

# Stockbridge Village Primary School

## Blended Learning Policy

As we begin this academic year 2020/21, we need to be prepared to put into practice the new 'Blended Learning' model for teaching and learning should our school be fully or partially closed due to the Covid 19 Pandemic. This involves providing both direct and remote teaching and learning opportunities to all our children, for a comparable full school day.

This document aims to clarify the implementation of Blended Learning across Stockbridge Village Primary School (SVP) and the directions to ensure every child's learning needs are met.

At SVP we are committed to providing both direct and remote teaching and learning opportunities to all our children. In order to deliver a coherent range of curricular experiences, our staff are committed to giving children access to learning which will challenge them, meet their needs, and build on prior learning in carefully planned, sequential lessons.

### **The Blended Learning Policy aims to:**

- To ensure all children and families are able to access home teaching opportunities through online and paper based learning.
- To use the online platforms which exist within school (Seesaw / Tapestry) to maintain a Crew culture.
- To provide an Expeditionary Curriculum which ensures mastery of Knowledge and skills, high quality work and builds character.
- To design opportunities for pupil achievement through a sequence of planned lessons which includes specific Learning Targets, with exemplars (What a Good One Looks Like - WAGOLL), Steps to Success and, where possible, a rubric to support progress and child-engaged assessment.
- To ensure opportunities for educative feedback and critique from teachers and peers.
- Ensure consistency in the approach to blended learning for all children (Inc. SEND) who aren't in school through use of quality Online and offline resources and teaching videos

- Provide clear expectations to all members of the school community with regards to delivery high quality interactive blended and remote learning
- Include continuous delivery of the school curriculum, as well as support of Motivation, Health and Well-Being and Parent support
- Consider continued education for staff and parents (e.g. CPD, Supervision and Meet the Teacher)
- Support effective communication between the school and families and support attendance

### **Who is this policy applicable to?**

- A child (*and their siblings if they are also attending Stockbridge Village Primary*) is absent because they are awaiting test results and the household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal.
- A child's whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19 and are deemed a close or proximity contact.
- Blended learning will be shared with families when they are absent due to Covid related reasons and not to all at start of week

### **Content and tools to deliver this Blended Learning Plan**

Resources to deliver this Blended Education Plan include:

- Online tools for EYFS KS1 KS2 (*Tapestry and Seesaw*), as well as for staff CPD and parent sessions.
- Use of Recorded video (*or Live Video if used*) for Check in and offer Crew sessions, instructional videos and whole school assemblies
- Phone calls home
- Printed learning packs
- Physical materials such as story books and writing tools
- Use of White Rose Maths, Pie Corbett Talk for Writing, BBC Bitesize and Oak Academy to support project work

### **In the event of a full closure, pupils will be sent home with:**

- Exercise books to record learning
- A timetable of learning to help structure the day
- An equipment pack including items appropriate to their age and stage, e.g. pencil, ruler, rubber, sharpener, dry-wipe board pen, scissors, glue stick and Numicon images (for YR, Y1 and Y2)
- CPG work books for English for grammar and punctuation practice
- White Rose Maths booklets printed for two week block (10 school days)
- A list of their logins to appropriate online learning platforms e.g. Spelling Frame; TTRS, Reading Plus, SeeSaw, Tapestry, Nessy, Prodigy Maths

(Critical Worker and Vulnerable Pupils remaining would have their equipment and information sent to their new POD).

## **Home and School Partnership**

Stockbridge Village Primary School is committed to working in close partnership with families and recognises each family is unique and because of this Blended Learning will look different for different families in order to suit their individual needs.

Stockbridge Village Primary School will provide Guides for parents/ carers and families on how to use Seesaw and Tapestry as appropriate and where possible, provide personalised resources.

Where possible, it is beneficial for children to maintain a regular and familiar routine. Stockbridge Village Primary School would recommend that each 'school day' maintains structure but we acknowledge working parents will need to be flexible in terms of supporting children with home learning.

We would encourage families to support their children's work, including finding an appropriate place to work and, to the best of their ability, support children with work encouraging them to work with good levels of concentration.

Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, families should contact school promptly and alternative solutions may be available. These will be discussed on case-to-case basis.

In line with Stockbridge Village School's 'digital charter' we would encourage families to follow the 'digital 5 a day' framework which provides practical steps to support a healthy and balanced digital diet.

All children sign an 'Acceptable Use Policy' at school which includes e-safety rules and this applies when children are working on computers at home.

