Nine Mile Ride School

Nine Mile Ride Primary Document: **Blended Teaching and Learning Policy**

Author:	Senior Leaders
Approver:	Local Advisors
Owner:	Teaching, Learning and Curriculum
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Next review:	April 2021

Changes History:

Version	Date	Amended by:	Substantive changes:	Purpose
1.1	April 2020	SLT	New policy in line with COVID-19 school closure	
1.2	September 2020	NY	Changes to meet Government Expectations for Autumn 2020	

1. Purpose of the Policy

This policy is in place to ensure the ongoing education of Nine Mile Primary School pupils under unusual circumstances. This policy will future-proof against closures that could happen at any time: due to partial or full school closure from illness/epidemic, extreme weather, power-loss, etc. It also covers the ongoing education of small numbers of pupils who cannot be in school but are able to continue with their education when the school remains fully open.

As a school we believe that no child should miss out on their education as a result of enforced isolation if they are well enough to continue with their learning. The underlying purpose of this policy is to ensure that there is a seamless transition between high quality in-school and at home education.

2. Introduction

In the instance where a class, group or small number of individuals are unable to attend, the school will continue to deliver learning and inclusion opportunities to pupils remotely, using online platforms and delivery methods. The school has provided access for each child to use our online learning platform - Google Classroom; however, the school realises that remote learning will look different in every house and for every child. The school will endeavour to enable all children to access high-quality teaching and learning in their own home, which complements the curriculum that would be taught in person at school.

3. The Aims and Objectives of this policy

3.1 To outline procedures and practice for whole classes of pupils who are fit and healthy to continue with online learning opportunities.

3.2 To outline procedures and practice for individual or small groups of pupils who are fit and healthy to continue with online learning opportunities.

3.3 To outline procedures and practice for staff in self-isolation, and are otherwise fit and healthy, to continue with teaching, and setting, marking and feeding back on pupil work.

3.4 To outline procedures and practice for staff, pupils and their parents/carers to continue with the academic program if the school closes as a result of advice from the Government and/or Public Health England or similar body.

4. The Management of this Policy

The Local Advisors have a fundamental role to:

4.1 Oversee Nine Mile Ride Primary's Blended Teaching and Learning Policy;

4.2 Challenge members of the senior leadership team on safeguarding practices relating to online learning;

The Headteacher with the oversight of Local Advisors will:

4.3 Have primary responsibility for leading online learning provision and the delivery of the policy;

4.4 Ensure that all staff and families are appropriately supported in using the online learning platforms;

Teachers will:

4.5 Be responsible for the planning, managing and setting of online learning activities for pupils in their class;

4.6 Work in collaboration with their year group counterparts to plan consistent learning opportunities across a year group.

5. Remote teaching and learning in case of whole class / school closure

If the school undergoes enforced temporary closure due to government and/or public health guidelines, or a whole class of children and their teacher are unable to attend school but are able to continue learning from home, the following will apply:

5.1 Pupil/Student expectations:

5.1.1 Pupils should access work through Google Classroom. If it is not possible to access Google Classroom, alternative arrangements will be investigated;

5.1.2 Pupils will aim to complete at least three learning activities per day of absence (one English, one maths and one other);

5.1.3 Pupils will submit work for all core subjects (English and maths);

5.1.4 Pupils can send private comments to teachers on any of the assignments that have been set within Google Classroom;

5.1.5 Pupils should comply with the school IT Acceptable Use Policy;

5.1.6 If the class cannot sit statutory assessments due to absence, the school will adhere to all government advice and follow the 'Assessment and Reporting Arrangements' document (ARA).

5.2 Teacher expectations:

5.2.1 The class teacher will assume responsibility for uploading assignments and material for the individual or groups of individuals within their classroom;

5.2.2 If the class teacher is unwell, the partner year group teacher with support from the Team Lead or Deputy Headteacher will assume responsibility for the classes within their year group who are absent;

5.2.3 Teachers will upload daily learning activities as assignments on Google Classroom;

5.2.4 Teachers will provide an English activity, and maths activity and one or two other curriculum activity per day of the classes absence based on the planned curriculum, allowing for adjustments of pace or level of work in response to online assessment of children's work;

5.2.5 Assignments will reinforce prior learning and consolidate pupils understanding of a topic as well as continue to introduce new learning materials as appropriate;

