

The BAWB Federation



Blended Learning Policy

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Introduction

During the school closures in response to the coronavirus (COVID-19) outbreak in the UK, schools found they had to quickly adapt to providing pupils with learning opportunities they could access from home. Over the course of the subsequent lockdown period, school leaders and teachers had to develop systems for delivering home learning to their pupils for a significant amount of time. Now that schools have reopened to all pupils and classroom learning is returning largely to 'normal', it is more important than ever to have a plan in place to support any potential home learning for classes, year groups or the whole school, should a need to isolate or close again happen during the ongoing pandemic.

To be fully prepared in the event of future closures, partial closures or isolation of bubbles, the BAWB Federation has carefully considered, consulted on and developed this policy for remote learning. The overarching goal is to enable pupils to access high-quality teaching and learning even when they are unable to physically attend school. This policy outlines how teachers and other school staff will work to provide effective remote learning, whether they are delivering blended learning through the provision of both in-school and online lessons, or only accessing online home learning.

Aims

The aims of this policy are in line with current government guidance on schools reopening from September 2020. The specific aims are:

- to plan and outline how and when the remote learning policy will be implemented in the BAWB Federation
- to support all pupils in their access to high-quality remote teaching and learning;
- to provide a clear remote learning strategy, including how and when learning should be assigned remotely, how it will be communicated, how pupils will submit work and how they will receive feedback on submitted work;
- to anticipate, identify and address any concerns associated with remote learning, relating to safeguarding, data protection, and health and safety;
- to make staff roles and responsibilities clear in relation to remote learning;
- to declare the software and online tools approved for use by the BAWB Federation to support remote learning;
- to declare how and when the BAWB Federation will support the delivery of home learning by staff, including the possible provision of hardware.

Section One: Remote Learning Strategy

Circumstances where this policy will become operational

The systems and procedures outlined in this remote learning policy will come into effect under any of the following circumstances:

- a pupil, groups of pupils, class or bubble are required to self-isolate at home
- in the implementation of a local area lockdown and subsequent school closure
- if a member of staff is required to self-isolate but able to work from home

Systems and digital workspaces

Pupils will continue to use existing online resources, which are mostly deployed through RM Unify:- a single point for signing in and linking to other key resource including Office 365, Microsoft Teams, Purple Mash and other online learning tools.

Staff will also continue to use existing online resources, also accessed through RM Unify, including SharePoint for collaboration and planning.

Pupils have been taught to access learning tasks through 'Teams Assignments' and it is already established practise for pupils in Year 2 and KS2 to return work for assessment and feedback using this method.

Lesson sequences, content and planning

Teachers will continue to follow the existing long / medium term planning as far as possible, to include adaptation for delivery in a home / remote context. The pace of delivery will be modified as necessary, in response to feedback gleaned through ongoing assessments and feedback from parents/carers. Supervision and support will be carried out using Teacher / Teaching Assistants according to need. This will include 1 to 1 short burst support with individual pupils where necessary through Teams Video Conference mode.

Online lessons should be planned by teachers. In exceptional circumstances, a small number of school chromebooks can be made available to support disadvantaged pupils on a loan basis for the period of isolation / lockdown.

Video and live lessons

Pupils may be expected to attend online lessons, delivered through Class Teams and accessed through the published class Calendar. This will include class video calls at least once a week for pupils to have contact with their peers.

Should it be necessary to teach classes, where some pupils are accessing the lesson remotely while others attend physically, then this would be done by utilising a combination of Teacher and TA, responsibility for this would be mindful of teacher's workload.

Communication and visibility

Teacher to Teacher communication will continue to use established methods of communication, including email and document sharing using SharePoint. Additionally, staff meetings and informal meetings between teacher and teaching assistants will be conducted through Teams in video conference mode.

Teacher to Pupil communication will take place primarily using Teams Assignments to manage work and through a combination of Teams video conference and teams chat which will be used to signpost learning resources using links to selected websites or delivery of PDF worksheets (minimal).

The exception to Teams assignments will be nursery, reception and year 1 pupils who will be set work via emails.

Pupil to pupil communication can take place through the Teams Class Chat and is easily monitored by class teachers. This facility should only be used by pupils during their 'online lessons' when indicated by their teachers. Parental supervision will be required to ensure that this isn't misused.

Teacher / parent communication will take place primarily through emails and Teams messages and calls. Communication with parents and the wider community will continue to take place via the school newsletter with updates from Executive Headteachers and class teachers.

