TITUS SALT SCHOOL

Blended Learning Policy

Adopted by Governing Body:

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Review Date: **November 2020**

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Date of Next Review:

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**Signed (Chair of Achievement, Teaching
and Learning Committe):**

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Countersigned by Chair of Governors:

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1.0   Rationale

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, teachers at Titus Salt School offer remote education alongside teaching in the classroom. Remote Learning is the provision of work, support, assessment and feedback from teachers to pupils in the event that school-based lessons are unable to be delivered 'face to face'. Running the school curriculum alongside home based (remote) learning is referred to as 'blended learning'.

1.1   Aims
- To ensure that the blended learning delivery meets the needs of pupils at Titus Salt School and meets the guidelines set by any awarding body organisations;
- To ensure that blended learning does not disadvantage any group or individual learners.

2.0   Guidance

In developing these contingency plans for blended learning, Titus Salt School is following the guidance as detailed in the DfE's documentation Guidance for Full Opening (see below):

We will:
- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum

When teaching pupils remotely, we will:
- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work

- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

3.0   Monitoring

The list of pupils requiring remote learning is monitored daily by Assistant Headteacher (Quality of Education) and forwarded to all Pastoral Leaders and Teaching staff in a daily email.

4.0   Accessibility

4.1   Microsoft Teams

During any further enforced school closure, teaching and learning are made available to pupils through Microsoft Teams, direct email contact and via hard copies of work. Details are available on the front page of the school website and are communicated to parents/carers via ParentMail. It must be noted, however, that remote learning will not be able to replicate the learning experience in a classroom environment with a teacher and fellow learners.

The following information is available on the school website:

- Pupils access Microsoft Teams **here** and access their school email **here** and log in to both with their school email address eg. 001234@titussaltschool.co.uk and their school network password.
- Pupils can also access Microsoft Teams via dedicated apps on a computer, a phone or tablet. For further information **click here**
- All pupils of Titus Salt School are entitled to download Microsoft Office 365 for use at home. **Click here** for details of how to download a copy.
- Pupils will have access to Remote Access services during any closure, however, all Teaching & Learning materials required for pupils to study will be made available on Microsoft Teams.

If parents/carers, pupils and staff have any difficulty with access having followed the instructions at the top of this document, they can email the support team via teams@titussaltschool.co.uk who will respond as soon as possible.

4.2   Individual and group remote learning

This section applies in situations where the school remains open and working but an individual pupil/groups of pupils are unable to attend lessons. The provision of remote learning will occur when the result of a COVID test has been made known or for other reasons as determined by pastoral leaders.

Class teachers are advised on a daily basis of those pupils currently awaiting a COVID test and the expected date of return for those pupils who are self-isolating. In the first instance whilst pupils are awaiting the outcome of a COVID test, they should access the online self-access learning from the Oak National Academy.

The BBC Bitesize website is also available to provide support for pupils in a range of subjects in Years 7 to 11.

In school any one of the following COVID-related situations could arise:

i.   Member of staff is working from school and some or all pupils are not in school (due to self-isolating or the collapse of a bubble)

The expectation is that the member of staff sets work for absent pupils. This work should align as closely as possible with work that is/would have been set during the lesson. The teacher should give feedback via Microsoft Teams. Work could take the form of tasks set in ASSIGNMENTS or a live stream of the lesson.

If the teacher **chooses** to 'live stream' the lesson the teacher should:

- invite the individual pupils/class to a Microsoft Teams meeting at the time when the lesson is usually scheduled;
- attach any resources pupils may need in the **POSTS** or **ASSIGNMENTS** option;
- disable the camera, but keep audio running and record the streaming (if the teacher chooses to have the camera running, they must distort the background using the software on Microsoft Teams);
- ensure that pupils have cameras disabled;
- load the resources and share the screen on the relevant slides;
- keep the format of the lesson simple, e.g. an entrance task, modelling of key learning points, introduction of independent work, addition of any extension tasks and reflection on/summary of key learning points.

ii.   Member of staff is working from home (e.g. self-isolating due to COVID), but is not ill and pupils are in school

The member of staff follows the protocols for absence as detailed in Absence Reporting Procedure document (by contacting school and line manager).

