

Westende Junior School Document: **Blended Teaching and Learning Policy**

Author:	Andrea Sykes
Approver:	Local Advisors
Owner:	Teaching & Learning
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Changes History:

Version	Date	Amended by:	Substantive changes:	Purpose
1.1	Sep 2020		New policy in line with COVID-19 government policy	

**1. Purpose of the Policy**

This policy is in place to ensure the ongoing education of Westende Junior School pupils under unusual circumstances. This policy will future-proof against closures that could happen at any time: due to partial or full school closure from illness/epidemic extreme weather, power-loss, etc. It also covers the ongoing education of small numbers of pupils who cannot be in school but are able to continue with their education when the school remains fully open.

As a school we believe that no child should miss out on their education as a result of enforced isolation if they are well enough to continue with their learning. The underlying purpose of this policy is to ensure that there is a seamless transition between high quality in-school and at home education.

**2. Introduction**

In the instance where a class, group or small number of individuals are unable to attend, the school will continue to deliver learning and inclusion opportunities to pupils remotely, using online platforms and delivery methods. The school has provided access for each child to use our online learning platform, Microsoft Teams; however, the school realises that remote learning will look different in every house and for every child. The school will endeavour to enable all children to access high-quality teaching and learning in their own home, which complements the curriculum that would be taught in person at school.

**3. The Aims and Objectives of this policy**

- To outline procedures and practice for whole classes of pupils who are fit and healthy to continue with online learning opportunities.
- To outline procedures and practice for individual or small groups of pupils who are fit and healthy to continue with online learning opportunities. To outline procedures and practice for staff in self-isolation, and are otherwise fit and healthy, to continue with teaching, and setting, marking and feeding back on pupil work.
- To outline procedures and practice for staff, pupils and their parents/carers to continue with the academic programme if the school closes as a result of advice from the Government and/or Public Health England or similar body.

**4. The Management of this Policy**

**The Local Advisors have a fundamental role to:**

- Oversee Westende Junior School's Blended Teaching and Learning Policy.
- Challenge members of the senior leadership team on safeguarding practices relating to online learning.

**The Headteacher with the oversight of Local Advisors will:**

- Have primary responsibility for leading online learning provision and the delivery of the policy.

**Teachers will:**

- Be responsible for the planning, managing and setting of online learning activities for pupils in their class.
- Work in collaboration with their year group counterparts to plan consistent learning opportunities across a year group.

**5. Remote teaching and learning in case of whole class / school closure**

If the school undergoes enforced temporary closure due to government and/or public health guidelines, or a whole class of children and their teacher are unable to attend school but are able to continue learning from home, the following will apply:

**5.1 Pupil/Student expectations:**

- Pupils should access work through Microsoft Teams. If it is not possible to access Microsoft Teams, alternative arrangements will be investigated.
- Pupils will aim to complete at least three learning activities per day of absence (one English, one maths and one other).
- Pupils will submit work for all core subjects (English and maths).
- Pupils can send private comments to teachers on any of the assignments that have been set within Microsoft Teams.
- Pupils should comply with the school IT Acceptable Use Policy
- If the class cannot sit statutory assessments due to absence, the school will adhere to all government advice and follow the 'Assessment and Reporting Arrangements' document (ARA)

**5.2 Teacher expectations:**

- Teachers will upload daily learning activities as assignments on Microsoft Teams.
- Teachers will provide an English activity, and maths activity and one or two other curriculum activity per day of the class' absence.
- Assignments will reinforce prior learning and consolidate pupils understanding of a topic.
- The assignments will be differentiated as part of normal practice, and children will be assigned work appropriate to their level. This may mean that children in the same class have different work within their Teams classwork page.
- Teachers will ensure that clear explanations, appropriate modelling, scaffolding and support is available for children to access the learning online. This could be the use of pre-recorded videos, or lessons from resources such as Oak National Academy, or other similar modelling support.
- Teachers will provide daily feedback to assignments that have been set, once work has been submitted by individual children.
- Teachers may contact individual families directly, either by email or by telephone.
- Teachers will offer opportunities for children to discuss learning assignments via Posts in the class Team.