## **Teaching & Learning: Roles**

### **The role of Staff Crew:**

- To promote an ethos of inclusion, respect, fairness and equity through regular online Crew sessions
- To provide new learning as well as retrieval and consolidation of prior learning.
- To build upon the skills learned during lockdown as appropriate. (Zoom / use of online platforms)
- To monitor app usage and to maintain a register of those children accessing learning.
- To ensure that cyber resilience and internet safety is central to all digital technology. (See Online Safety Policy)
- To provide support and guidance for pupils
- To keep abreast of research and the national agenda

- To engage with effective learning and teaching resources
- To foster an open pathway of communication between the school and home where appropriate
- To adhere to government Health and Safety guidelines
- To alert the safeguarding team to any causes of concern
- When providing blended learning, teachers and learning coaches must be available between 8.30am and 3.30pm if the whole bubble has been sent home to self-isolate.

### **The role of Children:**

- To ensure our ethic of everybody continues remotely so that everybody feels valued, respected and included
- To promote respect in relation to the rights of others
- To contribute their views during direct and remote learning
- To engage in learning through our digital platform and make progress
- To offer peer support and peer critique (kind, specific and helpful feedback) through shared learning
- To achieve highly and master new knowledge and skills across all national curriculum subjects and especially in English and Maths.
- To produce high quality work within the resources available to them.

### **The role of the Designated Safeguarding Lead (DSL)**

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

### **The role of IT Technicians**

IT technicians are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff with any technical issues they're experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Assisting pupils and parents with accessing the internet or devices

### **The role of the SENCO**

Liaising with the ICT technicians, commissioned from the CLC - to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.

- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans
- Identifying the level of support

### **The role of the School Business Manager**

- Ensuring value for money when arranging the procurement of equipment or technology.

- Ensuring that the school has adequate insurance to cover all remote working arrangements.

### **The role of the Governing Board**

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

### **Links with other policies and development plans**

This policy is linked to our:

- Safeguarding
- Relationships and Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Online safety acceptable use policy
- Code of Conduct for Phone calls, Video conferencing and recorded video
- End User Agreements for Tapestry and Seesaw

### **The role of Families**

- To support and advocate for the school values
- To foster an open pathway of communication between the school and home where appropriate
- To support their child in accessing blended learning activities, offering encouragement, time, space and tutoring as required and able.
- To seek advice regarding learning and / or their child's well-being from their class teacher and learning coaches

### **Responsibilities for Teaching and Learning**

**The Senior Leadership Group will:**

- Ensure those families entitled to Free School Meals will be provided with food or vouchers
- Ensure the home learning tasks set are to a high standard in line with year group expectations
- Monitor the phone logs to ensure families are called regularly and any issues are followed up
- Monitor the engagement of pupils learning
- Communicate regularly with families through ParentApp, SeeSaw, website, emails and phone calls

- Meet regularly with staff to address any positives and next steps (this could be in person or through virtual media)
- Responds to parents' / carers queries and concerns
- Ensure the day to day running of 'remote' education and the learning and safety of those on site (Key Worker and Vulnerable Pupils)
- Provide remote assemblies.

### **Class Teachers will:**

- Follow their usual timetable of learning each day, through a virtual platform
- Provide opportunities to ensure children understand their learning tasks, with clear, high quality daily learning targets through SeeSaw / Tapestry and Zoom sessions
- Feedback to children on their uploaded learning
- Provide additional support for children/parents through explanations via video messages
- Share a story time video x 3 weekly using Class Readers from our reading spine
- Speak with all children on at least a weekly basis, either through remote Zoom Crew meetings or by phone.
- Monitor the daily engagement of pupils and ask Learning Mentors to contact the families of those not engaging to offer support
- Provide daily English, Mathematics, Computing and Project lessons, comparable to a full school day.
- Staff will use White Rose Hub to ensure maths teaching continues on the agreed trajectory.
- English and Project lessons may sometimes be pre-recorded by staff but most will be offered with weblinks to Oak Academy, a DfE approved national organisation who have been sponsored by the government to produce online lessons.
- EYFS and KS1 classes will also have Phonics lessons and activities posted at least 3 times a week. These should follow the order of teaching as set out in the school phonics scheme "Progression in Phonics and Spelling"
- Lessons will contain elements to support children in knowing what is expected of work produced (WAGOLL -what a good one looks like / Rubric ( a checklist to improve work) / Steps to Success)
- Provide daily feedback to children in response to questions or requests, Crew Zoom meetings or through the class journal facility.
- Provide paper learning packs - these will be prepared by Learning Coaches to accompany planned learning to be ready to be copied in the case of a lockdown. This will include a workbook and stationary.
- Log any safeguarding concerns by immediately emailing or telephoning the DSL or Deputy DSL