Providing pupils with work and feedback

Pupils will be expected to follow assignments delivered by teachers to their class members through Teams or emails. This should be differentiated where appropriate and pupils should then return their work through the same system. Teacher / Teaching Assistants would then provide feedback.

Pupil engagement

Staff will endeavour to encourage pupils to engage by:

- Making the learning interesting and fun
- Making the learning easy to access (and support where issues emerge)
- Holding MS Teams meetings or emailing home regularly.
- Celebrating the work of the pupils each week

Parental engagement

- Overview – Weekly BAWB Newsletter
- Parental feedback emails / Teams messages

Building independent skills

- We expect pupils (years 2-6) to develop their independent learning skills through use of online calendars, appropriate research sources, exhibiting resilience to focus on tasks with minimal support (as they would in class).

Roles and responsibilities

- Natasha Johnston will oversee online learning for EYFS
- Eleanor Harrison will oversee online learning for KS1
- Vicky Collins will oversee online learning for KS2
- All class teachers will be expected to be available between 9:00am and 3:30pm to interact with pupils and parents
- All teaching assistants will be expected to be available during their normal working hours, directed by class teachers.

Section Two: Safeguarding, Health and Safety Considerations

Security and online safety

All staff and identified pupils should utilise the features of RM Unify and Office 365 to ensure that information remains secure. Wherever possible, documents should be passed electronically, rather than on paper, between home and school contexts to minimise the need for 72hrs quarantining.

Staff and pupils should follow the existing guidelines for participating in Teams video conferencing.

It is anticipated that parents / carers / other family members may have access to remotely delivered lessons and should always refer to children by first name only.

Children should be discouraged from online chat using **non-school systems** at all times. School Teams Chat should also be used with some caution – mainly for the purpose of delivering learning resources and pupils shouldn't be allowed to use it unsupervised.

Promoting good digital citizenship

Pupils are routinely encouraged to demonstrate good digital citizenship through their existing learning patterns. It is expected that pupils will continue to be guided towards good practise as part of ongoing learning.

Staff will model the expected patterns that promote good digital citizenship and emphasise and recognise good expected behaviours in others.

Parents / carers would be expected to provide active supervision to children when using online systems and endeavour to provide an environment conducive to learning.

Screen time and being active

Lessons and activities should be planned in such a way that children are not expected to spend extended periods (more than 30-45 mins) at one sitting without a break away from the device. Where possible activities should be included that involve the child becoming active – away from the computer.

Workload

Senior leaders will regularly monitor teacher's workload to ensure it is evenly distributed and expectations are met.

Wellbeing

Staff and pupil well-being will be monitored closely by senior leaders.

Section Three: Software and Hardware

Software

Staff and pupils should use RM Unify as the starting point for most Remote Learning activity. RM Unify provides access to the following tools which should be used:-

Office 365 – Provides online Word, PowerPoint, Excel for the development of common documents and appropriate storage for files using SharePoint (staff)

Microsoft Teams – Provides tools for collaborating across a class, including Class Wide Video Conferencing, Setting, tracking and submission of Assignments and subsequent feedback to support improvement. (pupils and staff)

Purple Mash – Provides a wide range of curriculum based activities for children of all ages. (pupils and staff)

Staff have the ability to create and edit PDF files using Microsoft Word. This should be the default file format used to provide instruction sheets and support materials. Templates that can be filled in electronically by pupils should be delivered using Teams Assignments when required.

Hardware in school

While in school, staff have access to Classroom Teacher PCs which are all configured for Remote Learning and include a webcam.

Hardware for teachers when working from home

If required, staff can borrow (noting it in the Signing Out Book) a Chromebook for use when off site.

Office 365 file management systems make it possible for staff to work on their own equipment without the need to download files to any local device.

Pupils' access to technology at home

Wherever possible, staff should plan online lessons to be staggered so that other children in any given family, can continue to share the same device with children in other classes within BAWB.

If required, school Chromebooks can be utilised to support a disadvantaged child / family at the Headteacher's discretion.

Wherever possible, activities should be provided that will not require things to be printed at home.

Section Four: Subject Specific Information and Resources

Wherever possible the full timetable will be delivered for all pupils following class medium term planning. This will include all subjects every week.

Section Five: Dynamic Response

BAWB Schools will endeavour to meet and fulfil all aspects of this policy; we also reserve the right to respond quickly and dynamically to any unforeseen and unpredictable circumstances that may present themselves. Any major changes to this policy will be made by the senior leadership team in conjunction with the governing board / chair of governors, as time permits.