**5.3 Parents expectations (where appropriate):**

- Encourage and support their children's work, including finding an appropriate place to work, checking that any work started, is completed and ensuring they have some structure to the working day: start and finish times and appropriate breaks.
- Where possible, help set up a good study environment as your child will need a quiet place to work without distractions from things like television, siblings and family.
- Avoid games. Consider uninstalling any computer games to avoid temptation. Or keep the games on a different computer in the house.
- Consider ergonomics. Adjust the height of the chair, keyboard, and screen so that your child is comfortable. Forearms and thighs should be level and parallel to the floor. Wrists should not be bent while typing.
- Set up good lighting. Lighting in the room should be at least as bright as the computer screen to avoid eye strain.
- School will contact the parent/carer if there is no usage of the Microsoft Teams account.
- If there are any concerns regarding learning, in the first instance parents should contact the pupil's teacher via school's admin email address.
- If a live streaming event is happening, parents will ensure this happens in an appropriate space within the household.
- Encourage persistence as it is the biggest key to success in online learning. Pupils who succeed are those who are willing to tolerate technical problems, seek help when needed, work daily on every class, and persist through challenges.
- Help your child set up a manageable study schedule and stick to it. Pupils who succeed are those who log in and make progress every day. This is especially important after the novelty of going to school online starts to wear off!
- Effective time-management skills don't just happen, they must be learned. Encourage your child to make a daily or weekly timetable and have fun checking things off the list as they are completed.

## **6. Remote teaching and learning in the case of individual or small groups of pupils being absent**

If an individual or small group of pupils within the school are unable to attend school but are able to continue learning from home, the following will apply:

### **6.1 Pupil/Student expectations:**

- Pupils should access work through Microsoft Teams. If it is not possible to access Microsoft Teams, alternative arrangements will be investigated.
- Pupils will aim to complete at least three learning activities per day of absence (one English, one maths and one other).
- Pupils will submit work for all core subjects (English and maths).
- Pupils can send private comments to teachers on any of the assignments that have been set within Microsoft Teams.
- Pupils should comply with the school IT Acceptable Use Policy
- If a pupil cannot sit statutory assessments due to absence, the school will adhere to all government advice and follow the 'Assessment and Reporting Arrangements' document (ARA)

### **6.2 Teacher expectations:**

- Teachers will upload learning activities as assignments on Microsoft Teams within one working day of confirmation of an individual child's absence from school.
- Teachers will provide an English activity, and maths activity and one or two other curriculum activity per day of a child's absence (up to two weeks in advance).
- Assignments will correspond to learning taking place in the classroom, in order to ensure that children learning from home continue to follow the whole class curriculum.
- The assignments will be differentiated as part of normal practice, and children will be assigned work appropriate to their level. This may mean that children in the same class have different work within their Microsoft Teams classwork page.

- Teachers will ensure that clear explanations, appropriate modelling and support is available for children to access the learning online, in the absence of teacher modelling and support. This could be the use of lessons from resources such as Oak National Academy, or other similar modelling support.

### 6.3 SLT expectations:

- Members of SLT will ensure that children receive adequate feedback on all work submitted, at least once per week.
- SLT will monitor the use of Microsoft Teams to ensure that appropriate assignments are uploaded for individual children.
- SLT will support teaching staff in providing the appropriate learning resources for children as needed.
- SLT may contact families of individual children absent from school via email or telephone.

### 6.4 Parent expectations: as above

## 7. Provision for children on SEND register

- The school SENDCo will be responsible for monitoring the learning provided for children on the SEN register
- The school SENDCo will support teachers by providing appropriate SEN resources.
- The SENDCo will contact the parents of pupils on the SEND register who are not engaging with remote learning to offer and discuss further support.

## 8. Provision for disadvantaged pupils

- The Assistant Headteacher will be responsible for monitoring the learning provided for disadvantaged children and ensuring that they are able to access learning remotely, or that alternative provision is made, if they cannot access online learning.
- The Assistant Headteacher will contact the parents of disadvantaged pupils who are not engaging with remote learning to offer and discuss further support.

## 9. Remote teaching for staff who are in self-isolation

- Staff are required to self-isolate if they live with a family member who has a confirmed case of COVID-19, or if they are displaying symptoms of COVID-19 themselves.  
If staff are well, they are expected to work from home rather than their place of work under the direction of their team lead.

## 10. Specific additions to note:

- School staff should record and refer safeguarding concerns to the DSL via secure email.
- The Designated Safeguarding Lead, Andrea Sykes, will either be on site or contactable at any time between the hours of 8am-4pm Monday to Friday via the admin email address: [admin@westende.wokingham.sch.uk](mailto:admin@westende.wokingham.sch.uk)
- If a call is urgent i.e. a child is in danger of imminent harm, and the call cannot go through to the DSL, the call should go through to the Integrated Front Door on 01189088002 or the Police on 999.
- Any live streaming will take place using a safe and secure platform.
- Teachers will never ask pupils to share their passwords. Any IT issues should be forwarded to IT Support Team.