The expectation is that the member of staff sets appropriate work and forwards this to their line manager via email or notifies them by phone. If a teacher wishes to deliver a live timetabled lesson via Teams, then it may be possible to facilitate this with adequate notice (see point i above)

iii.   Member of staff is working from home (e.g. self-isolating due to COVID), but is not ill and some or all pupils are not in school (due to self-isolating or the collapse of a bubble)

Member of staff follows the protocols for absence as detailed in Absence Reporting Procedure document (by contacting school and line manager).

The expectation is that the member of staff sets appropriate work and gives feedback on Microsoft Teams. This could take the form of work set in **ASSIGNMENTS** or a live stream of the lesson. If a teacher wishes to deliver a live timetabled lesson via Teams, then it may be possible to facilitate this with adequate notice (see point i above)

iv.   Member of staff is ill (including COVID-related absence)

Member of staff follows the protocols for absence (by contacting school and line manager) as detailed in Absence Reporting Procedure document.
Appropriate work will be organised by the subject/faculty leader.

4.2.1   Special Educational Needs and Designated Specialist Provision

When leaving remote learning for pupils with SEND needs and those within the DSP, teachers should ensure that suitably personalised work and appropriate support is available (please refer to the Teaching and Learning Policy). In the event of a lockdown, pupils in the DSP will have work packs provided for them by DSP teaching staff

4.3   Working practices through Microsoft Teams

Teachers should:
- provide work for pupils through the **ASSIGNMENTS** Tab of Microsoft Teams, check that it has been viewed and handed in and then provide feedback (see Appendix 1- Teams Tabs Overview);
- ensure that the work on Teams should be of equivalent length to the core teaching pupils would receive in school and include some daily contact.

Pupils:
- can expect to have work set through other means, for example through Hegarty Maths, Showbie and Canvas. Whatever the platform, teachers will monitor the work set and ensure that appropriate support is in place and that instructions are precise;
- can read their feedback in the **ASSIGNMENTS** tab of Teams upon submission of their work and enter into a dialogue with teachers. The work on **ASSIGNMENTS** will align closely with work completed in class and will be updated dependent on the length of the period of school closure;
- might not necessarily follow their timetabled 5-period day, but they will be expected to work along the guidelines of 4-5 hours per day. Deadlines for completion of work remain open-ended to ensure pupils and families are supported and pupils remain focused on learning as best as they can.

4.3.1   Externally assessed components

Where pupils' work includes any externally assessed components, the centre will:

- ensure that teaching/delivery/assessment staff are timetabled to support blended learning when learners are working remotely;
- ensure there is a process to manage feedback on assignments, questions are constructively answered and feedback is provided in a timely manner;
- ensure the setting of assignments is undertaken in any face-to-face sessions and that deadlines are clear;
- ensure that when learners submit work measures are taken to ensure the work is authentic and has been completed by the learner;
- maintain and store securely all assessment and internal verification records in accordance with agreements from the awarding body.

4.4   Communication

If pupils have specific questions for class teachers about what is expected for tasks, they may email them directly (using only their school email) or use the **POSTS** tab of Teams. Teachers might not be able to respond in real time, however, they will endeavour to respond as soon as they are able.

4.5   Support with devices

Pupils who have limited/no access to online activities can be supported if they contact the school via enquiries@titussaltschool.co.uk

Titus Salt School has laptops available for home learning, not just for disadvantaged and vulnerable pupils, but for pupils who find accessing online resources a challenge and when family demands are great on a limited number of devices. 120 Windows Laptops and 5 Tablets with keyboards (for improved accessibility) are available for loan in the event of local coronavirus restrictions being enforced.

Additional devices can be ordered for disadvantaged children from any year group who:

- are extremely clinically vulnerable and need to shield based on current official advice (this could be from a doctor or hospital consultant);
- live in a household that has been advised to shield because a family member is clinically extremely vulnerable;
- are unable to attend school – even though theirs is open – because they live in a different area with local coronavirus restrictions.

The school needs to provide information on:
- how many devices are needed;
- the year groups of the children who need devices;
- the reason why they are needed.

If shielding has not been advised in our area, the school will show evidence that the pupils have received official advice to continue shielding outside of national guidelines. The above devices, when/if called on, remain property of the school and are allocated at our discretion. Local authorities are working with schools to assess which pupils require a laptop or tablet.

