Blended Learning

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This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where entire cohorts are required to remain at home, due to Health and Safety, adverse weather or Industrial Action.

What is the aim of this Blended Learning Policy?

- To ensure that all teachers are aware of their expectations in light of a cohort closure
- To ensure that form teachers are aware of their expectations in light of a cohort 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?

- Access cohort closure staff/class timetable shared
- *See below for specifics*

Information for closure for up to 2 days
Letter or email to be sent home to advise of class closure

Teacher to set work as agreed with SLT

Letter/email sent home will include a link for work to be completed at home.

Closure for over 2 days
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 AHT to request workbooks to be sent home if appropriate. Share all workbooks via email for English, Maths, Science, Humanities, Independent Living or PE.
- 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 each day.
- KS3/KS4 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.

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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.

What works well in remote education at Elms Bank		
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 behaviour during the online lesson. Staff will need to remind students of clear expectations. To support concentration divide the following content into smaller chunks – short presentations and models to be intertwined with exercises and retrieval practice.	Microphones muted 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	To provide clarity to students about their learning this week and	This week we will be learning…….because……

are doing this week and why?	to ensure that there is teacher/departmental clarity about where the learning fits. Teacher to share clear curricular goals at the start of each learning episode.	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. Teachers use episodes in learning to establish clear building blocks of progression in order to support students to move to the next step.	-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 Straightforward explanation with simple graphics to	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

		highlight key concepts and features.	
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. The key principles of safeguarding as outlined in these policies and the latest Keeping Children Safe in Education 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

<u>Staff Code of Conduct for online learning</u>

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)

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- 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 SLT
- SLT to work with ML of Pathways to ensure effective provision for all learners

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