

ST MARY MAGDALENE C OF E PRIMARY SCHOOL



Blended learning policy supporting remote (virtual) learning

Our curriculum is carefully designed to meet the statutory requirements of the National Curriculum. As a Christian school, we believe that Christ has called us in every aspect of our working together to live out our 'Loving Four' values Honesty, Respect, Responsibility and Aspiration. Opportunities to develop in these four areas are seized throughout our curriculum.

Vision

To educate and develop all children in a happy, caring community, nurtured by Christian values, that place individuals at heart and allow everyone to shine.

How we aim to achieve our vision

Through the effective delivery of a coherently planned and sequenced curriculum which show opportunities to deliberately practise activities that will in time, embed and deepen knowledge thus enabling children to make connections between topics and build a conceptual understanding.

INTRODUCTION

St Mary Magdalene C of E Primary School is committed to supporting remote learning for our pupils when they are not able to attend due to reasons beyond their control. Of course, we know that nothing we do will replicate exactly the quality of experience which pupils receive during face-to-face learning opportunities in school. Nevertheless, we hope that our remote learning strategies mitigate any detrimental impact of not being able to attend school and will provide children with high-quality online and offline resources which reflect the sequence and vision of learning taking place in school. We aim to provide children with remote learning which means they can re-join the class learning in school at any stage with confidence. Parents will receive an overview (please see below) of "What remote learning looks like at St Mary Magdalene" to ensure our vision is clearly communicated.

This policy aims to ensure continuity of education during times when access to face-to-face learning is adversely affected. This means that the policy is evoked when, for example, there are school closures during normal term time (e.g. Covid19 bubble closures, individual isolation and adverse weather closures). It is not designed for use when it is possible for pupils to attend in person or when pupils are poorly as we believe it is important they rest and recover quickly during these times.

LEGAL FRAMEWORK

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Data Protection Act 2018
- General Data Protection Regulations

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- Freedom of Information Act 2000

This policy operates in conjunction with the following school policies:

- Data protection policy
- Acceptable Use and Social Media Policy
- ICT Policy
- Code of Conduct
- Guidance for keeping safe online
- Attendance Policy
- Privacy Notice
- Marking, feedback and assessment policy
- School photography and policy statement

OBJECTIVES AND INTENT

- To ensure that teachers, and learning support staff, are able to plan, deliver and assess the curriculum remotely by delivering regular, up-to-date training in accordance with staffing needs.
- 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.
- To ensure that the lessons set reflect the content and sequence from the school curriculum, building on previous learning thus ensuring progression of skills and knowledge.
- To ensure lessons follow the Curriculum Policies we have in school – inline with the intent and implementation of our curriculum approach to revisit and practice skills to embed into long-term memory.
- To ensure that pupils are able to access learning materials remotely and that this work is blended seamlessly with face-to-face learning as appropriate.
- To ensure that pupils do not have to miss key learning at times of unexpected school closures or unavoidable absence from school.
- In the short term, teachers may be able to support by providing printing resources but this will not be available if school has to completely close for a lockdown as staff cannot give the same quality of lessons through paper forms as they do on our online Seesaw platform.
- To differentiate the work set inline with our bsgp metal system so that all children can access the learning and so that work meets the needs of all learners.
- To recognise younger pupils and some pupils with SEND may not be able to access remote education without adult support and for school to work with families to deliver a broad and ambitious curriculum.
- To provide our SEND children with support packs which match the learning needs in their individual action plans.
- To set meaningful tasks which provide a daily programme of 3-4 hours of learning time across the curriculum – in line with the subjects and tasks that will be taught in class that day/week.
- To provide daily, live feedback to activities completed which replicate as closely as is possible our on-the-spot and marking policy.
- To ensure parents and children are supported in working safely online.

PROVISION OVERVIEW

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This policy should be read in conjunction with the '**Code of Conduct Plan**' which details specific expectations for teachers, and learning support staff, in the event of pupil's self-isolation/quarantine or when a year group bubble has closed. The expectations of a bubble closure can also be applied if the school had no choice but to close, during term time, for other reasons, e.g. adverse weather conditions.

Teachers, and learning support staff, are not expected to follow the expectations of this policy where a pupil could otherwise be reasonably expected to attend school in-person (e.g. we will not set work for children who are unwell or who are taking unauthorised leave of absence in term time).

