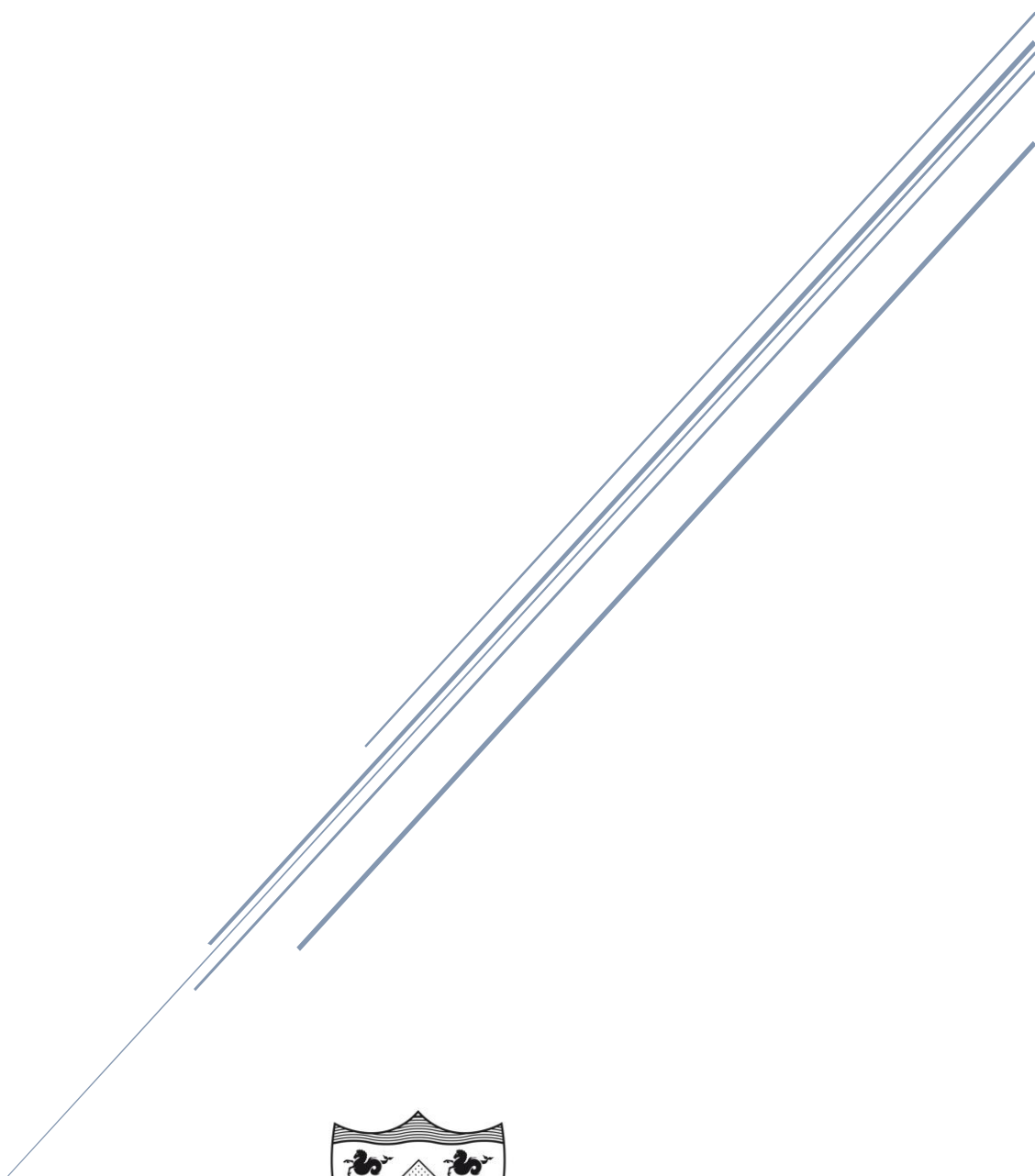


# BLENDED LEARNING PLAN

January 2021

Review date March 2023



Beaminster School

# Blended Learning Plan

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## Rationale

Beamminster School is ambitious for its students. We want all students to experience high quality teaching and learning, at all times. This document explains what steps are being put in place to ensure that high quality teaching and learning continues throughout the Covid-19 pandemic. Within this document remote learning refers to students working at home due to Covid-19 restrictions. The principle of blended learning refers to teaching place in school, while some students are being taught remotely.