5.2.6 The assignments will be differentiated as part of normal practice, and children will be assigned work appropriate to their level. This may mean that children in the same class have different work within their Google Classroom classwork page;

5.2.7 Teachers will ensure that clear explanations, appropriate modelling, scaffolding and support is available for children to access the learning online, in the absence of direct teacher modelling and support. This could be the use of lessons from resources such as Oak National Academy, BBC Bitesize Daily, PiXL resources or other similar modelling support;

5.2.8 Teachers will provide daily feedback to assignments that have been set, once work has been submitted by individual children;

5.2.9 Teachers will use formative assessment of the individual work to inform next steps for the class or individuals as required as part of their daily planning;

5.2.10 Teachers may contact individual families directly, either by email or by telephone;

5.2.11 Teachers will offer opportunities for children to discuss learning assignments through daily minimum of 30 minute Google Meets sessions.

5.3 Parents expectations (where appropriate):

5.3.1 Encourage and support their children's work, including finding an appropriate place to work, checking that any work started, is completed and ensuring they have some structure to the working day: start and finish times and appropriate breaks;

5.3.2 Where possible, help set up a good study environment as your child will need a quiet place to work without distractions from things like television, siblings and family;

5.3.3 Avoid games. Consider uninstalling any computer games to avoid temptation. Or keep the games on a different computer in the house;

5.3.4 Consider ergonomics. Adjust the height of the chair, keyboard, and screen so that your child is comfortable. Forearms and thighs should be level and parallel to the floor. Wrists should not be bent while typing;

5.3.5 Set up good lighting. Lighting in the room should be at least as bright as the computer screen to avoid eye strain;

5.3.6 School will contact the parent/carer if there is no usage of the Google Classroom account;

5.3.7 If there are any concerns regarding learning, in the first instance parents should contact the pupil's teacher;

5.3.8 If a live streaming event is happening, parents will ensure this happens in an appropriate space within the household;

5.3.9 Encourage persistence as it is the biggest key to success in online learning. Pupils who succeed are those who are willing to tolerate technical problems, seek help when needed, work daily on every class, and persist through challenges;

5.3.10 Help your child set up a manageable study schedule and stick to it. Pupils who succeed are those who log in and make progress every day;

5.3.11 Effective time-management skills don't just happen, they must be learned. Encourage your child to make a daily or weekly timetable and have fun checking things off the list as they are completed.

6. Remote teaching and learning in the case of individual or small groups of pupils being absent

If an individual or small group of pupils within the school are unable to attend school but are able to continue learning from home, the following will apply:

6.1 Pupil/Student expectations:

6.1.1 Pupils should access work through Google Classroom. If it is not possible to access Google Classroom, alternative arrangements will be investigated;

6.1.2 Pupils will aim to complete at least three learning activities per day of absence (one English, one maths and one other);

6.1.3 Pupils will submit work for all core subjects (English and maths);

6.1.4 Pupils can send private comments to teachers on any of the assignments that have been set within Google Classroom;

6.1.5 Pupils should comply with the school IT Acceptable Use Policy;

6.1.6 If a pupil cannot sit statutory assessments due to absence, the school will adhere to all government advice and follow the 'Assessment and Reporting Arrangements' document (ARA).

6.2 Teacher expectations:

6.2.1 The class teacher will assume responsibility for uploading assignments and material for the individual or groups of individuals within their classroom;

6.2.2 If the class teacher is unwell, the partner year group teacher with support from the Team Lead or Deputy Headteacher will assume responsibility for the individual or groups of individuals within their year group who are absent;

6.2.3 Teachers will upload learning activities as assignments on Google Classroom within one working day of confirmation of an individual child's absence from school;

6.2.4 Teachers will provide an appropriate level of English activities, and maths activities and one or two other curriculum activity per day of a child's absence (up to two weeks in advance). See process flowchart in Appendix 1 for more information about the quantity expected;

6.2.5 Assignments will correspond to learning taking place in the classroom, in order to ensure that children learning from home continue to follow the whole class curriculum;

6.2.6 The assignments will be differentiated as part of normal practice, and children will be assigned work appropriate to their level. This may mean that children in the same class have different work within their Google Classroom classwork page;

6.2.7 Teachers will ensure that clear explanations, appropriate modelling and support is available for children to access the learning online, in the absence of teacher modelling and support. This could be the use of lessons from resources such as Oak National Academy, or other similar modelling support;

6.2.8 If further children from the same class are absent within the same week, the assignments already assigned to previous absentees will be allocated, differentiated as appropriate.