IMPLEMENTATION (What will be provided in our high-quality remote education).

HOW LEARNING WILL BE SET

- As proven successful during the National Lockdown, Seesaw will be used as the online platform where tasks will be set. Here teachers will assign tasks specific to the individual where they will access through their individual profile.
- Tasks set can be through the form of links to follow, videos to watch, worksheets uploaded to complete (which can be completed on Seesaw themselves).
- Children can choose different options in how they present and record their work which is inline with our curriculum approach where children have opportunities to present in their own form and to direct their own lines of enquiry. Children may complete work using the tools on Seesaw themselves or they may choose to upload their own video or photo where they can add comments to show evidence.
- Activities will be set daily (before 9am) and these will be updated throughout the week.
- If staff feel children will benefit from a live lesson, parents will be notified and log in details sent for children to tune into the session being delivered in school.

ENGLISH AND MATHS

- Lessons will be matched to the sequence of learning taking place in the classroom. Bookmarks, which show the sequence of learning for English and Maths, will still be provided so children still know what learning is taking place that day, how this will be developed and what they are working towards.
- One English and one Maths lesson will be set daily.
- Maths
 - Teachers will set lesson videos, activities and tasks on Seesaw in line with the White Rose Hub material which is being followed in school.
 - 10-minute Maths will still be set daily via Seesaw.
 - Online platforms – Time Table Rock Stars, Maths Shed (for basic skills and quick recall in Maths) will have activities set throughout the week, inline with what the children will be completing in school.
- English
 - Teachers will use Seesaw to upload tasks.
 - When teachers are delivering 3-part lessons (as part of our writing sequence) children will have the opportunity to tune in live to the lesson using Microsoft Teams where they will be able to follow the same Powerpoint or SMART Notebook presentation as the rest of the class (please see below guidance for teacher and pupil use of Microsoft Teams).
 - If children are unable to log in live or a whole bubble is not in school, teachers will upload presentations to Seesaw using voice recording software and video tutorials to support.

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- Bug Club guided reading will be set daily and children will use the workbooks they have in school at home.
- Other subjects
 - Science, Geography, History, RE, MFL, PE, Art, PSHME and DT tasks will be set on Seesaw and will be delivered in accordance with the long-term and mid-term plans in school, following the same sequence.
 - ICT activities will be set through the online tool used in school- Purple Mash
 - Music will be set through the online tool used in school- Charanga
- Children will have weekly homework set as they would do if they were in school. This will be through our learning logs and tasks set on the online tools used in school- Spelling Shed, Bug Club home reading, Active Learn.

HOW PARENTS WILL BE SUPPORTED

- Parents will be asked to complete a questionnaire regarding access to laptops/internet so that school can ensure all children receive high-quality delivery and provision of the curriculum.
- Parents will receive the following:
 - An overview of “What remote learning looks like at St Mary Magdalene”.
 - Links sent in an email to signpost parents to relevant online safety videos
 - Expectations of parents and pupils who are remote learning in terms of what should be accessed and completed.
 - Expectations of keeping children safe whilst accessing online platforms.
 - A video tutorial from a membership of the leadership team in how to access and use Seesaw.

DIFFERENTIATION (INC. SUPPORT FOR CHILDREN WITH SEND)

As they would do during face-to-face learning, our teachers and learning support staff, will ensure that any learning activities which are set are as differentiated as possible in order to meet the needs of the pupils and are in line with our bsgp metal system. Staff will use and update our assessment system-Educater as they would do if children were in school and will use this information to ensure they use AFL when setting tasks.

St Mary Magdalene will endeavour to continue to provide support for children with SEND (inc. those with an EHCP). This may include sending home additional resources to support remote learning for those pupils. However, it may also include interventions, resource packs and activities which will support and work on children’s individual targets as set out in their learning plans. Parents/carers will be informed, in advance, of the arrangements for this and this provision will be mapped out and quality assured by the SEND Leader.

FEEDBACK

There is an expectation that pupils participate in any remote learning activities and staff will ensure that pupils have all the log in details they need to access the online platforms. Therefore, if a teacher or member of the learning support staff is unable to make contact with families in any way, they shall pass this information to our Senior Leadership and Safeguarding Team who may carry out a home visit or make a safeguarding referral if we cannot make contact.

