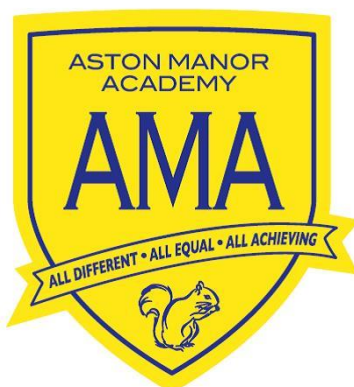


EQUITAS ACADEMIES TRUST



Chilwell Croft
Academy

Blended Learning Policy

Review Date: Sept 2020
To be Reviewed: Jan 2021
Agreed: Full Trust Board
Policy Lead: Head of Teaching & Learning

Blended Learning Policy

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1. **INTRODUCTION**

1.1 **Purpose of Blended Learning**

- Blended Learning is a hybrid approach that combines learning in school with distance learning, from home, including online learning.
- Blended Learning is a flexible model that supports a unit of learning to progress whilst not requiring teachers and learners to be in the same physical space at all times.

1.2 **Rationale**

Blended Learning is a priority for us in order to ensure we are supporting our students with their learning and providing remote learning opportunities should we need to send individual students, small groups or classes / bubbles home for short or extended periods of time or even in the case of a full school closure.

We will be exploring and adopting new systems to further develop the remote model we had in operation during the full lockdown. These systems were successful and we need to retain much of the good practice we developed at the same time as moving forward and exploring new ways of working.

In order to deliver a coherent range of curricular experiences, our staff are committed to giving pupils access to learning activities which will, as far as possible, meet their needs and build upon prior learning.

We will provide training and time for staff to develop their practice in this area and to develop systems that are both manageable and successful.

This document aims to clarify the implementation of Blended Learning at Aston Manor Academy, outlining our aims and objectives, explaining Health and Safety expectations and Safeguarding guidelines, and our determination to ensure our student's needs are met as far as we possibly can during this difficult time.

We will need to be aware of the different stages and levels of "Blended Learning", and consider our future approaches to a full closure, a class/bubble closure and individual short-term individual isolation.

2. **Teaching & Learning: Roles and Responsibilities**

2.1 **The role of staff:**

- To provide new learning opportunities as well as reinforcement and consolidation of prior learning.
- To build upon the "home learning" experience, systems and skills learned during lockdown.
- To promote an ethos of inclusion, respect, fairness and equality.
- To ensure that cyber resilience and internet safety is central to all digital technology.

- To provide support and guidance for pupils and give feedback where this is appropriate.
- To engage with effective learning and teaching resources e.g. Teams, BBC Bitesize, Oak Academy, firefly etc
- To foster an open pathway of communication between the school and home where appropriate.
- To keep abreast of research and national agenda.
- To adhere to government Safeguarding and Health and Safety guidelines.

2.2 Staff will: -

- Select an appropriate teaching and learning approach with learning tasks that are complementary and coherent across learning environments and specification guidelines from Examination Boards
- Provide a balanced, broad range of education remote learning tasks.
- Provide Literacy, Numeracy and Health and Wellbeing tasks.
- Provide targeted, “differentiated” support to learners with particular needs.
- Feedback to pupils, as appropriate, in response to questions or requests through Teams, Firefly or email either individually or as a whole class.
- Consider the most important elements of teaching and learning to be aware which elements will be more difficult to explain remotely.
- Focus classroom work on key ideas and modelling.
- Make use of remote sessions to check knowledge, independent practice, extended writing pieces to consolidate what students have learned
- Be mindful that extra support may be required where parents and guardians are less confident to provide such support themselves

2.3 Ongoing Covid Situation

In the ongoing situation of individual students being sent home for short periods of time whilst they are awaiting the outcomes of tests (average of three / four days) we will continue to send home packs of generic work for students to complete in KS3. In KS4 and KS5 subject related packs will be send home. This will also apply to those students who are having difficulty in accessing internet at home. These are being emailed to families by the school office and a record is being kept of who has had work sent home.

