All Saints Church School
Blended Learning Policy

Approved by:	Welfare Committee	Date: February 2021
Last reviewed on:	February 2021	
Next review due by:	February 2022	

Introduction

As part of the Bath and Wells Multi-Academy Trust, All Saints Church School has access to Microsoft Teams. This platform gives us the ability to share work with pupils and for them to submit this back to the school for feedback. Teams also allows for video calling and the recording of videos.

Aims

This Home Learning Policy aims to:
- Ensure consistency in the approach to home learning for pupils who are not in school.
- Set out expectations for all members of the school with regards to home learning.

Roles and Responsibilities

The Head Teacher will set the expectations of home learning to meet the requirements of all children at home. A senior member of staff will train colleagues on how to set and administer on-line learning.

The Senior Leadership Team (SLT) will monitor and address issues of quality and meeting expectation across all subjects.

Support staff working with children should continue in this role so that those who need additional help still receive this through our on-line medium or, at the very least, by telephone.

Teachers

When providing home learning, teachers must be available during usual school working hours. If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure for the school. The school would make provision that home learning provision continues to be met

When providing home learning, teachers are responsible for:

Setting work – Teachers should:
- Determine who needs to have work.
- Determine the amount of work required.
- Decide where work should be uploaded – MS Teams, J2E or Tapestry
- Follow the pre-written progression grids and curriculum intent.
- Differentiate work appropriately
- Provide an area or response sheet for pupils to work on this will either be electronic using MS Teams or in the home learning book that has been provided by the school

Providing feedback on work –:
- Should provide feedback via MS Teams, J2E or Tapestry using the usual expectation of the assessment and marking policy/procedures.
- Should answer emails from parents to clarify issues or respond to help required but through the school office email account only
- Can answer emails from parents, but this should be sensible in terms of expectations and any complaints arising should be resolved with using the usual Complaints Policy.
- Will monitor children's engagement and outcomes with tasks. Where children are not engaging, the teacher will contact the parents to offer support.

Teaching Assistants

When assisting with home learning, teaching assistants must be available during normal school working hours. If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure for the school.

When assisting with home learning, teaching assistants are responsible for:

- Supporting pupils who are not in school with learning at home:
  o One to one reading
  o Completing interventions for SEND children or children who require additional support
  o Completing mental health welfare meetings with 1:1 or groups of children

Subject Leads/SENDCO

Alongside their teaching responsibilities, subject leads are responsible for:

- Monitoring the quality of work set and feeding back to teachers on possible improvements
- Ensuring that the level of challenge is suitably high for all children and that work matches the needs of ALL learners
- Supporting staff where improvements are required
- Alerting teachers to resources they can use to teach their subject through home learning.
- SENDCO should monitor the quality and quantity of work set for SEND learners and feedback to staff on how this can be further improved.
- SENDCO should support individual children to ensure they can access set work and respond to learning.

Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the blended learning approach across the school
- Monitoring the effectiveness of home learning
- Monitoring the security of home learning systems, including data protection and safeguarding considerations

Pupils and parents

Staff can expect pupils and parents to:

- Be contactable within 24hrs (Monday –Friday) to discuss learning on the teachers request if required.
- Complete work to the deadline set by teachers. However, the school understands the complexity of managing learning at home with other demands that may be placed on the parent. The school would suggest that core subjects are initially prioritised. There will be a 3-day window after learning is set before a teacher will archive tasks that are set.
- Seek help if they need it, from teachers or teaching assistants.
- Alert teachers if school work cannot be completed.
- Make the school aware if their child is sick or otherwise cannot complete work.
- Seek help from the school if they need it.
- Be respectful when making any complaints or concerns known to staff.

Trust and Local Governing Bodies:

The Trust and LGBs should:

- Monitor and evaluate the overall School's approach to blended learning
- Monitor the school's approach to providing blended learning to ensure education remains as high quality as possible
- Ensure that staff are certain that blended learning systems are appropriately secure, for both data protection and safeguarding reasons

Designated Safeguarding Lead

The role of the designated safeguarding lead (Mrs Bowditch) and the deputies DSL (Mr Hutchings and Mr Ross) are to take the lead responsibility for safeguarding and child protection within the school and to be available during school hours for staff to discuss safeguarding concerns.

Safeguarding and Remote Learning Sessions

All Saints Church School staff will apply the school's usual Safeguarding Policy and practice, including its staff code of conduct and school Behaviour Policy, to remote learning. Each parent will sign a remote learning home/school agreement stating parental consent to attend Teams sessions. Pupils and staff should blur their backgrounds, but it is only necessary for staff to blur this if working at home (blurring is not necessary if there is a neutral background behind them like a blank wall).

