

Julian's Primary School Blended Learning Policy



Change Record

Date	Author	Version	Change Reference
121020	Becky Coburn	1	
080121	Becky Coburn	2	P2 preamble changed references to direct contact and to Google classroom P3 added information about EEF research and principles behind policy P4 - 7 all roles updated to reflect restricted access provision
250121	Becky Coburn	3	P5 additional bullet point in Guidance for Parents/Carers
260221	Becky Coburn	4	P7 accessibility section added P8-9 tracking engagement section added
141221	Becky Coburn	5	P5 further clarification for children who are self isolating

Distribution

Reviewers	Approvers	Distribution
Achievement Committee	Achievement Committee	Staff, Governors, Parents/Carers

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PREAMBLE

Following on from a successful transition to online learning in March 2020, this policy is to formalise and improve on the lessons learnt during the initial lockdown. Throughout the Autumn Term of 2020-2021, all class teachers were expected to develop lessons with online learning in mind. While planning, they think about the use of resources that can be easily transferred to online learning situations. These will continue to be shared and developed as the year goes on. J2e folders have been set up and are being used for homework from September 2020. As a school, we recognise the demands on families and school staff during lockdown – balancing the parent/carer work demands with school-age children’s learning demands, needs of younger children and the need to maintain a healthy lifestyle. The work set for children and expectations placed on school staff aim to help everyone balance these demands.

Julian’s Primary School will not be offering ‘live’ teaching online. Learning will be a combination of pre-recorded lessons, narrated lessons, written task instructions and other online resources. Direct contact will take place in the following ways

- J2E dialogue (marking comments and feedback - both written and verbal through J2E)
- weekly small group zoom sessions with the class teacher
- three whole class meeting sessions per week – these will not be direct teaching, but an opportunity to reconnect, clarify any learning queries and share any news that teachers and children may have
- children who have additional provision through an EHCP and who are not attending school during this Spring Term partial closure, will have daily sessions set up via Zoom. The Inclusion Managers will liaise directly with families about this.

In the longer term, the school continues to investigate the use of Google Classroom and is working with an educational consultant to ensure the quality of online learning is maintained and improved in a meaningful way. This policy will be updated once we move to using Google Classroom. This will not be before the end of this partial closure as we will need to train all staff and children.

AIMS

The aims of this policy are to

- Ensure consistency in the approach to blended learning for children who aren’t in school
- Set out expectations for all members of the school community with regards to blended learning
- Provide appropriate guidelines for safeguarding and data protection

EEF RESEARCH FINDINGS

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

PRINCIPLES & CONSIDERATIONS

The following principles and considerations underpin this policy

- The school curriculum needs to be planned, taught and evaluated whether children are learning in school or remotely - the curriculum map will be followed and adapted where necessary to facilitate remote learning of new content and senior leaders will monitor the quality of provision regularly
- Expectations of pupils' progress and attainment remain the same whether children are learning in school or remotely - teachers will plan
- Pupils need to be able to access the curriculum from home if they are not attending school - the school will endeavor to identify children who struggle to access and work with families to provide support and resources where possible
- Staff and families are likely be affected by any 'lockdown' situation - senior leaders and mentors will monitor the impact of remote learning and provide any support where necessary and possible
- The school needs to maintain a sense of community - staff and class interactions need to be considered

ROLES AND RESPONSIBILITIES

CLASS TEACHERS

In the event of a school closure or partial closure (ie class/year group/site)

The Working Day

- Class teachers must be available between the hours of 8:30am and 4pm. If you are unable to work for any reason (such as being unwell or caring for a dependent), please inform your Year Group Leader and Head of School by 7:30am.
- Planning and staff meetings will take place weekly via zoom. Teachers need to be available and prepared for these.
- In the event of any closure, PPA will not run in the same way. Class teachers will be expected to manage their time to allow for planning, preparation (including filming lessons), assessment and direct contact with children and families. Please speak to your Year Group Leader or Phase Leader if you are finding this difficult to manage.