Where remote learning is provided, there is an expectation that work is returned in line with any arrangements published. This will be via evidence submitted by pupils on Seesaw and by returning home-learning paper packs weekly for those using them. If work is returned in paper form, staff will allow work to be quarantined for 48 hours before they mark it and give feedback

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to the parents and children via a telephone call. Welfare calls will be made every two days to these parents to check in and to ask parents and children if they need to ask any questions about the work.

Teachers, and learning support staff will note and comment on any learning evidence shared with them daily. They will use information from this to inform any assessments about a child's progress as well as any subsequent planning. Teachers, and learning support staff, will also provide feedback following any live sessions which are planned through the work submitted in photo form on Seesaw.

SUPPORT FOR DISADVANTAGED PUPILS

St Mary Magdalene School makes every effort to support disadvantaged pupils with their learning. For the purposes of this policy, the term disadvantaged goes beyond the Government's definition of those eligible for Free School Meals or Pupil Premium and includes those who may struggle to access remote education whilst not attending school (i.e. pupils facing difficult circumstances in the home environment of those with limited or no access to technology at home).

The school proactively explores opportunities to mitigate this and to prepare for this contingency. This includes distributing any devices supplied for use by the DfE (www.gov.uk/guidance/get-help-with-technology-for-remote-education-during-coronavirus-covid-19) and utilising any devices available within the school. Furthermore, every effort will be taken to support pupils with 'emergency paper learning packs' where access to technology is limited.

SAFEGUARDING & VULNERABLE PUPILS

St Mary Magdalene retains full responsibility for the safeguarding of its pupils regardless of whether they are accessing face-to-face education or remote education. In the event of the imposition of remote learning, the Covid19 Safeguarding Addendum will be evoked in conjunction with the usual Safeguarding Policy.

All staff have appropriate safeguarding training and are reminded of the online lessons safety reminders at the end of this policy.

ROLES & RESPONSIBILITIES

Leaders are responsible for:

- Monitoring the work set on Seesaw by teachers and the feedback given.
- Providing feedback to teaching staff as they would do when monitoring learning in school.
- In the event that a member of teaching staff is ill and unable to set work via Seesaw, phase leaders will use long-term and mid-term plans/overviews of sequences to set tasks as closely matched as possible to the intent set out. If this is not possible, emergency learning packs will be sent out to pupils which have already been created by class teachers.
- Organising relevant training and support for all staff members and ensuring staff are aware of how to keep them and other safe whilst engaging in remote learning (see attached twenty safeguarding considerations).
- SEND Lead to ensure staff are supporting children with SEND needs and are setting tasks which support actions on children's individual learning plans.

Teaching staff are responsible for:

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- Ensuring work is set and assigned in accordance with the objectives set out above.
- Ensuring that the protocol for conducting virtual learning is agreed upon by all members of the meeting prior to it taking place.
- Notifying pupils (inc. parents/carers) in advance if a session will need to be accessed live via Microsoft Teams.
- Reporting any issues or concerns following the Safeguarding Procedures in school.
- Ensure parents and pupils are confident in accessing the relevant online platforms.
- Controlling access to meetings and only admitting those who are expected.
- Monitoring attendance throughout live sessions and noting/making contact with anybody who has not attended.
- Stopping the session if they become unsure about who else is present and checking attendance if necessary.
- Muting the lesson during interactive discussion times with other pupils.
- Ensuring children at home can only see the Powerpoint or SMART notebook presentation and that they cannot view the classroom itself.
- Advising members about the appropriateness of their behaviour during in any online sessions (which will be context dependent).
- Ensuring that everybody understands the rules regarding safeguarding and confidentiality and that they recognise no recordings are permitted.
- Not using pupil names of those children who are in class and adhering to GDPR/Data Protection Policies when engaging in live streaming.
- Providing daily, live feedback on Seesaw through the form of comments and voice comments which follow our school marking policy.

There may be occasions where the meeting host is not the class teacher. As part of quality assurance processes, additional staff may be present and could take the role as Meeting Host. Where this is the case:

Pupils & Parents/Carers (Members) involved in live sessions will:

- Be aware of, and act in accordance with, the procedures outlined in this document.
- Act in accordance with the Parents' Code of Conduct.
- Not take covert recordings of meetings.
- Notify the member of staff (meeting host) of any issues they are aware of which may affect the session (inc. the security and safety of those involved).
- Be respectful of the rights of individuals who are participating.
- Ensure they have a quiet space that's well lit, that their camera and microphone work well, that they will not be interrupted and that the environment is confidential, using headphones where appropriate.
- Keep microphones on mute, if directed, unless they are talking. The staff member (Meeting Host) may mute/unmute people during the meeting as they feel this is necessary
- Attend the whole session unless agreed otherwise.