### **Learning Coaches will:**

- Support the learning of pupils they usually work with SeeSaw / Tapestry
- Support the class teacher(s) they usually work with on SeeSaw / Tapestry

- Record story time sessions, if confident to do so
- Make additional phone calls to pupils to check on their learning and well-being as directed by teacher and learning mentors
- Log any safeguarding concerns by immediately emailing or telephoning the DSL or Deputy DSL
- Monitor work on SeeSaw / Tapestry and give educative feedback

**Learning Mentor / SENCo / Safeguarding Team will:**

- Call identified families regularly to offer support and check on children's well-being
- Liaise with outside agencies, including the Police as appropriate to need
- Take part in remote meetings as appropriate to need
- Conduct home visits to families unable to contact or who are causing concern
- Follow up any concerns promptly.

**Children / Families will aim to:**

Attend school, notwithstanding a full or partial lockdown

In the case of this, they should:

- Log onto Seesaw / Tapestry each day
- Utilise Seesaw / Tapestry to access remote learning materials which support, complement and consolidate school learning.
- Complete remote learning tasks online or in Remote Learning Journals, ensuring all tasks are handed in/submitted.
- Complete 'Weekly Learning Log' and Communication Diary (if age appropriate) as an opportunity for communicating parental and pupil feedback, issues, concern
- Log on to the appropriate remote video sessions every day – these will mostly be pre-recorded to enable some flexibility for working families or those sharing devices
- Watch all of the learning videos, taking a full and active part in them
- Complete the learning set by their teacher each day and upload their learning as requested by the teacher – photograph/video
- Watch their story time
- Talk with their friends x 3 times weekly through safe, Zoom Crew meetings – check in, check-up and check out (Mon, Weds, Friday)
- Use on line resources such as TTRS and Spelling Frame, Reading Plus etc

**Parents, Carers and Families will aim to:**

- Set a clear routine with each child using the timetable and the daily learning set that best suits their contexts
- Be given clear guidance on the use of SeeSaw and Tapestry
- Read all communications that is sent out to ensure they are fully aware and up to date with news for our school
- Support their children to complete all of the learning set

- Liaise with school staff and seek support on behalf of their child when needed, with class teacher via email or message on SeeSaw
- Ensure courtesy and politeness to any member of staff within any communication
- Provide access to the learning offered for their children but can be flexible and use mute and off camera functions for privacy as required in the family home.
- Support their children by emailing the teacher pictures of completed work for assessment and feedback or uploading these to SeeSaw / Tapestry
- Liaise with school staff to communicate how well their child(ren) attempt the work set

### **Critical Worker & Vulnerable Children**

If it is appropriate to be open to Key Worker and Vulnerable Pupils, they will be placed into PODS with 2 consistent members of staff.

They will complete all remote learning set by their class teachers on iPads or laptops while in school.

### **Class Closures/Partial Closure**

If a class, a POD, a number of classes, or a number of PODS have to close due to a positive COVID-19 test, then they will follow the procedure described for full closure.

Critical Workers and Vulnerable Pupils would not be learning at SVP if they are part of any closed group due to a positive COVID-19 test.

If the class teacher is ill and unable to work, another member of staff will take over their role and ensure the remote learning is set up and running as described.

### **Returning to school**

The Head Teacher will work with the Local Authority to ensure children only return to school when it is safe for them to do so. Prior to the return of more children and staff, all relevant risk assessments will be reviewed.

After a period of self-isolation, or the lessening of local lockdown rules, the Head Teacher will inform parents when their child will return to school.

The Head Teacher will listen to all concerns that parents may have about their child returning to school and will advise them of the measures in place to ensure the safety of their child.

### **Safeguarding**

Ensuring safeguarding arrangements remain effective while the school is partially closed is a key priority.

Our Child Protection and Safeguarding Policy was updated during the national lockdown to include provisions for keeping pupils safe during the coronavirus pandemic – we will continue to follow these procedures for pupils who remain at home, where appropriate, until all pupils are able to return to school.

We will continue to ensure that:

- The best interests of pupils always come first.

- If anyone in the school has a safeguarding concern about a pupil, they act immediately.
- A DSL or deputy DSL is always available.
- Unsuitable individuals are not permitted to work with pupils or come into contact with pupils whilst on site.
- Pupils who remain at home are protected when they are online.

### **Food provision**

We will ensure measures are in place so that meals can be prepared and served safely for children who remain on site.

The school catering team will work with our food providers to ensure we can continue offering FSM to pupils and families who are eligible. Further details regarding this provision will be emailed to all parents in the event of a local lockdown.