Staff should schedule each session as a Teams Meeting using their Teams calendar and invite the child. They must ensure that the subject of the meeting is clear. Any concerns raised in a session should be reported and recorded following the school safeguarding procedures.

1:1 Session Guidance

1:1 Sessions should take place in school, where possible. The sessions should be carried out using the same safeguarding principles as for face-to-face sessions. The relevant school safeguarding policies and staff code of conduct should be followed, and the member of staff should be in a place

where they can be 'casually observed*'. It should therefore not be necessary to record these sessions for safeguarding purposes.

*'Casually observed' refers to a member of staff being visible in a schoolwork area, such as a classroom, corridor or other workspace. There does not need to be a second member of staff directly observing.

If the member of staff is self-isolating, clinically extremely vulnerable or is working from home for another reason, the following mitigations should be considered:

- Can the session be delivered by another member of staff to enable 1:1s to take place in the school?
- If the session needs to be carried out remotely and not in school, then staff should ensure that there is either:
  - Another member of staff attending the session or
  - The session is adapted so that it becomes a group session.

- Parental consent should be obtained for the child to attend the Teams meeting and staff should request that there will be adult present with the child for the duration of the meeting.
- 1:1 sessions should not be recorded.

Group Session Guidance

Group sessions should take place in school where possible. However, due to staffing constraints and bubble organisation, this may not always be possible. The relevant safeguarding policy and code of conduct provisions should be followed, and the member of staff should be in a place where they can be 'casually observed'. Group sessions should not be recorded unless the core purpose of the recording is to enable pupils who are absent to access this session.

If a group session is being taught from home, it can be recorded for the purpose of pupils accessing learning at a later date. Staff should state that the session is being recorded and the purpose of the recording and the limitation and minimisation principle below will apply.

Whole Class Sessions Guidance

If a whole class session cannot be taught in school and is being taught from home, the session may be recorded for the core purpose of a pupil accessing this learning at a later date. Due to siblings sharing devices or parent working commitments, this flexibility may be necessary for remote education.

Staff should state that the session is being recorded and the purpose of the recording.

Recording Guidance

Teaching from home is different to teaching in the classroom. Staff must maintain the same standards of conduct and dress code that would be expected of them in school. As above, school staff should blur their background if teaching from home.

Purpose limitation: The school will inform teachers of any monitoring of teaching using recordings. The teacher should also iterate that a lesson is being recorded when it begins and state the purpose of the recording if this involves children.

Data minimisation: The recordings should only contain what is adequate, relevant and limited to the subject-matter being taught and should not contain unnecessary personal information or

Remote Teaching

Throughout lockdown, the teaching staff used Microsoft TEAMS, J2E and Tapestry to great effect. As we move into a new phase of blended learning, the school aims to maximise these platforms even more in order to stream live teaching in and out of the school dependent upon the situation. In the main, the school foresees three situations:

• **Teacher Self-Isolation wherein the teacher is not present, but the pupils are**

• **Pupil Self-Isolation**

• **Full or part closure where pupils and staff must self-isolate**

Teacher Self-Isolation - Where a teacher has had to self-isolate, the class will be supervised by a teaching assistant from within that bubble. The teacher will join the class via a live stream and teach in much the same way as they would if they were present.

However, teachers have also been asked to ensure:

• They have assessed the suitability of their streaming environment in respect to background and possibility of being disturb by others; staff will blur their background or ensure the background is plain.

• They are dressed appropriately as if teaching within the school setting.

• They must ensure that the microphone/camera is off, or call has ended during nonteaching times.

• They adhere to normal staff code of conduct at all times. This will only occur when a teacher is well enough to do so. If they are sick, as opposed to self-isolating, a live link will be established by another member of staff within school.

Pupil Self-Isolation - It has become apparent that pupils will be missing days of education whilst not actually being unwell. In such a situation, a slightly differentiated approach would be used dependent upon age:

• **Reception** Reception pupils will have their daily challenges posted on Tapestry. We would ask that parents/carers could please support their children with these at home and upload new observations on Tapestry including photos/videos of their child interacting with the activities and a comment to let staff know how their child got on including how much support was needed. The teacher will provide feedback including next steps in response. Home learning will be supported by video clips of Reception staff teaching phonics, particularly when a new phoneme is introduced, to ensure correct articulation. In addition, pupils would be directed to key online learning sites to support their learning.

• **Key Stage 1** learning is far less driven by presentation and more through modelling; this may be difficult to stream and therefore in most cases work will be uploaded to J2E for the children which links directly to the class teaching for each morning. A session would be scheduled by TEAMS or phone at the end of the day to check on pupils learning for the day. In addition, pupils would be

directed to key online learning sites to support their learning. Further learning activities and ideas to support topic work will also be available on J2E.