CONFIDENTIALITY, SECURITY & DATA PROTECTION

Full consideration will be given to the privacy and security features of the chosen remote platform for any online sessions and software will not be used if the security provision is insufficient.

Any live sessions shall not be recorded on any digital device or programme used by the any member of a session unless otherwise agreed and notified in advance.

Any data, including the creation, storage, retention and disposal of recordings, will be in line with the provisions of the Data Protection Act 2018, GDPR and Freedom of Information Act 2000, where relevant.

MONITORING & REVIEW

The effectiveness of this policy will be monitored by the Senior Leadership Team and reported to the Governing Body as appropriate.

Any amendments to this policy will be shared with the whole school community as appropriate.

APPENDIX 1: VIRTUAL SESSION SUMMARY GUIDANCE FOR STAFF:



Teams Video Meeting Protocol

During any times where virtual sessions are required, staff are permitted to use Microsoft Teams. This platform will be used to host and attend different sessions which involve pupils & parents/carers.

We expect staff to follow this guidance:

- ✓ To participate in a school Teams session using a school issued device wherever this is available.
- ✓ To allow software updates on your device to ensure that your device is kept secure.
- ✓ To not share login details with children, parents or external parties outside of your class or beyond the school (if applicable) without consent from senior leaders.
- ✓ To not attempt to record the session or take any pictures unless permission has been granted.
- ✓ To consider the background and environment that you are situated in when participating in Teams sessions in which video is being used.
- ✓ To mute your microphone when not participating in the conversation. This will ensure that background disturbances are kept to a minimum.
- ✓ To request access to share your screen, prior to the start of the meeting, if this is required.
- ✓ To consider what tabs/applications/windows are open when sharing a desktop to ensure confidentiality.
- ✓ To be logged on to Teams 5 minutes before the agreed start time of a session.
- ✓ To invite participants into the session when you are ready and to end the session accordingly.
- ✓ To consider confidentiality arrangements at all times.
- ✓ To contact the DSL immediately should any safeguarding matter arise.
- ✓ To not use pupil names of the children who are in class and engaging in the lesson at school.

Twenty Safeguarding Considerations for Lesson Livestreaming

Just because schools are supporting students remotely and sending work home does NOT mean that you need to livestream lessons. This should only be done where you are equipped to do so safely. But if you are considering it, bear these things in mind:

1

Only use school-registered accounts, never personal ones

2

Don't use a system that your SLT has not approved

3

Will some students be excluded? Do they have internet, a device and a quiet place?

4

Do students and staff have a safe and appropriate place with no bedrooms or inappropriate objects/information visible?

5

Check the link in an incognito tab to make sure it isn't public for the whole world!

6

Has your admin audited the settings first (who can chat? who can start a stream? who can join?)

7

What about vulnerable students with SEND and CP needs?

8

Don't turn on streaming for students by mistake – joining a stream ≠ starting a stream

9

Never start without another member of staff in the 'room' and without other colleagues aware

10

Once per week may be enough to start with – don't overdo it and make mistakes.

11

Keep a log of everything - what, when, with whom and anything that went wrong

12

Do you want chat turned on for pupils? Can they chat when you aren't there?

13

Avoid one-to-ones unless pre-approved by SLT

14

Remind pupils and staff about the AUP agreements they signed? The rules are the same

15

Remind pupils and staff about the safeguarding policy and reporting process – does it work remotely?

16

Do you want to record it? Are students secretly recording it? You may not be able to tell.

17

How can students ask questions or get help?

18

What are the ground rules? When can students speak / how?

19

If you don't understand the system, if it won't be safe or reliable, if teaching won't be enhanced, DON'T DO IT.

20

Is your DPO happy? GDPR covered? Parental consent needed?

THE DIGISAFE TEAM WILL BE EXPLORING SAFE SETTINGS FOR THE MAIN PLATFORMS CHECK OUR SOCIAL PAGES @LGfLDigiSafe

* Need templates? See safepolicies.lgfl.net

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DigiSafe
Keeping children safe