### **Communication**

The school will communicate its plan for a local lockdown with parents, including whether it will remain open to vulnerable pupils and children of critical workers, or if remote and blended working will be applicable for all.

All relevant stakeholders will be kept up-to-date with the circumstances of the local lockdown and how it affects the school as they develop.

If any member of the school community wishes to discuss any concerns relating to the school's provision during this period, they should contact the following as appropriate:

- Staff – their line manager for lower or upper school
- Children – their class teacher
- Parents – the Head Teacher

### **Additional Support for families with limited technology capacity**

Where we identify a family in need of technology equipment, we will aim to access the DfE laptop scheme for our school. In addition, we will aim to offer on short term loan, school IT equipment.

In this instance a short term loan form would need to be completed. This would be kept securely by the School Business Manager until the equipment was returned.

Where families are unable to access the internet we would endeavour (if finances allowed) to liaise with the Local Authority to provide them with an internet access dongle to use to complete online work.

We would also provide paper based learning resources to either supplement or complement the online resources.

### **Addendum 1 to Remote Learning Policy**

Guidance for safer working practice for those working with children and young people in education settings  
Addendum April 2020

## Section 24a Use of Technology for Online or Virtual Teaching

### **24a. Use of technology for online / virtual teaching**

The narrative of section 24 remains relevant. However, there has been a sharp increase in the use of technology for remote learning since March 2020 and this addendum provides some basic guidelines for staff and school leaders.

All settings should review their online safety and acceptable use policies and amend these if necessary, ensuring that all staff involved in virtual teaching or the use of technology to contact pupils are briefed on best practice and any temporary changes to policy / procedures.

When selecting a platform for online / virtual teaching, settings should satisfy themselves that the provider has an appropriate level of security. Wherever possible, staff should use school devices and contact pupils only via the pupil school email address / log in. This ensures that the setting's filtering and monitoring software is enabled.

In deciding whether to provide virtual or online learning for pupils, senior leaders should take into account issues such as accessibility within the family home, the mental health and wellbeing of children, including screen time, the potential for inappropriate behaviour by staff or pupils, staff access to the technology required, etc. Virtual lessons should be timetabled and senior staff,

*This means that senior leaders should:*

- review and amend their online safety and acceptable use policies to reflect the current situation*
- ensure that all relevant staff have been briefed and understand the policies and the standards of conduct expected of them*
- have clearly defined operating times for virtual learning – 8.30-3.30pm*
- consider the impact that virtual teaching may have on children and their parents/ carers / siblings*
- determine whether there are alternatives to virtual teaching in 'real time' – e.g., using audio only, pre-recorded lessons, existing online resources*
- be aware of the virtual learning timetable and ensure they have the capacity to join a range of lessons*
- take into account any advice published by the local authority, or their online safety / monitoring software provider*

*This means that staff should:*

- adhere to their establishment's policy*
- be fully dressed*
- ensure that a senior member of staff is aware that the online lesson / meeting is taking place and for what purpose*
- avoid one to one situations – request that a **parent is present in the room for***

DSL and / or heads of department should be able to drop in to any virtual lesson at any time – the online version of entering a classroom.

Staff engaging in online learning should display the same standards of dress and conduct that they would in the real world; they should also role model this to pupils and parents. The following points should be considered:-

- think about the background; photos, artwork, identifying features, mirrors – ideally the backing should be blurred
- staff and pupils should be in living / communal areas – no bedrooms
- staff and pupils should be fully dressed
- filters at a child's home may be set at a threshold which is different to the school
- resources / videos must be age appropriate – the child may not have support immediately to hand at home if they feel distressed or anxious about content

It is the responsibility of the staff member to act as a moderator; raise any issues of suitability (of dress, setting, behaviour) with the child and / or parent immediately and end the online interaction if necessary

Recording lessons does not prevent abuse. If staff wish to record the lesson they are teaching, consideration should be given to data protection issues; e.g., whether parental / pupil consent is needed and retention / storage. If a

**the duration**, or ask a colleague or member of SLT to join the session

- **only record a lesson** or online meeting with a pupil where this has been agreed with the head teacher or other senior staff, and the pupil and their parent/carer have given explicit written consent to do so
- be able to justify images of pupils in their possession

This means that adults should not:

- contact pupils outside the operating times defined by senior leaders
- take or record images of pupils for their personal use
- record virtual lessons or meetings using personal equipment (unless agreed and risk assessed by senior staff)
- engage online while children are in a state of undress or semi-undress