## Specific Aims

- To outline our approach for pupils who will not be attending school as a result of Covid-19.
- To outline our expectations for staff who will not be attending school due to self-isolation but are otherwise fit and healthy and able to continue supporting with the teaching, learning and assessment for pupils.

## Who does the plan apply to?

Every child is expected to attend school wherever possible. However, in line with government guidance, pupils, staff and families should self-isolate if they display any of the following symptoms:

- A continuous, dry cough
- A high temperature, above 37.8°C
- A loss of, or change to, their sense of smell or taste
- Have had access to a test and this has returned a positive result for Covid-19 or are waiting for a test or waiting for results of a test.

This meets the expectations set out in the DfE guidance 'Remote Education Support'

(<https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19> ).

The school website includes important information regarding remote learning during absence from school. Parents and carers are asked to make the school aware of any barriers to accessing remote learning and students without digital access should speak with their Head of Year.

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## Background and Requirements

The Remote Learning Continuity Direction is a legal requirement to provide immediate remote learning for any individual or groups of pupils who cannot attend school due to Covid-19 (e.g. because they have been told to self-isolate).

The DfE has confirmed that 'immediate' means the first full day that pupils cannot attend school.

The Remote Learning Continuity Direction only applies to pupils who cannot attend school due to Covid-19. It therefore does not apply to students who are absent for other reasons, or to students who choose (or whose parents choose) not to send them into school despite contrary advice from public health officers. If students can be in school safely, then they should be.

The DfE expects schools to:

- 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, the DfE expects schools to:

- 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 clear expectations about 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
- there is an expectation of some live, or face to face, teaching weekly, although this may include Oak National Academy, BBC lessons or similar
- a January update states that the amount of remote learning to be provided has increased to 5 hours a day.

### An Evidence Based Approach

1. Teaching quality is more important than how lessons are delivered
2. Ensuring access to technology is key, especially for disadvantaged pupils
3. Peer interactions can provide motivation and improve learning outcomes
4. Supporting pupils to work independently can improve learning outcomes
5. Different approaches to remote learning suit different types of content and pupils.

*Education Endowment Fund (April 2020) (source Teacher Toolkit Sept 2020)*

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### Feedback from our Students

Students were interviewed about their experiences during the last lockdown. They highlighted elements that are beyond the direct control of the school as being important in them coping, or causing them to struggle, with their work. These elements included:

- The appropriate support of parents (and their understanding) in encouraging and monitoring them completing work set
- Having an area in which they could work.

Within the school's control several features are to be noted in terms of what the students felt contributed to quality remote lessons. These elements echo key findings from the Education Endowment Fund (April 2020) and include:

- Clarity of where the work will be found or signposted (ClassCharts)
- Work set according to their timetable, on the days they expected it
- Absolute clarity of what was to be done and clarity of what they were expected to learn (objectives)
- Longer pieces of work, i.e. those referencing work-books, being broken down into specific lesson by lesson chunks
- Feedback, even if it is just to let the students know they are on the right track
- Powerpoints (including those on which the teacher appeared) or similar clearly setting out what was required
- Quality on-line videos to support, that clearly explain how something was done
- Tasks that were achievable but that included variety
- Platforms such as Seneca and Kahoot, when used to consolidate learning were also valued.

Further examples can be found in

[https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19 Resources/Remote learning evidence review/Rapid Evidence Assessment summary.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19%20Resources/Remote_learning_evidence_review/Rapid_Evidence_Assessment_summary.pdf)

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## Platforms and Access

All remote learning is centred around **ClassCharts**. This platform is used for homework and rewards and is accessible by teachers, pupils and their parents. ClassCharts will be the platform for setting home learning in the case of group, year group or school lockdown. Every student and parent/carer has their own confirmed access to ClassCharts. We have a dedicated ClassCharts support e-mail for parents/carers, [homehelp@beaminster.dorset.sch.uk](mailto:homehelp@beaminster.dorset.sch.uk) and the off-site platform ensures that any school issues will not impact upon service.

