacher to communicate with Amanda White and Katie Cass - Teacher to check in with middle leader responsible for their subject/pathway, depending on pathway expectations teacher will either be required to teach via TEAMS or set work to be completed by class staff (particularly pertinent for SP and Thrive and Nurture students whereby TEAMS may not support engagement/behaviour) - Teacher to use TEAMS to teach their lesson virtually to the class, to all students in KS3/KS4/KS5 - Teacher to ensure any work for the period of isolation is available on TEAMS for class team to access as well as email if preferred to support communication - Teacher to seek support of Andy Cairns/Kate Vincent by email to support class team to access TEAMS lesson
Teaching Assistant isolating/shielding (remains in good health) – Pod/bubble remain at school - TA to communicate with Amanda White and Katie Cass - TA to communicate with form teacher/check emails/attend briefings

- TA to send Twitter challenges to form teacher – Wellbeing focus

Teacher isolating (sick) – Pod/bubble remain at school
- Teacher to communicate with Amanda White and Katie Cass – cover organised
- Teacher to communicate sickness to ML
- If possible, teacher to set cover work for their class, if too unwell ML to ensure appropriate class work is set for the students
- Teacher to return to work when they feel well/period of isolation has ended

Teaching Assistant isolating (sick) – Pod/bubble remain at school
- TA to communicate with Amanda White and Katie Cass – cover organised
- TA to return to work when well/period of isolation has ended

Student isolating/shielding (remains in good health) – Pod/bubble remain in school
Day 1
- Form teacher to contact home, identify ICT concerns. Student to be offered a daily registration and R4P sessions. Students to be offered Maths and English work to be sent home/uploaded onto the TEAM by the Maths and English teacher.
- Maths and English work to be sent home if required.
- Alternatively, other curriculum provision to be sent home including wellbeing packs, behavioural/communication and sensory regulation resources
- Any student at home, accessing a TEAMS session **must NOT** be able to see the classroom via the classroom camera when other students are present.
- If required work to be sent home by the form tutor.
- Pastoral team informed of the *parents request*

Day 2 Onwards
- Student to commence daily form time, R4P sessions. Students to commence Maths and English work via TEAMS or alternatively to access work pack for English and Maths that has been sent home.
- Twitter challenges shared and taken part in
- Form teacher to inform Pastoral team regarding attendance at registration/R4P daily.
- Teacher of Maths and English to inform pastoral team weekly re engagement with work.

Student isolating (sick)
- Form teacher to contact home
- No work to be sent home/virtual lessons offered

Students with Aerosol Generated Procedures and/or self-isolating after a hospital stay:
- Students will have an Individual Risk Assessment

- Students will access a range of home face to face tuition delivered by two staff wearing NHS grade PPE, online sessions delivered by the class team, and individual work tailored to individual needs.

Students self-shielding/isolating:
- Some students require a more bespoke approach of 1-1 sessions and intervention sessions
- Students will access a range of online sessions delivered by the class team, and individual work tailored to individual needs overseen by the form tutor.
- Pastoral team will be informed about these instances and track accordingly

Tier 2
Full POD Closure

Teacher/Teaching Assistant and Pod Self Isolating
- Access POD closure staff/class timetable shared by NPe
- *See below for specifics*

Day 1 Form Teachers/TAs
- Attend briefing with SLT via TEAMS.

Pastoral focus day
- Contact all students within form.
- Report any ICT concerns to pastoral.
- Email Nicola Pemberton to request workbooks to be sent home if appropriate. Share all workbooks via email for English (Jo Pagliuca) Maths (Portia Doyle) Science (Emma Buxton) Humanities (Dave Herbert) Independent Living (Dee Taylor) PE (Sarah Barret)
- Students may choose to do solely workbook work, combination of on line lessons and workbooks and social media challenges.
- Share class timetable with all students in form class

Day 2 Onwards
Teachers
- Commence teaching Blended Learning timetable from designated day
- *Virtual lessons* to be taught on TEAMS, PowerPoints to be shared and interactive whiteboard application to assist teaching. Lessons to focus upon developing mastery of previously taught content in order to support depth of knowledge as well as support wellbeing/behaviour and independence of learners.
- All extra work to be accessible via TEAMS/teacher to encourage TEAMS conversations around their subject area

- Social Media posts to be shared on Instagram and Twitter by teachers/form teachers
- Email form teachers to confirm attendance at virtual lessons <u>each day.</u>
- KS3/KS4 POD Closure - Teachers of The Arts – plan for the weekly 'Arts Challenge Day' for each year group

Form Teachers
- Email pastoral lead daily to confirm attendance at virtual lessons of students within form

Teaching Assistants
- Attend class virtual lessons
- Set Social Media challenges that focus on Wellbeing and share with form teacher
- Regular access to email for updates

What else do I need to know about the Blended Learning timetable?
In order to support the wellbeing of both staff and students at Elms Bank School the Blended Learning timetable comprises a combination of online F2F lessons, Social Media Challenges, Wellbeing Time and independent learning packs.

What is 'Wellbeing Time'?
All form teachers and TA's have a daily designated "Wellbeing Time" – this time is an hour at the beginning of each day. This time can be used to have a F2F Teams session, a shared class read to support Reading for Pleasure or a form wellbeing activity to support 'keep learning, give, take notice, be active and connect'.