To make the process of teaching the majority of students in school at the same time as planning and sending work home more manageable, staff will be asked to record key lessons on Teams. Some Departmental Time (DDT) will be given to plan and prepare these packs of three or four days of home learning. As our technical facilities and staff expertise develops and allows we will start to use Teams and firefly (email) to facilitate the sending and receiving of this work.

In the event of a class or whole school closure: When teaching remotely, the DfE will expect schools to,

- Plan a programme that's of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers
- Set assignments so that pupils have work each day in a number of different subjects, and monitor pupils' engagement with these assignments
- Teach a planned and sequenced curriculum so that knowledge and skills are built incrementally, with clarity about what's intended to be taught and practised in each subject
- Provide frequent explanations of new content, delivered by a teacher in your school or through curriculum resources and/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's being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- Avoid an over-reliance on long-term projects or internet research activities

However, considering these expectations in relation to children's age, stage of development and SEND, and try to avoid making significant demands for parents' help or support.

2.4 Teachers will:

- In the event of a class or whole school closure work will be set on firefly or staff will deliver lessons on TEAMS.
- Work being set using Teams/ firefly/ email will be regularly monitored by SLT Line Managing the department.
- Teachers should access the array of teaching and learning resources available from their department. Other subject leaders will add subject specific content in the event of a class or whole school lockdown linking to specifications in KS4 and KS5.
- Teachers, if they are well, will be expected to work their normal school day from 8.30 – 3.30 pm.
- Any complaints or comments about the work being set should be shared with the HOD or SLT. Any issues regarding safeguarding should be shared immediately by the member of staff with Sandra Coleman, the school DSL or in her absence one of the DSL's or the HT
- Teaching staff will aim to provide feedback to students on a regular basis. i.e. a blend of whole class moving on comments and individual targeted feedback.

2.5 The role of the pupils:

- To engage with learning opportunities and complete remote learning tasks online or in paper form in line with teacher expectations.

- To engage in learning through our digital platform – Teams, firefly or email, asking questions to clarify understanding if required.
- To ensure everyone feels valued, respected and included. Fully participating where required.
- To contribute their views during remote learning

2.6 The role of parents and carers:

- To support the school values.
- To foster an open pathway of communication between the school and home.
- To support children in accessing the variety of learning opportunities provided to the best of their ability.
- Utilise Teams, firefly or email to access remote learning materials which support, complement and consolidate school learning.
- Ensure students complete remote learning tasks online or on paper as required.
- To understand that teachers need time to respond to questions or queries, remembering that at times, the majority of children will still be in school and will require the teachers' immediate presence.
- To notify the school if any IT support is needed to enable effective online learning to take place.

3. Guidelines for Home Learning and Teaching for Parents and Carers with students in KS3

3.1

We know that the idea of supporting student's learning at home can seem daunting. Many of our parents and carers have great expertise and skills in this area but some are less experienced and confident. It is important to remember that parents and carers are not expected to become teachers and that students will not need to learn in the same way as they do in school. The most important aspect is the relationship that families already have with their children, as this will enable them to support and reassure them during this unusual time.

On the days that students are engaging with remote learning at home, it is advised that parents and carers plan the day out in advance with children, doing this will help to reduce pressure or anxiety. Parents and carers should ensure that children have a range of short 'chunks' of time when they are engaged in an activity.

Not all activities should require direct adult support, so children will be expected to undertake some activities independently in order to ensure that adults can continue to work at home, if necessary.

It is important that children are not working online all day- parents and carers should factor in time for breaks, lunch, shared activities, time outdoors and fresh air. A variety of different activities such as board games, puzzles or outdoor games can help children to further

develop skills such as problem solving, turn taking, cooperating with others and resilience.

4. **Guidelines for Home Learning and Teaching for Parents and Carers with students in KS4/KS5:**

4.1

For learners that are more independent, time spent learning at a distance may involve the role of the teacher as one to provide support, feedback and instruction on a needs basis while students work through the subject area and its content. This gives students a high degree of control over their learning and supports their self-directed and goal-oriented learning.