<p>staff member believes that a child or parent is recording the interaction, the lesson should be brought to an end or that child should be logged out immediately. Staff, parent and pupil AUPs should clearly state the standards of conduct required.</p> <p>If staff need to contact a pupil or parent by phone and do not have access to a work phone, they should discuss this with a senior member of staff and, if there is no alternative, always use 'caller withheld' to ensure the pupil / parent is not able to identify the staff member's personal contact details.</p>	
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## **ADDENDUM 2 - Children's Commissioner Guidance - Keeping virtual classrooms safe online**

Since schools around the country have closed due to the coronavirus pandemic, many teachers have been looking at innovative ways to allow them to keep teaching to their students while everyone is staying at home. This has helped keep a sense of structure to children's days, allowing them to keep in contact with their teachers and class mates, and most importantly, carry on their studies to as close to normal as we can expect at the present time.

However, as the popularity of video conferencing has risen in schools, so has concern for how secure the services are, especially when used in educational settings.

It's vital as educators to keep pupils and staff safe online, so it's prudent to know what security settings are available and how to use them. You may not have heard of it a month ago, but since schools have been closed around the UK, Zoom has grown to become a very popular online video conferencing service.

We've put together a list of what you should consider when hosting a Zoom meeting. Other similar services are available, most of which offer similar settings.

- **Lock your classroom**

If your class has started and all your pupils have arrived, you can **lock your classroom**, so that no one else can join.

- **Virtual waiting rooms**

A great feature, which since 31 March will be set automatically as on, is to use the **virtual waiting room**. This feature of Zoom lets people who want to join your class to be held in a virtual waiting room before being let into the classroom. This allows you to check who each person is before allowing them entry. There's also a setting to allow known students to skip the waiting room, so you don't have to manually allow 30 pupils every time!

- **Screen sharing**

Make sure your pupils don't take control of the screen and prevent them from sharing random content by **limiting screen sharing**, so only you as the teacher (host) can present to the class.

- **Private messaging**

Prevent distractions amongst your class by **stopping private messaging** between pupils, so they can't talk to one another without your knowledge.

Zoom have [published a blog post listing these, and other useful security features](#), including requiring **registration**, using **random meeting IDs** and how to **password protect your classroom**.

Further resources

- [Safeguarding children online from Teacher Toolkit](#)
- [Tips and tricks for teachers using Zoom](#) [PDF]
- [Safe remote learning, from SWGfL](#)

## **ADDENDUM 3 - Online Safety**

Online learning is quickly becoming the mainstay of teaching and learning. Please find below some information that was adapted from work done by John Woodhouse at the Safeguarding Network. I am sure you are all familiar with some of this information, but please take the time to check out some of the links which are useful

## Risk online

Children and families will be using the internet more during this period. Schools may also use online approaches to deliver lessons, training or support. It is essential that staff are aware of the signs and signals of [cyberbullying](#) and [other risks online](#) and apply the same child-centred safeguarding practices as when children were learning at the school.

- Schools should continue to ensure [appropriate filters and monitors are in place](#)
- School governing bodies should [review arrangements](#) to ensure they remain appropriate
- Schools have taken on board guidance including from the [UK Safer Internet Centre](#) on safe remote learning and guidance for [safer working practice](#) from the Safer Recruitment Consortium.
- School staff have discussed the risk that professional boundaries could slip during this exceptional period and been reminded of the school's code of conduct and importance of using school systems to communicate with children and their families.
- Staff have read the [20 safeguarding considerations for livestreaming](#) prior to delivering any livestreamed sessions (this is a really useful checklist and gives consideration to what is important about safeguarding and livestreaming)
- Children accessing remote learning receive guidance on keeping safe online and know how to raise concerns with the school, [Childline](#), the [UK Safer Internet Centre](#) and [CEOP](#).
- Parents and carers have received information about keeping children safe online with peers, the school, other education offers they may access and the wider internet community. Ensure you have set out the school's approach, including the sites children will be asked to access and set out who from the school (if anyone) their child is going to be interacting with online. Parents have been offered the following links:
  - [Internet matters](#) - for support for parents and carers to keep their children safe online
  - [London Grid for Learning](#) - for support for parents and carers to keep their children safe online
  - [Net-aware](#) - for support for parents and carers from the NSPCC
  - [Parent info](#) - for support for parents and carers to keep their children safe online
  - [Thinkuknow](#) - for advice from the National Crime Agency to stay safe online
  - [UK Safer Internet Centre](#) - advice for parents and carers
- Free additional support for staff in responding to online safety issues can be accessed from the [Professionals Online Safety Helpline at the UK Safer Internet Centre](#).

**September 2020**

**Ratified:**