The designated slot is 9:00-10:00 however form teachers can liaise with students and families to be flexible around start time. End time has to be 10:00am to ensure commencement of virtual lessons.

What further information is available to support Virtual lessons?
Some departments (Art and Technology) may choose to deliver pre-recorded lessons as opposed to live lessons on Teams. Recordings could be planned to be interactive with opportunities for pausing to complete tasks, provision of model work, exemplars.

In the event of a Tier 2 'lockdown' the following may help teachers to prepare, structure and deliver Teams lesson:

Teacher task:	Why we might do this:	How we might do this
Initial introduction to remind of **'TEAMS Rules'**	To establish routine for safeguarding and appropriate	Microphones muted

| | | behaviour during the online lesson | Chat function – establish ground rules on usage. Any inappropriate use report to pastoral team

Recording the session. The session can be recorded and streamed later. Always record one-to-one sessions. |
|---|---|---|---|
| **Share the 'Big Picture'**- What we are doing this week and why? | To provide clarity to students about their learning this week and to ensure that there is teacher/departmental clarity about where the learning fits. | This week we will be learning…….because……

Last lesson we looked at this … today we are moving it on further to look at …. |
| A **quick review** of our learning last lesson | Retrieval practice in order to strengthen previous learning and to lead to fluent recall. | -Quick fire questions/Flashback

-If the answer is…what's the question

-'Odd one out' from a list

-Ask students to come up with their own 'last lesson we…because…' |
| Teacher explains the task | New learning of concepts is slowly built upon, with students contributing to discussions orally or using the chat function.

Virtual lessons may appear more 'closed' than usual lessons | Live modelling – use the whiteboard app on TEAMS

OR

Short pre-recorded film clip

" This is how I'd do it"…." I would do this because…"

OR

Teacher 'thinks aloud' as they demonstrate/model |
| The teacher now **guides the students through the task** | To provide careful scaffolding for all and to provide an opportunity for students to 'have a go' and ask any questions whilst the teacher is there with them. | Sentence starters/prompts

OR

Write for 3, 4 or 5 mins- then choose one or two to share their initial response- live feedback |
| There is an opportunity for any final questions | To provide students opportunity to reflect upon their learning | Over to you now….any further questions?

Set further work if appropriate .. signpost to Twitter challenges |

Safeguarding

This policy should be read alongside Elms Bank Safeguarding and Child Protection Policy and the Addendum: Covid safeguarding policy. The key principles of safeguarding as outlined in these policies and Keeping Children Safe in Education (2020) will be applied to blended learning.

There are a number of controls in place to manage safe interactions during blended learning as follows:

Staff contact: Staff will only contact students and families using their school email address or by phone. They will not give out personal contact details such as their personal phone numbers, email addresses or other contact details.

Social media: e.g. via Twitter or Instagram interactions will only be via official school/college accounts.

The main medium of contact for online learning will be via Microsoft Teams, we have implemented a number of controls on the available functions to protect students from using the application without supervision of school staff:

Function	Staff	Students
Creating a Microsoft Team	Yes	No
Use of the "Meet now" function	Yes	No
Private chat function	Yes	No
Use of the Teams chat function during a lesson to provide comment/ask questions	Yes	Yes
Access 3rd party apps via MST	No	No
Make audio/video calls	Yes	No

Staff and students will also follow:

- ICT and acceptable internet use policy
- Behaviour Policy
- Staff code of conduct
- Data protection policy and privacy notices

Staff Code of Conduct for online learning

As a staff member at Elms Bank School it is my responsibility to follow this Code of Conduct for Online lessons.

I will:

1) Communicate in groups / to groups and 1-1 sessions
2) Ensure my lessons are suitably planned matching the needs of the learners
3) Ensure my lessons are available at the correct time for pre-recorded lessons or be punctual to live lessons as per the timetable for remote lessons.
4) Wear suitable clothing
5) Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms, are not permitted during video communication. I will avoid backgrounds which may give away clues to my home address.
6) Use appropriate language – this includes others in my household.
7) Maintain the standard of professional behaviour and conduct expected in school as outlined in the staff handbook.
8) Not record, store, or distribute video material without permission.
9) Always remain aware that I am visible
10) Ensure that any tabs I have open are appropriate for children to see when screen sharing

Student & Parent Code of Conduct for online learning

1. Follow school behaviour policy during online lessons including use of appropriate language
2. Use the functions on Teams appropriately, e.g. asking questions, responding to teacher
3. Ensure I am dressed appropriately and ready to learn
4. Try to be situated in a suitable 'public' living area within the home with an appropriate background, if I need to use my bedroom, ensure that I am seated appropriately and ready to learn.
5. Have an appropriate adult at home when I am online
6. Ask for help if I need it
7. Let teachers know if I can't join a planned session because I am unwell (or other)

8. Actively participate in sessions as independently as possible - understand it's ok to get things wrong, that's part of learning

Data protection

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

Access personal details via SIMS, CPOMS or via remote login to school network – these applications should be logged out when not in use.

Processing personal data
Staff members may need to collect and/or share personal data such as email addresses and phone numbers as part of the remote learning system.
However, staff are reminded to collect and/or share as little personal data as possible online.

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)
- 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

How will it be monitored?
- Policy to be monitored by Nicola Pemberton (AHT)
- NPe to work with ML of Pathways to ensure effective provision for all learners

Who is the policy for?
- Teachers
- Teaching Assistants
- Pastoral