**MS Teams** will be used to provide elements of live lessons in the event of year group or school lockdown. This will be signposted via ClassCharts. Additional tasks may also be uploaded via **MS OneNote**. All students have received training on how to access ClassCharts and use MS Teams. We have worked to ensure that all students are familiar with the expected way of working should a lockdown occur, and that all our new Year 7s have received training with our digital platforms.

**A range of rich resources** will be referenced to maintain a motivational and high-quality learning experience for students. These include dedicated resources from departments, the use of OneNote and MS Team assignments, as well as the best digital platforms such as Seneca, Active Learn, Grade Gorilla, Oak Academy, BBC etc.

Through the 'Laptops for Schools' scheme, and our own resources, we have supported a significant number of students with access to remote education. Although these resources are limited, we are committed to meeting a need wherever we can.

If parents or students are experiencing online access difficulties they should contact the school who will seek to provide printed resources and work to support them.

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## Completed Work and Feedback

Learning completed by the pupils should be submitted via the platform specified by the teacher (see below). This can take various forms including documents and photographs of work pupils have completed. Feedback will vary from acknowledgement and awards given via ClassCharts to more detailed notes on how to improve. This feedback should take place weekly. Alternatively, work that pupils complete on paper should be kept safe and returned to school when safe to do so. It is our intention to provide feedback on submitted work at least once a week for work submitted by 3pm on Friday.

Use of platforms such as Seneca allow the teacher to monitor the time a student spends on a task, and their understanding of core topics. Crucially it supports the school's focus on using assessment formatively. The school recognises the vital role that feedback plays in motivating and encouraging students, allowing the teacher to identify areas of weakness and respond to student need.

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## Student Engagement

Should students not engage with learning set this should be indicated on the school tracking sheets. Teachers should check student engagement weekly and follow up with parents if students are not engaging in work set.

## Stages of Response to Covid Disruption

This document explains the approach Beaminster School is taking to ensure high quality teaching and learning continues in the event of disruption to school due to Covid-19. We recognise that this document is preparing for a range of different scenarios, therefore, some flexibility in approach may be required. This document will be reviewed and updated according to changes in guidance and feedback from staff, parents and pupils. The document takes a four-stage approach to remote learning:

1. For individual pupils while a majority of the cohort remains in school.
2. When a group of pupils are having to stay home.
3. When a year group lockdown is necessary.
4. If the whole school is sent home.

In each case, pupils are entitled to quality of remote learning, but this does not mean that the same systems and processes will be used in each case. In the event of teachers, students or parents being concerned about a pupil's ability to access the level of work set, advice should be sought from the school's SENCO.

### Stage 1 - For individual pupils while a majority of the cohort remains in school

Head of Year (HoY) and Head of Pastoral Care (HoPC)	Confirm status of absence i.e. meets Covid requirements and confirm with SLT. Head of Year confirms return date with parent, in the event of isolation and informs school office of this. HoY confirms work has been set.
School Office	School office informs HoY about an absence. HoY to liaise with HoPC about status and confirm with Office (genuine Covid reason, or parental choice.) When confirmed, Office emails teachers of the student to inform them of absence with the headline <b>Covid-19 related</b> . This is done weekly to remind teachers of duty to provide work. Teachers must not disclose, or confirm, the reason for absence for any student.
Teacher	Provides work for lessons missed by the student. This work will be set via <b>ClassCharts</b> for the student, <u>but no mention made of the student's name</u> . When setting the work select the ' <b>blended learning</b> ' option when asked 'type of work'. The work may focus on areas being covered by the class, or it may be work that allows reinforcement of prior learning (eg work booklets or Seneca tasks). There will not be any live virtual lesson or any other specific remote pedagogy. Response to queries about the work from the student should be made within 24 hours.
Pupils	Complete work set (found under 'blended learning') according to their timetable and also complete homework tasks set via ClassCharts. Any queries should be emailed to the teacher. An immediate response should not be expected.