## 11. Safeguarding Matters

This guidance document is supported by the school's Safeguarding Policy, Behaviour Policy, Online Safety and Data Protection Policy and Acceptable Use of IT Policies (pupils and staff)

## **12. Summary**

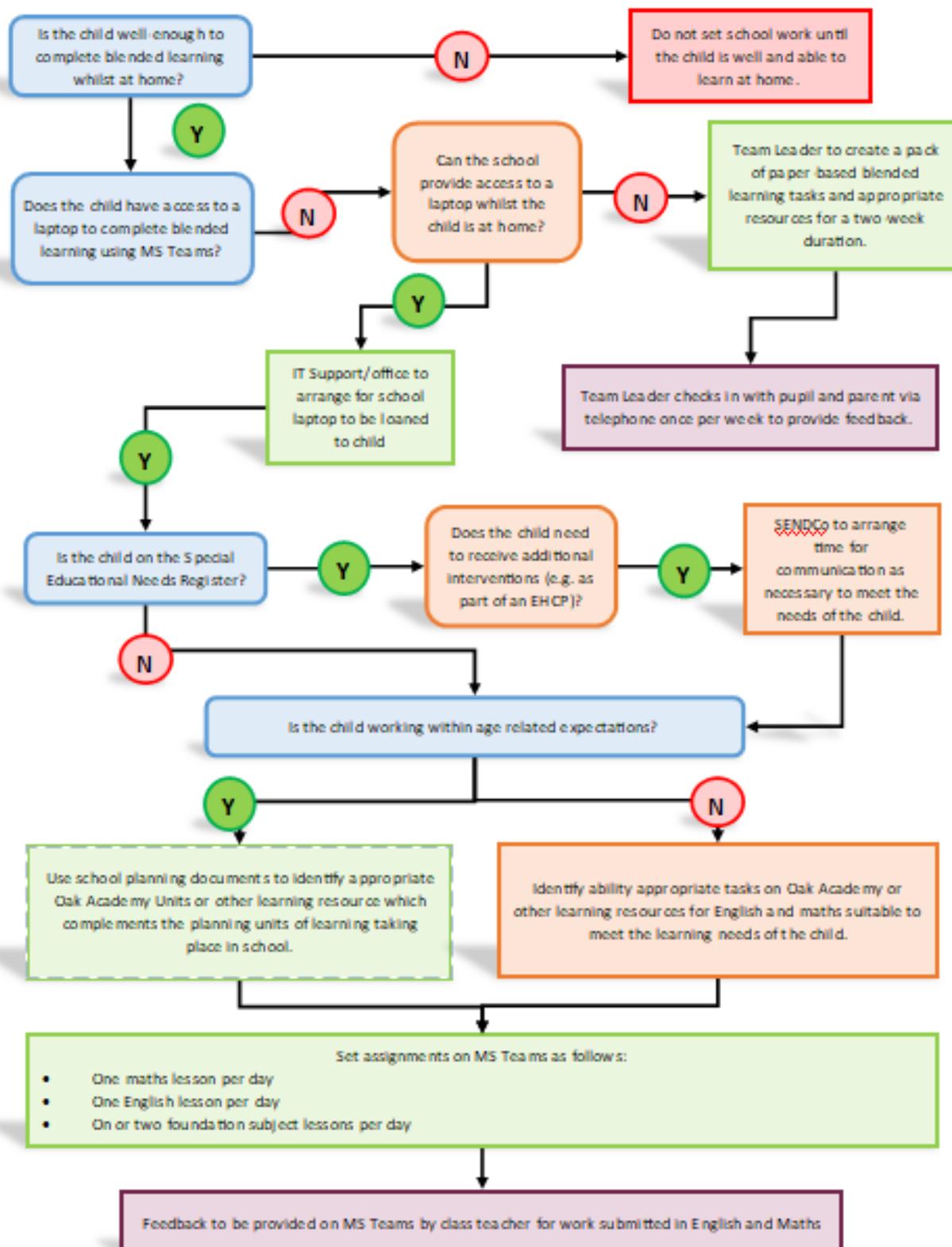
The primary purpose of this policy is to offer online and remote learning opportunities for pupils at Westende Junior School. By using a secure school system (Microsoft Teams), this provision can be accessed quickly, and pupils only need their existing login details.

If there are any concerns regarding the learning content being distributed, in the first instance parents should contact the pupil's teacher, or the Designated Safeguarding Lead for any specific safeguarding concern.

Appendix 1 – Flowchart for individual absent from school



### Blended Learning – Individuals Absent From School



## Appendix 2 – Flowchart for whole class absent from school



### Blended Learning —Whole Class Absent From School