5.0   Safeguarding

Online safety

[Guidance on Safeguarding and remote learning](#) has been issued by the Department for Education and has been shared with staff, parents/carers and pupils via ParentMail.
Guidance from [The National Security Centre](#) has been shared with staff, parents/carers and pupils via ParentMail.
[Home activity packs](#) to support remote learning have been shared with staff, parents/carers and pupils via ParentMail.

The Department for Education has published [guidance](#) for accessing technology from home during lockdown, details of which have been shared with all parents/carers via ParentMail. Local authorities are responsible for ordering and distributing laptops and tablets to:

- care leavers and children with a social worker
- year 10 pupils who do not have a social worker and are in maintained schools, including voluntary aided schools

5.1   Safeguarding whilst working online

- The school's Safeguarding policy applies equally to pupils working online as pupils working on the premises.
- Any safeguarding concerns (see Safeguarding Policy) must be reported in line with the school's procedure by contacting the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL)
- Appropriate advice and guidance should be offered to the member of staff reporting the safeguarding concern, and as appropriate, the pupil will be contacted and supported by a member of the Safeguarding Team. If appropriate, parents/carers may also be contacted.
- All teachers must be familiar with the school's Safeguarding procedures and the statutory guidance in Keeping Children Safe in Education, Part 1 and Annex A.
- It is important for staff to regularly remind pupils about staying safe online. For further information refer to the E-Safety Policy and Safeguarding policy.

5.2   Support and Guidance for Teachers

Staff who are working online from home need to ensure the following protocols are followed to protect both staff and pupils:

- Both teachers and pupils should only use the school email service, or for designated staff, a school landline or mobile phone to communicate with each other and others in the group. Personal email addresses, text messaging or social media must not be used for any communications.
- Any communications that makes teachers or pupils feel uncomfortable or are offensive, discriminatory, threatening or bullying in nature must be dealt with immediately in line with the school's Positive Behaviour Strategy. Incidents must be logged on SIMS.
- Any online communication between teachers and pupils/parents/carers via email or on Microsoft Teams must be professional in tone and content.
- Information should be provided to pupils about when and how they may contact staff.
- Teachers and pupils who are working in live classes must wear suitable clothing, such as appropriate workwear, as should anyone else in the household who may be seen. However, where possible, teachers and pupils should avoid having any family members in the vicinity, and in particular seen in the background.
- Teachers should Locate themselves in an appropriate place if you are at home. Be aware that pupils/parents/carers will be able to view you and your surroundings. It is advisable to create a different or blank background on Microsoft Teams if you choose to have your camera on.
- If the teacher chooses to live stream a lesson, these must be set up in advance and the invite should be emailed to pupils in a timely way, well before the scheduled start time. Ensure the pupils know when their sessions are and how to access them.
- Live classroom sessions should be recorded, so that if any issues were to arise, the video can be reviewed. Permission is required from all participants to record any sessions. The recording process could be used to evidence the participants' agreement, by asking if they agree before recording, and if they give their consent, ask them again when recording.
- During live sessions, the pupils' cameras should be disabled. This can be set up in advance when invites are sent to pupils.
- The school will take account of the skills and confidence of teachers and pupils in their use of technology and teaching online and ensure that they are supported to develop their skills and confidence in planning and delivering online.
- Whilst teachers need to be flexible with pupils, they are only expected to respond to pupils within normal or reasonable working hours.

Appendix 1: Teams Tabs Overview

The Posts Tab

Posts is the first tab pupils see when they open a enter a Team. The Posts tab can be thought of as a public place for discussion and conversation. By default, both staff and pupils can post messages, whether that's asking for assistance or highlighting something of interest, for example.

When a teacher creates a new assignment for the Team, a message will appear in Posts also.