### Stage 2 - When a group of pupils isolate

SLT	Confirm students who are required to isolate.
School Office	Confirmation of students isolating sent directly to teaching staff who teach those students, Head of Year and Head of Pastoral Care.
Head of Year	Confirms work is being set for students
Teacher	Sets work according to their timetable with the class. This work should be uploaded via ClassCharts under the 'blended learning' option and labelled 'work for absent students ... date'. If the department is using MS Teams to provide work, this must still be indicated on ClassCharts. The work may focus on areas being covered by the class, or it may be work that allows reinforcement of prior learning (eg work booklets or Seneca tasks). It is unlikely there will be any live virtual lessons. Feedback should be given weekly. Should a student not engage with work this should be followed up with the parent.

Pupils	Use ClassCharts for direction for work. Complete tasks set and upload work as required by the teacher through the platform specified by the teacher for that lesson (eg 'please upload work through ClassCharts' or 'please upload work via Teams'). Work should not be emailed to teachers.
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### Stage 3 – When a year group isolates

SLT	Confirm year group are required to isolate.
School Office	Emails a reminder to parents that all directions for work will be via ClassCharts and remind parents of the home help support.
Teacher	As the rest of Beaminster School will continue with normal lessons, staff will only be available for the normal, timetabled one-hour period for those isolating. Where possible, staff will use MS Teams to introduce the virtual lesson, link to previous learning, set out the success criteria and respond to any queries during this hour. They will use ClassCharts for direction about a live introduction which will be at the start of the timetabled period. As year bubbles will be absent for a two-week cycle, staff will ensure that students receive positive feedback for their work. This could be through the virtual lesson, ClassCharts awards, or the upload facility on MS Team Assignments or ClassCharts. Feedback should be given weekly. Should a student not engage with work this should be followed up with the parent.
Pupils	Use ClassCharts for direction for work. Attend and participate in the 'Live' aspect of the lesson via Teams (ensuring their camera and microphone remain off), and using the chat facility to ask questions. Complete tasks set and upload work as required by the teacher through the platform specified by the teacher for that lesson (eg 'please upload work through ClassCharts' or 'please upload work via Teams'). Work should not be emailed to teachers. Seek help from teachers if required.
Form Tutors	Make contact with tutees at least once a week via Teams.

### Stage 4 - A whole school lockdown

At this point it is important to remember that some teachers may be working from home and home schooling their own children.

Teacher	Work to be set according to class timetable, on the days expected. Be absolutely clear about what is to be done and learning (objectives). Longer pieces of work (i.e. those referencing work books) should be broken down into specific lesson by lesson chunks. Consideration is needed about resources needed for tasks. Feedback to students, even if it is just to let the students know they are on the right track. Where possible at least one lesson a week should have a 'live' element, set out as per a year group isolation (above). Powerpoints containing teacher video direction should be utilised. Ensure that quality YouTube videos or similar are used and clearly explain processes or concepts a student may be unfamiliar with. The teacher should also check understanding. Tasks should be achievable. Vary tasks set, platforms such as Kahoot and Seneca were valued by students. Ensure that learning is consolidated and that students can see they have met the objectives. Feedback should be given weekly. Should a student not engage with work this should be followed up with the parent.
Pupils	Use ClassCharts for direction for work. Attend and participate in any 'live' aspect of the lesson via Teams, ensuring the camera and microphone remain off, and using the chat facility to ask questions. Complete tasks set and upload work as required by the teacher through the platform specified by the teacher for that lesson (eg 'please upload work through ClassCharts' or 'please upload work via Teams'). Work should not be emailed to teachers. Seek help from teachers if required.
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## Staff Isolation

Teachers who are isolating while their classes are at school will continue to deliver teaching, learning and assessment for their class if they remain well, including an element of 'live lessons' and feedback. Support staff or supply staff will supervise pupils in school and support learning planned by the teacher. The school may need to temporarily close a bubble if multiple staff are unavailable and move children across to remote learning.