• **Key Stage 2** pupils will receive TEAM meeting invites to enable them to participate in English, Reading, Mathematics, and topic work. Timings will be scheduled by the class teacher. In addition, pupils would be asked to complete some independent tasks via the class assignment folders as well as being directed to key online learning sites to support learning. This work will only be provided for those having to self-isolate and not for those who are unwell. Parents must also understand that there may be some technical difficulties that mean a pupil cannot join and the teacher will only have a limited time to fix this before focusing on teaching the main class.

Where pupils are self-isolating or learning from home, we would ask them to follow the rules below:

1. **Ready to learn** – Try to find a quiet area to learn in. This can be at a desk or table, ideally within a family area. Make sure you are organised and have your equipment ready. Pupils should be dressed appropriately as if in a public setting as should any other members of the household.

2. **Video and sound** – Try to make sure your video and sound are turned off (muted) whilst your teacher talks. Your teacher will ask you to switch both your camera and sound on if they need you to respond, just like putting your hand up in class.

3. **Keep your TEAMS background blurred or ensure you are sitting in front of a plain background when joining a TEAMS meeting.**

4. **Respectful to others** – Use kind language, kind facial expressions and kind gestures. Just as you would in class. Continue to be Ready, Respectful and Safe at all times.

5. **Lessons are monitored** –

   * Please know that the lessons are monitored and your teachers, Assistant Head or Headteacher can join the lessons and read the chat thread at any time.

   * Only use the chat function to communicate with teachers. This includes the private chat function. Messaging and communicating with friends should be organised by your parents using alternative platforms, **after school hours, and not via TEAMS during school hours.**

   * The use of unnecessary emojis and video clips can be distracting to others, therefore please avoid using them within the chat function.

   These rules are for all to follow in order to keep everyone safe and to ensure everyone is Ready, Respectful and Safe.

   Parents should share these rules with their child should they be self-isolating.

Teaching and Learning Curriculum

The main platform for all learning continues to be a combination of Microsoft TEAMS, J2E and Tapestry. Children in Key Stage 2 can message their teacher should they have an issue with resources or understanding lesson content by using the chat function on TEAMS. Key Stage 1 children can use the chat function via J2E. EYFS parents will be able to communicate with the class teacher via Tapestry. When using chat functions, we ask that children only use it to ask their teacher questions about their learning and to refrain from posting emojis or video clips. The TEAMS and J2E chat functions should be used with courtesy following our Ready, Respectful and Safe school rules. We would ask that Key Stage 1 and 2 parents use the school email for the main

communication between home and your child's teacher, leaving TEAMS only for lessons, as these accounts are fully-monitored, protecting both pupils and staff. This is important as the unique nature of this situation and the adaptations that have been needed mean that staff are interacting far more online line than they would normally be permissible within the limits of the school's

Circumstance	Remote Learning
My child (and their siblings if they are also attending All Saints) is absent because they are awaiting test results and our household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal.	**Maths lessons:** will be uploaded to TEAMS. J2E or Tapestry, following on/mirroring the maths being covered in the classroom at that time and will include learning such as: Arithmetic practise, Number bonds/Times tables practise and the learning objective focus for the main learning. This will be delivered using a combination of the following: White Rose Maths videos (a scheme used in school); where possible, live streamed lessons from the child's own teacher at the same time as the lesson is taking place in class with appropriate follow up tasks that can be completed at home on TEAMS, enabling the child to remain in direct contact with their class teacher and peers; the screens shared in the classroom and resources/worksheets used in the classroom or where possible, there will be recorded lessons from the child's own class which will be uploaded to TEAMS if necessary. Answers will either be provided for self-marking at home after the lesson or work submitted will be marked and feedback given to the child for next steps learning. If a child does not have access to online learning a paper pack of all learning tasks for all curriculum areas will be delivered, completed at home and then brought back on the child's return to school for marking and feedback. Class Teachers will be in regular contact with the parent/carer and pupil to support their learning where needed. **English lessons:** will be uploaded to TEAMS, J2E and Tapestry, following the sequence of learning happening in the classroom and will include the following: Daily Reading, Reading Comprehension tasks, weekly spelling focus and tasks, weekly punctuation and/or grammar tasks and the learning objective focus for the main learning. This will be a combination of the following: where possible, live streamed lessons from the child's own teacher at the same time as the lesson is taking place in class with appropriate follow up tasks that can be completed at home enabling the child to remain in direct contact with their class teacher and peers; the screens shared in the classroom and resources/worksheets used in the classroom or where possible, there will be recorded lessons from the child's own class teacher which will be uploaded to TEAMS. Answers will either be provided for self-marking at home after the lesson or work submitted will be marked and feedback given to the child for next steps learning. • Pupils can also access phonics play https://www.phonicsplay.co.uk/ • If a child does not have access to online learning a paper pack of all learning tasks for all curriculum areas will be delivered, completed at home and then brought back on the child's return to school for marking and feedback. Class Teachers will be in regular phone contact with the parent/carer and pupil to support their learning where needed. **Wider Curriculum (Science, Computing, RE, PE, Art/DT, History/Geography, PSHE, French for KS2, Music)** will be uploaded to TEAMS/J2E/Tapestry, following on/mirroring the lesson being covered in the classroom at that time and will be following the lessons being covered in class that week. This will be delivered using a combination of the following: where possible, live streamed lessons from the child's own teacher at the same time as the lesson is taking place in class with appropriate follow up tasks that can be completed at home on TEAMS enabling the child to remain in direct contact with their class teacher and peers; the screens shared in the classroom and resources/worksheets used in the classroom or where possible, there will be recorded lessons from the child's own class teacher which will be uploaded to TEAMS if appropriate i.e. if the