Structure of the children's online day: minimum expectations

- PE/fitness, reading, writing, maths, wider curriculum sessions each day should equate to a full day's teaching for the children. This means that teachers should plan as if teaching was taking place in the classroom (at least 4 hours for KS2 and 3 hours for EYFS/KS1). Children working at home will work at different paces and have different levels of support so may take a longer or shorter time to complete the work.
- 3x video lessons per day
- 1x video chapter of class book / picture book (ie 1 teacher from the year group each day)
- Remaining work by instruction, including video links, Oak Academy links, website links
- This should mean teachers are filming/narrating approximately 3-4 times a week and sharing resources across the year group – it will be the responsibility of Year Group Leaders to collate work and upload to j2e
- Upload work by 6pm the day before
- For the Monday morning upload, year groups should provide an overview of the learning week ahead
- Teachers should monitor children's work daily and provide feedback where appropriate – this may be through the speech bubble comments, j2e verbal comments or verbally during the weekly Zoom sessions. If there are specific concerns about a child's work (ie ongoing misconceptions) the teacher will need to contact the parent/carer directly to offer support.
- Children attending school as part of the KWV provision will complete the same work, but will not upload their work to j2e, they will work in an exercise book that will be marked each day and feedback provided in both written and verbal formats,
- Teachers should contact parents/carers directly if children are not uploading work. There may be concerns that need to be addressed or it may be that the children are completing work offline. If in doubt, please speak to your Year Group Leader or Phase Leader.
- Where the closure is for longer than 1 week, weekly zoom sessions with small groups – the timetable for this will be released in the event of a school/year group closure. These will focus on wellbeing and be an opportunity for children to connect with each other and their classmates.
- Where the closure is for longer than 2 weeks, teachers will host short whole class meetings on each of the days that they are not teaching in school or hosting small group zooms.

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EXCELLENCE

RESILIENCE

- When leading zoom sessions, recording videos, attending planning meetings or staff meeting, teachers must remember to dress professionally and to be aware of maintaining a professional distance through language, behaviours and the visible environment

For children with Access Passports or EHCPs

- Work will need to be differentiated appropriately to allow for continued work on specific targets as well as whole class work.
- Class teachers will liaise with the Inclusion Manager on their site to ensure that work set is appropriately challenging and supportive of the child's needs.

For Key Worker and Vulnerable (KWV) children attending school

- The same work will be completed, supervised and assisted by a member of staff (this is unlikely to be the class teacher)
- Two PE sessions per week
- Weekly music session
- Some year groups will have a weekly dance/drama session
- Free reading time
- The timetable will follow (as closely as possible) the normal year group timetable

In the event of children self isolating, following a diagnosis of Covid, who are now well enough to complete school work or quarantining (this includes children who have an asymptomatic positive test result) ...

- Admin staff will alert Year Group Leaders to children isolating in their year group. Year Group Leader will liaise with the class teacher. Until class teachers are told otherwise, it will be assumed that children who are unwell are not ready for work to be set.
- Parents/carers will need to let the class teacher know once their child is no longer feeling unwell - and is therefore ready to complete school work despite being unable to attend school due to isolation rules
- Teacher will upload the work that needs to be completed to the child's j2e file.
- For absence of longer than a week, the teacher will ensure a weekly check in (zoom or phone) with the child and their parent/carer in addition to responding to uploaded work and email queries about the work.
- The teacher will signpost families to resources provided by Oak Academy which are relevant and useful

FAMILIES

Guidance for parents/carers

- In the event of school closure or restricted attendance, parents/carers are reminded that school is compulsory and attendance via j2e is expected - this includes uploading work for teachers to provide feedback on and attendance at the small group zoom sessions.
- Report sickness or other reasons for being unable to complete work.
- Contact the class teacher or school for support where needed - this includes the need for support with lack of data or device for children to work on.
- Try to help your child find a quiet place to work.
- Offer encouragement and praise when they complete tasks.
- Remember to give children regular breaks for water, fresh air where possible, and snacks. If they are struggling with an activity then try giving them a break and then returning to it.

RESPECT

INTEGRITY

CREATIVITY

EXCELLENCE

RESILIENCE

- Remember to allow time for exercise - take a walk, play outside or use the PE task
- Read every day. Read to your child, with your child, listen to them read. Read comics and picture books and that book you loved when you were a child. When you need some time to yourself, turn on an audiobook - those count too.
- Play. Play board games and card games. Play hide and seek. Have LEGO competitions.
- Limit screen time beyond set work and use of consoles where possible.