If a member of staff is required to self-isolate, they are expected to:

- Report the need for isolation to the Headteacher
- If unwell, teachers will be covered by another staff member for the distribution of remote learning. Communication and planning during this time will also be covered by other staff where possible. The teacher will not undertake any of these duties until they are fit to work.

## Safeguarding

Please refer to Safeguarding and Child Protection Policy and Covid Addendum.

## Data Protection and Sharing Personal Data

Staff members are unlikely to need to collect and/or share personal data. However, if it does become necessary, all data collection will be compliant with GDPR guidelines using GDPR compliant school systems (e.g. ClassCharts, Teams and MyConcern). When accessing personal data, all staff members will only use their official school accounts.

## Keeping Devices Secure

All staff will take appropriate steps to ensure their devices remain secure. Computers should be locked if left inactive for a period of time. Operating systems must be kept up to date.

## Monitoring Arrangements

This plan will be reviewed when government guidance for home learning provided by the government is updated or when necessary to ensure access to learning and staff wellbeing. Teaching staff are members of each class team to support and monitor.

## General Contact

We endeavour to respond to emails as promptly as possible but this may take longer when individual pupils are isolating as teachers will be teaching and supervising classes all day. Parents/carers should contact the school office via telephone or the school office email address for general enquiries or where your issue is urgent.

Parents/carers are reminded to respect teachers' wellbeing with the frequency of communication. The school's expectation is that generally emails will be answered during the school working day (Monday to Friday).

Communication with parents may take longer if the school has multiple staff absences and we ask for parent/carer understanding in this.

## Live Online Lessons – Working Safely

### Important information to be followed by all pupils when taking part in a live lesson from home:

- Students do not need to wear school uniform but must ensure they are dressed appropriately for a school context.
- Before joining a live lesson, students should ensure:
  - the camera is switched off
  - the microphone is muted.
- Once students have joined a live lesson they should only unmute their microphone when they need to make a verbal contribution if directed to by their teacher, and then mute it again once they have finished. Questions can be asked using the “hands up” and “chat functions”, allowing pupils to interact with their teacher (see graphic below).
- Pupils are reminded that as part of a school lesson ‘classroom rules’ apply and they should approach the live element with the same high standards that are expected in the classroom.
- Students should not leave a live lesson until they have been clearly instructed to do so by the teacher.

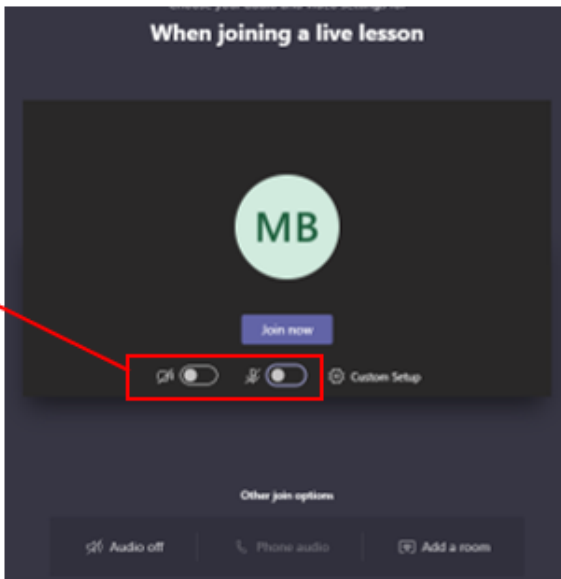
Before joining the live lesson, students should ensure...

Their camera is switched off.

Their microphone is muted.


They can unmute their microphone to make a contribution if directed to by their teacher.

The microphone must be muted when they have finished



Once inside the live lesson the toolbar below will be located in the top-right corner of the student's screen and will contain the main functions that they will require during the course of a lesson...

Students can unmute their microphone when they need to make a verbal contribution and mute it again once they have finished.



The “chat” function can be used by students to ask and answer questions in written form. Anything that is written in the chat bar will be visible to the whole class.

The “hands up” function can be used by students to let the teacher know they would like to make a verbal contribution, just like they would in a real classroom.