It is vital teachers strive to create and maintain positive relationships with children and foster a culture of collaboration and trust – through dialogue as well as learning tasks – that contribute to the sense of community, transcending different learning environments

4.2 Aims:

1. To ensure that blended learning delivery meets the guidelines set by the awarding organisation.
2. To ensure that assessment methodology is valid, reliable and does not disadvantage any group or individual learners.

In order to do this AMA 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 where part of the course being taken 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 Pearson Centre Agreement/AQA/OCR/WJEC

5. Safeguarding In the event of a full lockdown the additional annex to our Safeguarding Policy will be reintroduced.

Our DLS: Lead DSL – Sandra Coleman AHT, Deputy Head teacher - JF/NT and the HT - JSW, AHT - DPR

Keeping teachers safe when providing remote education is also essential. Remote education is a new experience for both staff and pupils, so it's important that we understand how to approach safeguarding procedures online. The importance of a safe online environment cannot be emphasised enough. Therefore, Aston Manor Academy have installed software to ensure pupil safety and monitored via smoothwall.

If a local or full lock down takes place or if individual students are away for an extended period of time. Learning will take place in a variety of ways:

- a) Staff in school delivering to groups at home
- b) Staff at home delivering to groups at home
- c) Staff at school delivering to some students at home and some students in the classroom.
 - Pre-recorded videos on PowerPoint
 - Resources/instructions on firefly or other learning platform used by school

If, however we do provide live classes here are some basic principles to safeguard everyone during blended learning: **no webcams**

- Staff to conduct their own risk assessment before undertaking live learning lessons and share any concerns with HOD/SLT
- No 1:1s, groups only (The biggest risk on remote learning with 1:1s is around grooming, so the risk assessment must mitigate against this risk.)
- Any computers used should be in appropriate areas, for example, not in bedrooms; and where possible be against a neutral background.
- The live class should be recorded on TEAMS and backed up elsewhere, so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, no more than a class-based lesson
- Language must be professional and appropriate.
- Data Controllers need to reassure themselves that any teaching/learning software and/or platforms are suitable and raise no privacy issues; or use cases against the providers terms and conditions (for example, no business use of consumer products).
- Parents / Carers will sign an agreed letter / form to give their consent to the use of Teams in the ways described in this Policy.

[This policy will be reviewed on an ongoing basis as the situation with managing the challenges of students being sent home from school for extended periods develop.](#)

6. REVIEW OF POLICY

6.1 This policy is reviewed and amended annually by the Trust. We will monitor the application and outcomes of this policy to ensure it is working effectively.

Date of review	Approved by:	Next review date:
14/12/2020	Jill Sweeney Headteacher	Jan 2021

Aston Manor Academy Online Safety Policy for Remote Classroom Learning

Update 17th
June 2020

Contents:

1. Roles and responsibilities

2. Online safety

3. Sanctions

Appendix – for use in the classroom

Statement of intent

At Aston Manor Academy we understand the need to continually deliver high quality education, including during periods of remote working which may include video communication – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

This guidance is intended to cover the period of home schooling affected by COVID-19. It should also be used to support teachers with online teaching as part of the normal curriculum and/ or where the school is unable to operate at 100% capacity and where remote learning is required.

Links to other policies

- Anti-bullying
- ICT Internet email and social media
- Covid 19 behaviour policy
- Staff code of conduct

1. Roles and responsibilities

Staff members are responsible for:

- Adhering to this guidance during periods of remote learning including but not exclusive of Office 365/ Microsoft Teams.
- Reporting any safeguarding incidents to one of the DSL's and seeking guidance as appropriate.
- Taking part in any training conducted to meet the requirements of this guidance, including training on how to use the necessary electronic equipment and software.
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to a member of SLT.
- Reporting any defects on school-owned equipment used for remote learning to an ICT technician.
- Adhering to the Staff Code of Conduct

Parents are responsible for:

- Adhering to this guidance during periods of remote learning including but not exclusive of Office 365/Teams.