6.3 SLT expectations:

6.3.1 Members of SLT will ensure that children receive adequate feedback on all work submitted, at least once per week;

6.3.2 SLT will monitor the use of Google Classroom to ensure that appropriate assignments are uploaded for individual children;

6.3.3 SLT will communicate with the class teachers to provide formative assessment information to inform practice and next steps for each individual pupil;

6.3.4 SLT will support teaching staff in providing the appropriate learning resources for children as needed;

6.3.5 SLT may contact families of individual children absent from school via email or telephone.

6.4 Parent expectations: as above

7. Blended Learning in school

In order to ensure a smooth transition, class teachers will plan to use Google Classroom regularly, both in school and at home. This will be done in the following ways:

- Setting of homework (such as weekly spellings) for children and parents to access at home;
- Setting of school-based computing tasks as assignments within Google Classroom;
- Communicating year group specific messages to parents through the noticeboard within Google Classroom;
- Ensuring that changes in passwords for Google Classroom (for access in school or at home) are recorded in a central, secure location and parents are notified.

8. Provision for children on SEND register

In relation to SEND provision it's important to note that, whilst has had to make changes to the way we deliver education to ensure the education environment is as safe as possible from the risk of coronavirus, our statutory duties for children and young people with SEND remain the same. This means using best endeavours to secure that the special educational provision called for by the pupil's special educational needs is made. This provision must have regard to the SEN and Disability Code of Practice 2015.

8.1 The class teacher will continue to provide quality first teaching, differentiated to meet the learning needs of all pupils when any child is in school;

8.2 The class teacher will continue to identify concerns and seek guidance from the SENCO in line with our Early Identification Procedure;

8.3 The school will continue to analysis pupil needs, including review of progress, attainment and approaches to learning and the views of the pupil and their parent/carers e.g. the construction of a classroom support plan – this will take place virtually;

8.4 Teachers will provide individualised provision with the intention to remove any barriers to learning e.g. using evidence-based approaches;

8.5 Development of staff expertise will continue e.g. Continuous Professional Development opportunities relating to SEND;

8.6 Interventions required to support pupils with an EHCP will continue to take place within the class bubble whilst the child is in school. In the case of a child being absent due to self-isolation, these pupils will receive packs with guidance for parents to support the delivery of these interventions at home where possible;

8.7 Pupils on the SEND register will have access to the Inclusion classroom within Google Classroom, which has a variety of resources for learning and emotional support;

8.8 The Inclusion Lead will conduct weekly face-to-face check-ins with the child and parent to support learning at home.

9. Provision for disadvantaged pupils

During periods of lockdown, or extended absence from school, the most vulnerable pupils are at the greatest risk of falling behind their peers. Education system responses will therefore need to consider how to support them – during periods of school closure, throughout any reopening phases, and beyond. Nine Mile Ride will plan blended learning to ensure the needs of disadvantaged pupils are taken into account. We will do this by:

9.1 Identifying any issues with pupils ability to access online learning from home;

9.2 Providing computing equipment (for example loans of laptop) where available, subject to parental agreement;

9.3 Providing paper-based learning where online learning is not appropriate for any individual children

9.4 Where applicable (children with support from a social worker), support applications for the loan of laptops / tablets and 4G wireless routers through the EdTech Demonstrator Programme in conjunction with the local authority and The Circle Trust;
9.5 For a child eligible for benefits-related free school meals, Nine Mile Ride will arrange for food to be provided to the child on a regular basis;
9.6 As part of the national Catch-Up Support Scheme, a tuition programme will be available to the most disadvantaged pupils during the course of the academic year to enable them to accelerate their academic progress.

10. Remote teaching for staff who are in self-isolation

Staff are required to self-isolate if they live with a family member who has a confirmed case of COVD-19, or if they are displaying symptoms of COVID-19 themselves. If staff are well, they are expected to work from home rather than their place of work under the direction of their team lead.