The important thing to remember is that everything written on Posts is visible to all members of the Team and once a pupil posts, they are unable to delete their comment, so it's important to be courteous, respectful and polite.
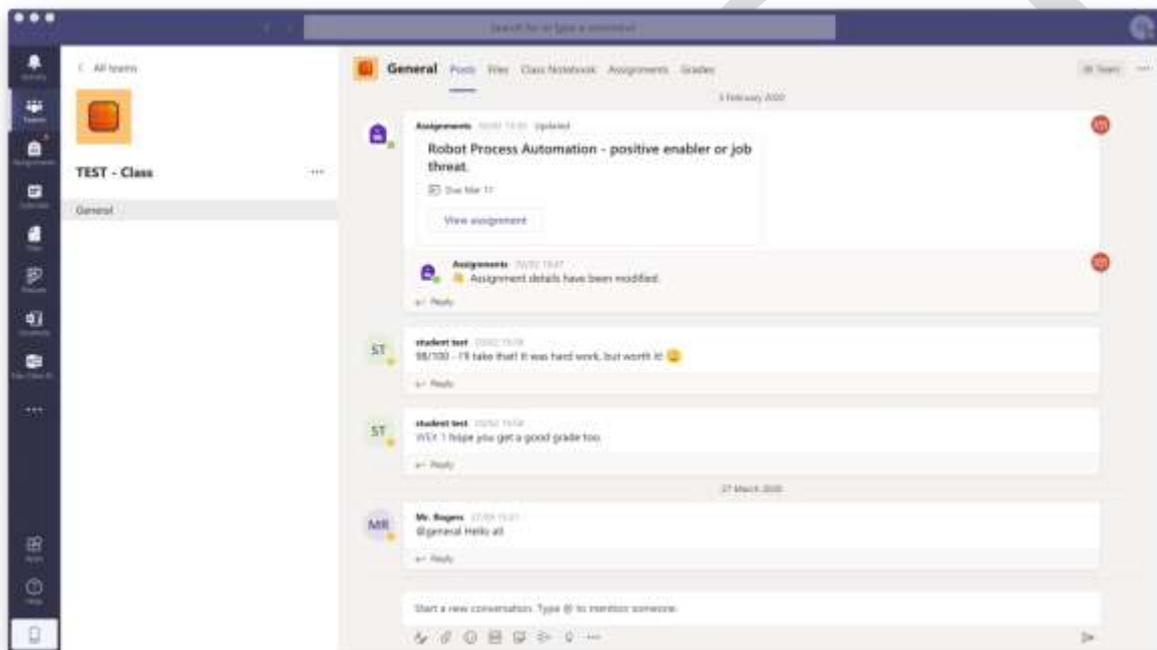
The Files Tab

The Files tab is the place for teachers to put information which pupils may need, or which may help pupils to complete their work. Think of the Files tab as a library for the Team. All pupils will see a folder called Class Materials in the Files Tab.

The Class Materials folder (and any file or folder placed within) is viewable but not editable by pupils, so they cannot change those files.

In some cases, there may an additional folder titled Class Materials – Android, which contains exactly the same files as Class Materials (it is there to address an issue when using Teams from certain types of devices).
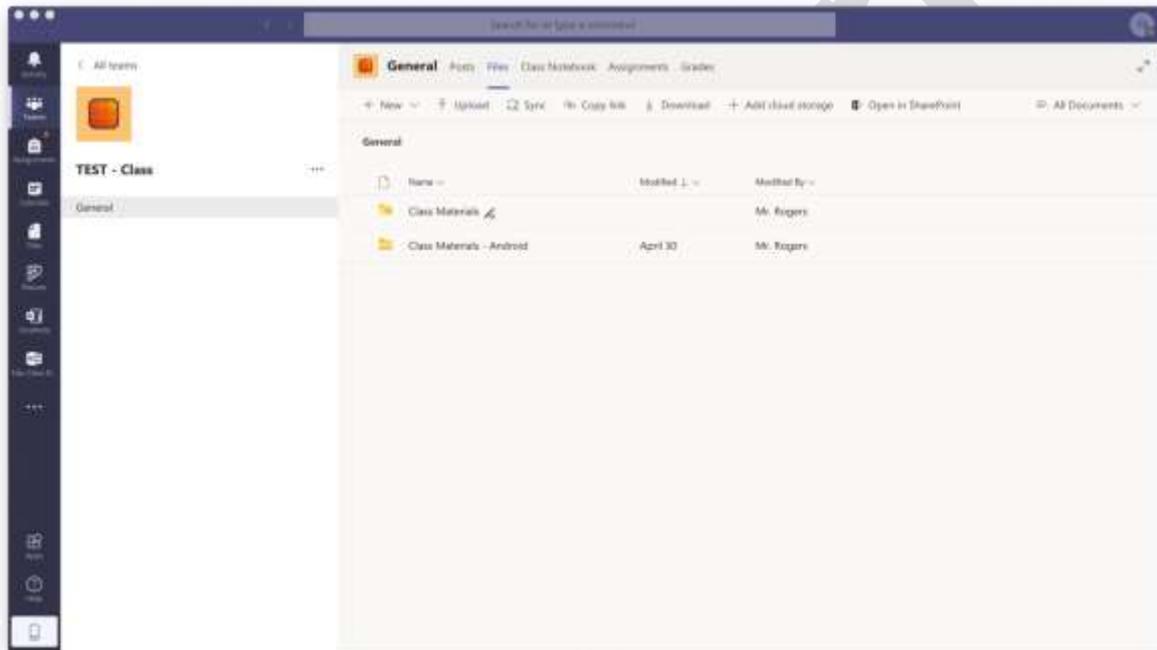
The Class Notebook Tab