Guidance for children

- Stay focused on your learning – try to work as hard as you would in the classroom
- Remember our 4 R's
 - be resilient (don't give up)
 - be resourceful (make links in your learning and use the resources around you)
 - be respectful (to yourself, your friends and teachers online, your family)
 - be reciprocal (help people around you and learn together as well as keep your home tidy and happy together)
- Stay hydrated and active

SUPPORT STAFF

One-to-one support staff

- When not working at school supporting KWV children, you will need to be available to work during your working hours. Please report any absence or inability to work to your Inclusion Manager and Head of School.
- You may be requested to video or make resources for the child you support. This will be led by the class teacher and/or Inclusion Manager.
- If required to work in school, you will need to support the children with their j2e work that is set by class teachers.

Learning Mentors

- When not working at school supporting KWV children, you will need to be available to work during your working hours. Please report any absence or inability to work to your Inclusion Manager and Head of School.
- You may be required to make contact with specific families as directed by your Inclusion Manager or SLT.
- If required to work in school, you will need to support the children with their j2e work that is set by class teachers. You may also need to provide emotional support to children who are struggling - both in school and remotely
- You will need to assist the senior leadership team in identifying and contacting vulnerable families to ensure curriculum access and support are available

YEAR GROUP LEADERS

In addition to their class teacher duties, Year Group Leaders will

- Ensure all members of the year group team are working cooperatively and productively to ensure the continued education of the children
- Lead planning meetings, ensuring that the curriculum is covered as planned and ensuring workload is evenly distributed among the team

RESPECT

INTEGRITY

CREATIVITY

EXCELLENCE

RESILIENCE

- Monitor the well-being of the team members and discuss any concerns with the Phase Leader or with a member of SLT
- Attend a weekly zoom meeting with SLT representatives

PHASE LEADERS

- Liaise directly with YGLS and class teachers in your phase to ensure consistency of planning and delivery of the curriculum
- Monitor the quality of remote learning through sampling planning and random sampling of children's work
- Raise any concerns and/or successes with SLT promptly as they arise
- Attend a weekly zoom meeting with SLT representatives

INCLUSION MANAGERS

- Specifically monitor and support the learning for children with an EHCP
- Provide support and advice for class teachers and support staff in developing learning opportunities for children with an Access Passport
- Offer support for class teachers with differentiation for a variety of different needs
- Attend a weekly zoom meeting with SLT representatives

SENIOR LEADERSHIP TEAM

- Develop and maintain on site rotas to support KW/V children and enable high quality remote learning provision
- Monitor effectiveness of remote learning through weekly feedback from YGL/IM/PL teams and DHoS direct monitoring of English, Maths and Wider Curriculum provision
- Maintain communication channels between school staff to provide updates, recognition and support
- Maintain communication channels between school and families to provide updates and share learning/events etc
- Monitor the security of remote learning systems, including safeguarding and data protection

GOVERNING BODY

- Develop oversight and understanding of the policy and related practices
- Ensure SLT are monitoring effectively and that the children's learning is not compromised

ACCESSIBILITY

Parents/carers have been surveyed about access to devices for home learning. In the academic year 2020-2021, any non-engagement with online learning will prompt a conversation with parents/carers to establish reasons for this. The school has access to devices from dfe allocations, private donations, local charities and Lambeth SEND. These devices are allocated according to

- entitlement to pupil premium funding
- entitlement to SEND funding
- wider social/financial need

A record is kept of all requests and allocations. In the first instance, these devices are allocated for the remainder of the academic year in order to continue learning in the case of any further whole school or

RESPECT

INTEGRITY

CREATIVITY

EXCELLENCE

RESILIENCE

bubble closures and to enable greater access to homework activities. Devices will be recalled at the end of the academic year and reallocated in September 2021.

Some families may also have difficulty with internet access. We have a number of SIM cards and dongles that can be allocated according to need.

