Hovingham
&
St Hilda's, Ampleforth
Primary Schools Federation

Blended

Learning Policy

Contents

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 Hovingham and St Hilda's, Ampleforth Primary Schools 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 Hovingham and St Hilda's, Ampleforth Primary Schools 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 Hovingham and St Hilda's, Ampleforth Primary Schools Federation to support remote learning;
- to declare how and when The Hovingham and St Hilda's, Ampleforth Primary Schools 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

Students will continue to use existing online resources, including Office 365, Microsoft Teams, Purple Mash and other online learning tools.

Staff will also continue to use existing online resource, including SharePoint for collaboration and planning.

Students will be taught to access learning tasks through 'Teams Assignments'

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 may include 1 to 1 short burst support with individual students where necessary through Teams Video Conference mode.

Online lessons should be planned by teachers, to ensure that children in the same family would be able to share IT equipment rather than be in contention for it. In exceptional circumstances, a small number of School Chromebooks can be made available to support disadvantaged students on a loan basis for the period of isolation / lockdown.

Video and live lessons

Our school has limited capacity due to ICT infrastructure to support live streaming.

At present we cannot support children working remotely to join a teacher-led session in school using a live Stream.

Where delivered, students will be expected to attend online lessons each day through Class Teams and accessed through the published class Calendar. This will include opportunity for Collective Worship and provide an opportunity for students to remain in contact with their peers. However we are aware that, some families have excellent access to efficient broadband and devices but unfortunately not every family does. It is also important to understand that because every family is different it may not be possible to sit down and start work at 9am during isolation because of parents' work commitments. By providing a blend of different methods, we hope to be able to suit everyone's needs.

It is not envisaged that a single teacher would teach partly through Teams Video Conferencing and partly to a class face to face at the same time. Should it be necessary to teach classes, where some students are accessing the lesson remotely while others attend physically, then this would be done by utilising a combination of Teacher and TA.

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.

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 In the event of partial or full school closure, we will outline the work to be covered, along with tips and guidance for supporting their children in a home learning context. It is envisaged that parents/carers will provide feedback to class teachers when turning in assignments, which may include photos and a summary of progress. Additionally, the weekly School Newsletter will remain key to providing the whole school overview.

Providing pupils with feedback

Students will be expected to follow assignments delivered daily by teachers to their class members. This should be differentiated when necessary and students should then return their work through the same system. Teacher / Teaching Assistants would then provide feedback for improvement and an opportunity for students to resubmit.

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 MSTeams meetings on a regular basis-or emailing home regularly.
- Celebrating the work of the pupils

Parental engagement
- Overview – Weekly School Newsletter
- Parental feedback emails

Building independent skills
- Online calendars and scheduling.
- Research skills.

Roles and responsibilities

Amy Kirk, Julie Caddy and Sarah Watkins coordinate and oversee the work of the EYFS and KS1 teams. Faye Dodds-Aston, Carla Martindale and Daisy Dunning coordinate the KS2 team.

Section Two: Safeguarding, Data Protection, Health and Safety Considerations

Safeguarding
The school uses the North Yorkshire model Child Protection Policy, all staff have received a copy by email and it is available on the school website. The Headteacher is the Designated Safeguarding Lead, Mrs Dodds-Aston is the deputy at St Hilda's, Ms Dunning and Mrs Caddy are the deputies at Hovingham. The Safeguarding Governor is Johanna Senior.

Security and online safety
All staff and students should utilise Office 365 to ensure that information remains secure. Documents should be passed electronically, rather than on paper, between home and school contexts to minimise the need for 72hrs quarantining.

Data protection
When accessing personal data for remote learning purposes, all staff members will:

• Access the data for children and families using Scholarpack

• Ideally access information using school devices however, personal devices can be used to access Scholarpack as the data isn't downloaded.

Staff members may need to collect and/or share personal data such as email addresses or home phone numbers as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen. However, staff are reminded to collect and/or share as little personal data as possible online.

If staff are using their personal phone to call parents, they should ensure that their number is protected

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)

• Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device

• Making sure the device locks if left inactive for a period of time

• 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

Staff and Students should follow the existing policy and 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 (or by Ben B and Ben C when children share first names) 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 students shouldn't be allowed to use it unsupervised.

Promoting good digital citizenship

Students are routinely encouraged to demonstrate good digital citizenship through their existing learning patterns. It is expected that students will continue to be guided towards good practice 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 should provide 'first line' behaviour management for students 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

During most of the lockdown-March 2020 our schools were temporarily closed and all teachers contributed to Home learning through the Daily Powerpoint supported through the class mail box. This worked well for our Federation of 2 schools. From May half term teaching staff were preparing lessons for those in and out of school.

If this reoccurred we would need to ensure that this worked fairly and no-one was expected to take on further workload without discussion and remuneration. Partial shutdown eg some pupils at school and some at home would mean lesson plans would be shared with whole class so that parents can access and follow the planned sessions to the best of their ability.

Wellbeing

Monitoring of all participants is the responsibility of the EHT.

Section Three: Software and Hardware

Software

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

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.

Purple Mash – Provides a wide range of curriculum based activities for children of all ages.

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 students should be delivered using Teams Assignments when required.

Hardware in school

While in school, staff have access to Classroom Teacher PCs.

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 each school.

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

Maths
TT Rockstars
Third Space Learning
Sumdog
Mathletics

Reading
Reading Eggs
http://www.storylineonline.net/
http://www.bbc.co.uk/cbeebies/stories

Foundation subjects

Geography

http://www.crickweb.co.uk/ks2geography.html

http://www.topmarks.co.uk/interactive.aspx?cat=96

http://www.bbc.co.uk/schools/teachers/keystage_2/activities/geography1.shtml

 http://www.everyschool.co.uk/geography-key-stage-2-rivers.html

http://resources.woodlands-junior.kent.sch.uk/homework/geoindex.html

History

http://www.topmarks.co.uk/interactive.aspx?cat=105

http://www.crickweb.co.uk/ks2history.html

http://www.bbc.co.uk/schools/websites/4_11/site/history.shtml

http://www.everyschool.co.uk/history-key-stage-2-vikings.html

http://resources.woodlands-junior.kent.sch.uk/homework/history.html

Science

http://resources.woodlands-junior.kent.sch.uk/revision/science/

http://www.topmarks.co.uk/interactive.aspx?cat=68

http://www.crickweb.co.uk/ks2science.html

http://www.bbc.co.uk/schools/websites/4_11/site/science.shtml

http://www.channel4learning.com/apps26/learning/microsites/E/essentials/general/index.shtml

Section Five: Dynamic Response

The Hovingham and St Hilda's, Ampleforth Primary Schools Federation 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.

Links with other policies

This policy is linked to our:
• Behaviour policy
• Child protection policy
• Data protection policy and privacy notices
• Home-school agreement
• ICT and internet acceptable use policy
• Online safety policy