Not all Teams will have a populated Class Notebook; this is dependent on whether the teacher has determined it is required for the Class. The Class Notebook is an exercise book available to all members of the Team. There are shared sections such as Collaboration Space and Content Library which are available to all members. In addition, each pupil has their own private workspace within the Class Notebook which is visible only to them and their teacher.
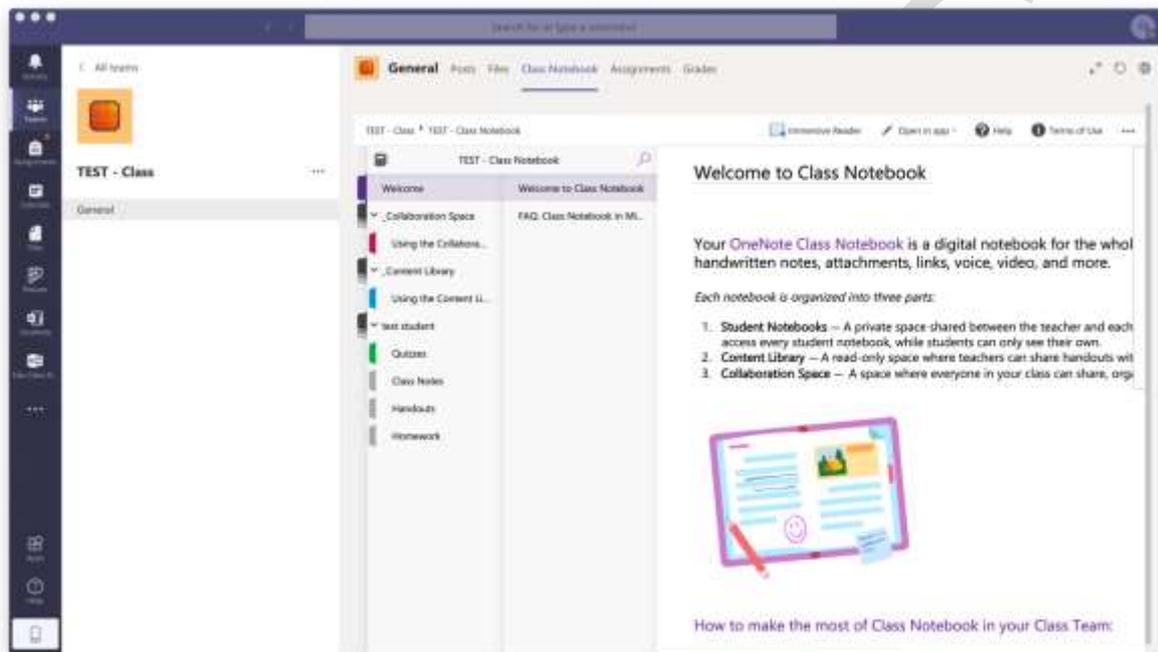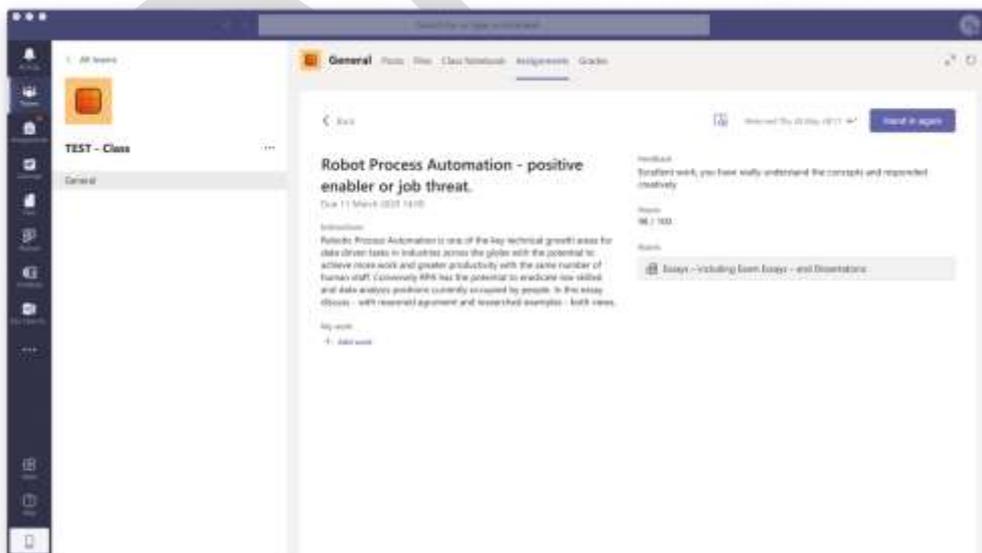
The Assignments Tab
This is where all assignments, whether old, current or upcoming are shown. When a pupil clicks on the Assignments tab, they see a list of assignments for that class and the current status (whether they have handed the work in, whether the assignment is overdue, etc).