11. Safeguarding Matters

This guidance document is supported by the school's Safeguarding Policy, Behaviour Policy, Online Safety and Data Protection Policy and Acceptable Use of IT Policies (pupils and staff)

12. Specific additions to note:

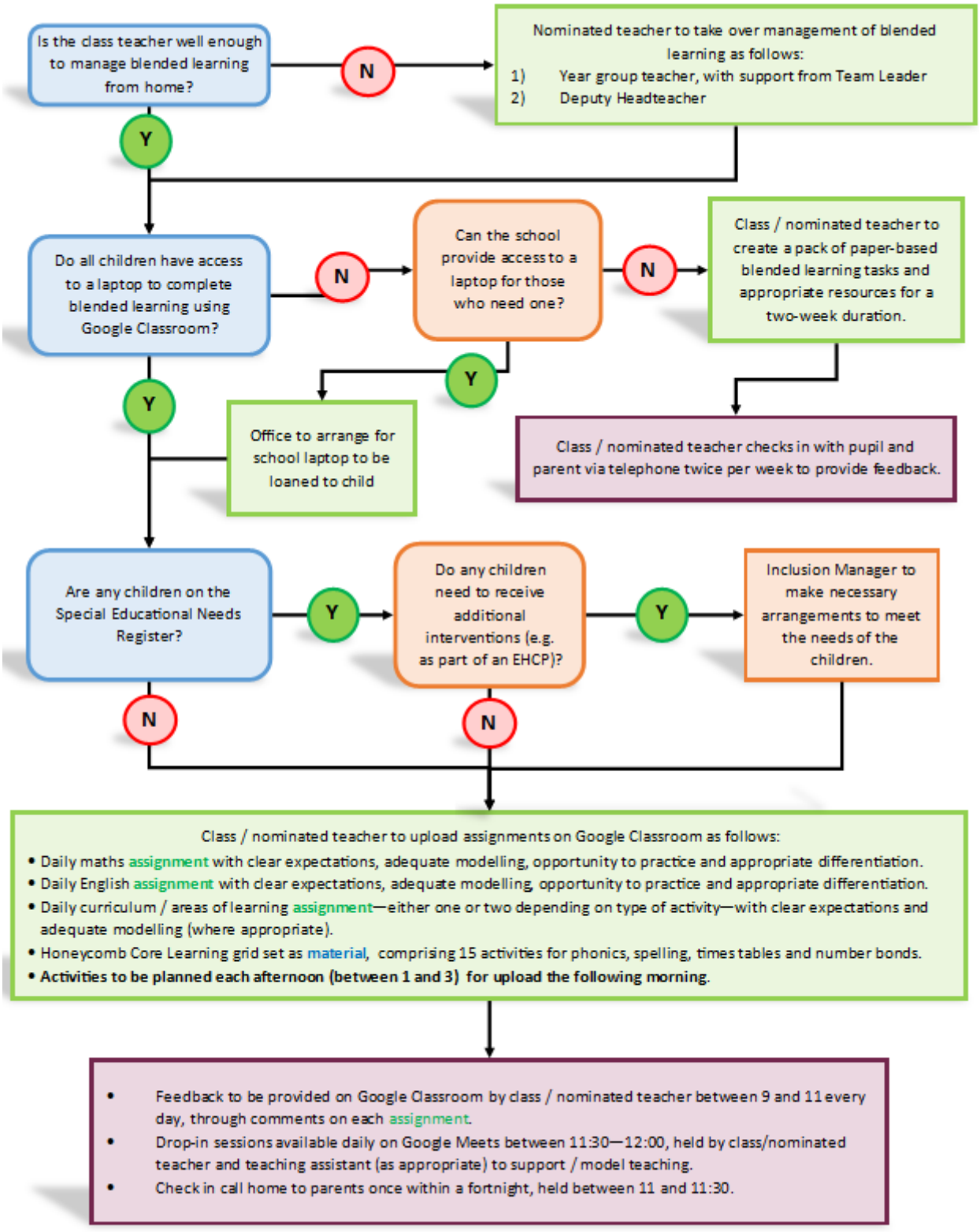
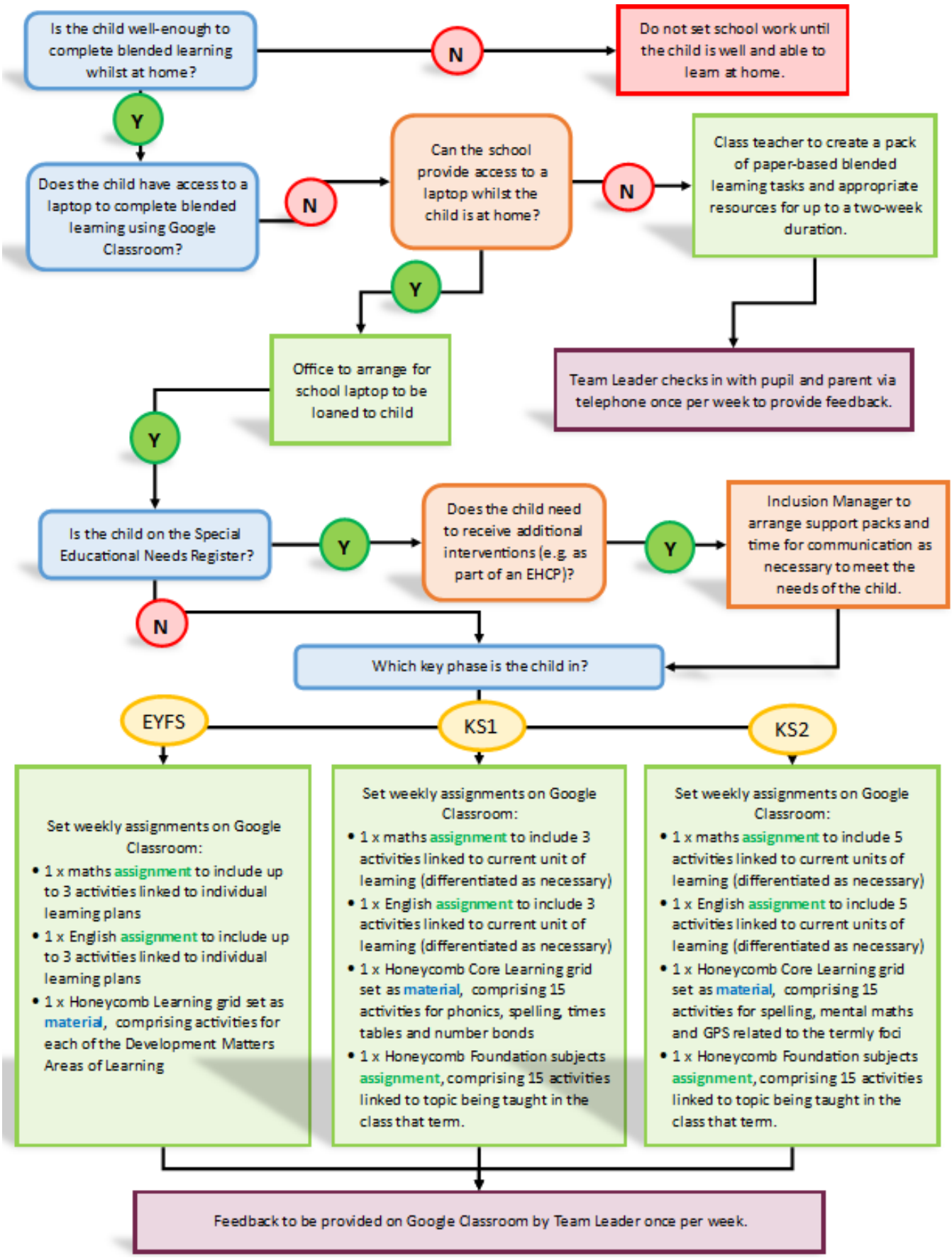
12.1 School staff should record and refer safeguarding concerns to the DSL via secure email;
12.2 The Designated Safeguarding Lead, Ali Brown, will either be on site or contactable at any time between the hours of 8am-4pm Monday to Friday via the admin email address: admin@ninemileride.wokingham.sch.uk;
12.3 If a call is urgent i.e. a child is in danger of imminent harm, and the call cannot go through to the DSL, the call should go through to the Integrated Front Door on 01189088002 or the Police on 999;
12.4 Any live streaming will take place using a safe and secure platform;
12.5 Teachers will never ask pupils to share their passwords. Any IT issues should be forwarded to IT Support Team;

13. Summary

The primary purpose of this policy is to offer online and remote learning opportunities for pupils at Nine Mile Ride Primary School. By using a secure school system (Google Classroom), this provision can be accessed quickly, and pupils only need their existing login details.

If there are any concerns regarding the learning content being distributed, in the first instance parents should contact the pupil's teacher, or the Designated Safeguarding Lead for any specific safeguarding concern.

Appendix 1 – Flowchart for whole class absent from school



Appendix 2 – Process Flowcart for individual / groups of pupils absent from school