- Ensuring their child is available to learn online at the scheduled time.
- Reporting any technical issues to the school as soon as possible.
- Ensuring their child uses the equipment and technology used for remote learning as intended and as outlined in the Remote Learning Contract.
- Reporting to school any illness that may prevent their child from accessing remote learning at a specific time

Pupils are responsible for: (when accessing remote learning, using Office 365 / Teams)

- Adhering to this guidance during periods of remote learning including but not exclusive of Office 365/Teams.
- Ensuring they are available to learn remotely at the specified times and to complete work to the best of their ability.
- Reporting any technical issues to a member of staff as soon as possible.
- Ensuring they have access to remote learning material and notifying a responsible adult if they do not have access.
- Notifying a responsible adult if they are feeling unwell or are unable to complete the schoolwork they have been set.
- Ensuring they use any equipment and technology for remote learning as intended and in line with the Academy's Remote Learning Contract, which is present in every channel thread.
- If a pupil is provided with school-owned equipment, the pupil and their parent will sign and adhere to the Loan Laptop Agreement prior to commencing remote learning.

Online safety

This section will be enacted in conjunction with the school's ICT Internet and Social media policy.

Where possible, all interactions will be textual and public.

Before EVERY "live" lesson and on every channel, staff will share with pupils the Academy's online expectations. Pupils, by proceeding to engage on the platform/ with the lesson, will be agreeing with these expectations and entering into the contract.

All students should switch their cameras off when taking part in lessons unless otherwise instructed.

When using video communication - All staff and pupils using video communication must:

- Be aware that staff are recording the sessions both for student safety and so that learning can be accessed after the live stream. Students should not be visible on their cameras and these should be switched off.
- Wear suitable clothing – this includes others in their household.
- Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms, are not permitted during video communication. (actual or virtual)
- Use appropriate language – this includes others in their household.

- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute video material without permission (by continuing with a session, students are giving permission to be recorded).
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they are online and in a lesson, respecting the learning of all students.

When using audio communication - All staff and pupils using audio communication must:

- Use appropriate language – this includes others in their household.
- Be aware that staff are recording the sessions both for student safety and so that learning can be accessed after the live stream.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute audio material without permission (by continuing with a session, students are giving permission to be recorded).
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they can be heard.

All sessions, including and especially one-to-one Q&A sessions, will be recorded for safeguarding purposes.

Pupils not using devices or software as intended will be disciplined in line with the [new Addendum behaviour policy](#).

The Academy will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.

The Academy will inform parents about the use of remote teaching and publish timetables on the website with details of scheduled lessons.

The Academy will ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required.

The school will prompt parents about any precautionary measures that need to be put in place if their child is learning remotely using their own/family-owned equipment and technology, e.g. ensuring that their internet connection is secure, that passwords are strong and antivirus software is up to date.

During the period of remote learning, the school will continue to publish useful information for parents around:

The importance of students staying safe online.

How to set age-appropriate parental controls on devices and internet filters to block malicious websites.

Where to find useful resources to help them keep their students safe online.

The school will not be responsible for providing access to the internet away from the school premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the school.

Behaviour/ consequences

Overview

Equitas Academies Trust believes that it is important to create an environment in which staff can teach and children can learn. It is based on the clear values of respect, fairness and inclusion. The Trust values good behaviour and seeks to create systems which will minimise and appropriately address all forms of unacceptable behaviour.

AIMS

To improve the way in which the Trust community works together to solve problems and to strengthen the partnership between home and school.

- To encourage a caring and orderly environment.
- To encourage a sense of responsibility and self-discipline in every child.
- To encourage the right attitude to learning in order to maximise learning, whether this be in school or remote learning

SANCTIONS

Good behaviour is essential so that the orderly environment for teaching and learning can exist. All children have the following basic rights.

To be taught and learn without distraction or disruption, to have respect and fair treatment (this includes their property as well as themselves) and to feel safe at school.

Any incidents connected to remote learning will be dealt with in the same robust way as incidents that occur in the school setting. Sanctions will be applied in line with the 'Behaviour and Pupil Discipline Policy'. All incidents will be dealt with on an individual basis and the sanction applied will reflect the severity of the breach in discipline.

If there is a serious breach of behaviour this could result in exclusion and/or involvement of the police.