A pupil simply needs to click on the assignment to view the full details including instructions from the teacher and documents they need to complete (essentially digital worksheets or additional resource materials).
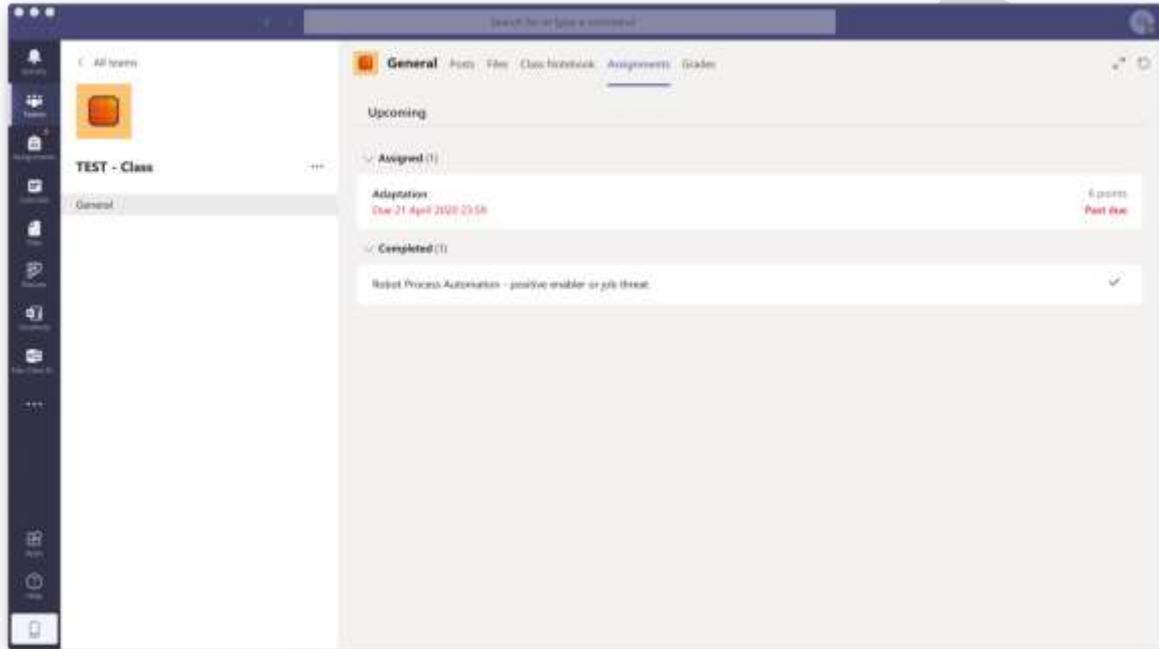
Once completed and handed in, a pupil needs only to click on the assignment listed in the Completed section to view detailed feedback (In this section work can be also be amended and improved and resubmitted if necessary)

The Grades Tab

If a pupil wishes to see a quick overview of the status of all their assignments in the team, the Grades tab is where they go.

The Grades tab shows when an assignment is/was due, the name of the assignment, the current status (for the current pupil) and any points or grade awarded (not all assignments will have associated grades or points, however).