	resources required for the lessons are already at home. If the lessons being taught in class are not able to be delivered remotely (e.g. if it requires additional resources such as art resources e.g. clay or pastels, or geography resources e.g. maps and atlases) then alternative 'topic' learning will be set on TEAMS. Answers will either be provided for self-marking at home after the lesson or work submitted will be marked and feedback given to the child for next steps learning. • The BBC has launched an education package across TV and online, featuring celebrities and teachers, helping to keep children learning at home and supporting parents across the whole curriculum. BBC Bitesize can be accessed here: https://www.bbc.co.uk/bitesize **Monitoring:** The level of engagement with remote learning and work submitted will be monitored regularly and parents/carers contacted to discuss how we can best support them and their child in fully engaging with remote learning and submitting an appropriate amount/quality of work depending in the age/stage of the child. If a child does not have access to online learning a paper pack of all learning tasks for all curriculum areas will be delivered, completed at home and then brought back on the child's return to school for marking and feedback.
My child's whole bubble/ part bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19. or **We enter a 'lockdown' with total school closure.**	**Teachers will upload a weekly timetable identifying learning objectives.** Teachers will set meetings via TEAMS in order to talk through the morning and then again in the afternoon. Teachers use a mixture of live streaming and recorded sessions depending on each cohort. **Maths lessons:** will be uploaded to TEAMS. J2E or Tapestry, following on/mirroring the maths being covered in the classroom at that time and will include learning such as: Arithmetic practise, Number bonds/Times tables practise and the learning objective focus for the main learning. This will be delivered using a combination of the following: White Rose Maths videos (a scheme used in school); where possible, live streamed lessons from the child's own teacher at the same time as the lesson is taking place in class with appropriate follow up tasks that can be completed at home on TEAMS enabling the child to remain in direct contact with their class teacher and peers; the screens shared in the classroom and resources/worksheets used in the classroom or where possible, there will be recorded lessons from the child's own class which will be uploaded to TEAMS if necessary. Answers will either be provided for self-marking at home after the lesson or work submitted will be marked and feedback given to the child for next steps learning. If a child does not have access to online learning a paper pack of all learning tasks for all curriculum areas will be available, completed at home and then brought back on the child's return to school for marking and feedback. Class Teachers will be in regular contact with the parent/carer and pupil to support their learning where needed. **English lessons:** will be uploaded to TEAMS, J2E and Tapestry, following the sequence of learning happening in the classroom and will include the following: Daily Reading, Reading Comprehension tasks, weekly spelling focus and tasks, weekly punctuation and/or grammar tasks and the learning objective focus for the main learning. This will be a combination of the following: where possible, live streamed lessons from the child's own teacher at the same time as the lesson is taking place in class with appropriate follow up tasks that can be completed at home enabling the child to remain in direct contact with their class teacher and peers; the screens shared in the classroom and resources/worksheets used in the classroom or where possible, there will be recorded lessons from the child's own class teacher which will be uploaded to TEAMS. Answers will either be provided for self-marking at home after the lesson or work submitted will be marked and feedback given to the child for next steps learning. • Pupils can also access phonics play https://www.phonicsplay.co.uk/

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The school will continue to monitor the effectiveness of this policy to provide a high quality blended learning approach that meets the needs of our children and families. We will used feedback from monitoring sessions, staff voice, pupil voice and parent voice to amend and enhance our approach to home learning.

Other Useful Websites offering remote learning support:

Oak National Academy (DFE Offer) has launched its online classroom and resource hub. The Academy offers 180 video lessons each week for schools to use, across a broad range of subjects. The lessons cover children in Reception through to Year 10 and are free to use by both teachers and young people.
The Oak National Academy can be accessed here: https://www.thenational.academy/

BBC BITESIZE

The BBC has launched an education package across TV and online, featuring celebrities and teachers, helping to keep children learning at home and supporting parents.

BBC Bitesize can be accessed here: https://www.bbc.co.uk/bitesize