SAFEGUARDING

All school safeguarding procedures apply, whether adults and/or children are working in school or from home. If you have any safeguarding concerns, refer to the safeguarding policy and record the concerns on CPOMS. Staff should not share personal email addresses or telephone numbers with parents/carers or children.

TRACKING ENGAGEMENT AND VISIBILITY

The j2e engagement document's primary concern is safeguarding. All staff members are responsible for the safeguarding of children. Ensuring that children are accessing their learning and 'attending' school is part of that. Although the children are at home, we need to ensure they are not 'absent' from the learning. Just as you would check a child who is not in school for 2 or 3 days, we need to check the children at home - children can be more vulnerable without the consistency and routine of physical school.

As required by the DfE, here are some expectations for the tracking of children's engagement with their learning.

All calls to families must be logged on the j2e engagement document.

Any concerning information must be put on CPOMS.

Use the COVID tab on CPOMS for all entries.

IF IN DOUBT LOG ON CPOMS - YOU CANNOT BE WRONG!

SLT/Phase Leaders

- Weekly update of expected key worker (kw) attendance by Monday lunchtime
- Ongoing monitoring of specific year groups (Y6 JB, Y5 OF, Y4 CJ, Y3 DB, Y2 CO, Y1/EYFS GB) and monitoring of specific groups of children i.e. vulnerable
- Weekly report of children's engagement levels in allocated year group and resulting actions
- Cross referencing of CPOMS, j2e and j2e engagement document for most up to date information and consistency of information
- Communicate with allocated YGL regarding concerns and points below

Inclusion Managers

- Track EHCP/SEND children's engagement and log on the J2E engagement document
- Cross referencing of CPOMS, j2e and j2e engagement document for most up to date information and consistency of information for SEND children
- Communicate with YGL/DHoS/PL regarding concerning children
- Assign phone calls and zoom meetings to IMs

Year Group Leaders

RESPECT

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- Expectations made clear to year group team regarding j2e engagement document
- Weekly check of j2e engagement document with regards to teacher engagement with actions to rectify any non involvement
- Weekly check of concerning cases and vulnerable children identification
- Regular communication with responsible SLT member regarding any of the above points

Class Teachers

- **Every week record if the child has been visible in either a small group or whole class zoom. Fill in the 'visible' column by Friday 4.30pm.**
- **Every week by Friday 4.30pm the red cells must be filled in.**
 - Red cells indicate little or no engagement with zoom/j2e work.
 - Whole class zooms, if not attended, do not need to be followed up.
 - Small group zooms do need to be tracked. If children are not attending then call and find out the reasons why. Log the call on the j2e engagement document. Log the concerning reasons on CPOMS.
 - If a child attends some zoom sessions and shows their work but is not consistently uploading then make a phone call home to encourage uploading explaining the importance of feedback to the p/c (log on j2e engagement document)
 - If p/c do not have data or device then log on CPOMS.
- **Two CALLS** home to parents/carers must be made to find out the exact reasons why they are not engaging. Log these calls on j2e engagement document.
 - If no contact after 2 calls then refer to Kerry/Polly/SLT for them to follow up **via CPOMS**.
 - If still no contact/work uploaded then the Educational Welfare Officer will be involved

Information for parents/carers

- School is compulsory and attendance via j2e is expected (see blended learning policy)
- If struggling with data/device then there is help available (log on CPOMS)
- Packs can be sent home if requested but see if a device/data can be allocated first (log on CPOMS)

DATA PROTECTION

Staff members may need to collect and/or share personal data such as telephone numbers and email addresses as part of the remote learning system. If you need to make a telephone call to a family and cannot do so from school, you must agree a time with parent/carer and withhold your number to make the call. You will need to agree the telephone call with a member of SLT and delete the parent/carer number when the call is completed.

KEEPING DEVICES SECURE

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)

RESPECT

INTEGRITY

CREATIVITY

EXCELLENCE

RESILIENCE

- 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

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

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/950510/School national restrictions guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/950510/School_national_restrictions_guidance.pdf)

<https://www.gov.uk/government/publications/whats-working-well-in-remote-education/whats-working-well-in-remote-education#live-lessons-arent-always-best>

<https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely/>