

St. Michael's C.E. Primary School



BLENDDED EDUCATION POLICY

January 2021

Aims

This policy aims to

- Set out expectations and arrangements for families during the third National Lockdown (January 5th - ???)
- Establish an effective partnership between school and home during these times.
- The over-arching principle set is that the provision for those that come in to school because their parents are Critical Workers and those learning at home, should be the same. This is where the term 'Blended Education' is derived from.

Establishing routines

The first few days of being educated in this new format might look different from our final approach, while we take all necessary actions to prepare for a longer period of blended teaching.

Staff will be trialing Zoom lessons, uploading work to Tapestry, Seesaw and Google Classroom as well as working with each other to try to co-ordinate timings so that we can offer the best possible options to families. With families across 7 year groups, it will be inevitable that we cannot always provide convenient times to all.

Curriculum Expectations

We will be teaching the same curriculum to those who into school as those who are not, with the exception of a few areas such as PE and possibly art.

Lessons will take place in a manner of different ways but the expectation is that the work day should consist of **3 hours** of learning. This does not mean 3 hours of direct teaching; this time takes into account the teaching, independent work and feedback sessions.

Some year groups will be able to teach more live lessons than others as is appropriate to age and concentration levels of the children, some will make more use of pre-recorded videos.

Planned, well-sequenced, broad and ambitious curriculum – these are the aims of our teaching but due to the challenges we understand from the first lockdown about learning at home, will need to be realistic about what is achievable.

High quality teaching and resources - key to making this effective. All English & Maths lessons will be taught (live or pre-recorded) by your children's teachers as those relationships are vital to drawing out the best out of all the children. They will produce resources, or locate others, and share these with parents / children ahead of the lessons. Non-core curriculum areas may make use of the resources made available by The Oak Academy and BBC who have been recommended by the Government as providing quality materials.

Accessing Blended Education

Consistent approaches - once established fully, each year group will continue to use the same platforms / systems to deliver work throughout the closure.

It is likely that Foundation Stage and KS1 children will have more work via Tapestry than any other platform, whereas Upper Key Stage 2 will make more use of Zoom lessons and Google Classroom.

Children will have opportunities to interact live with their teacher and friends each day irrespective of age, and across the day / week, feedback will be provided via a given platform so that teachers are able to see how children are progressing with their learning and therefore better able to adjust future lessons to meet their needs.

Where children might need adaptations to the main content, this will be offered where possible through use of differentiated explanations (possibly via a separate call), separate resources or where Zoom is used, breakout rooms to more closely match the needs of children.

Accessing content / resources - everything will be shared via the agreed platform for each year group. We recognise that there may be some challenges in each home (multiple children, parents working from home, limited access to technology, inconsistent connections...) so our approach is to share information ahead of the lessons.

ParentMail will be used to communicate with parents so it is important to be able to access this; older children will need access to the Google account to access and share work.

If parents have particular issues, then they should contact their class teacher in the first instance teachersname@stmichaelscofe.com and then the school office 01376 344866 or admin@st-michaelscofe.essex.sch.uk but understand that neither will be able to provide an immediate response and also will be constrained by the work patterns of their own.

Home and School in Partnership

- St Michael's C.E. 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 with those at home having to manage the remote element
- Where possible, it is beneficial for young people to maintain a regular and familiar routine. St Michael's C.E. School would recommend that each 'school day' maintains structure and as such, weekly timetables will be provided by teachers
- We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils 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, parents should contact school promptly and alternative solutions may be available. These will be discussed on case-to-case basis.

Guidance for teaching and learning

- Across the week, the activities will be a balanced mixture of subjects. Each day will have an English and Maths lesson, usually in the mornings and then the afternoons will be varied
- Teachers will indicate a timescale for work to be completed and uploaded (where appropriate) but will be mindful of different family limitations – we learnt from the first lockdown that each family situation is different and we do not want to add to the stresses in a home
- Time will be built into the day to interact with the children remotely as well as time away from the screen for the children to complete tasks and promote other activities (physical enrichment, further reading etc).
- Specialist subjects such as French & PE may post on a weekly basis within the generic section of the website
- Feedback to children will be given by the teachers within sessions and where work is later submitted by request, a comment will be provided within a week
- Teachers will work within the school hours of 8:30- 3:30. Any contact or responses to or from children or families will not be within these hours because they will be working. After this, they will need complete plans and resources for the following day and share these with you and so may not always be able to get through emails / Tapestry posts / children's work.
- LSAs who support children with identified needs will, wherever possible, be on hand to support these children within these sessions or at another convenient time where the child needs something completely bespoke
- If a child is not engaging with work, then the staff will call to check that everything is fine and assist if necessary to get the child online to help continue their learning, this lockdown is different to the first in that the curriculum has not been suspended therefore it is important that parents actively encourage their children to engage on a daily basis with their learning
- If your child's teacher is unable to respond within a reasonable time, another member of staff will aim to contact you where possible
- Any queries can be directed through the school office on 01376 344866 or admin@st-michaelscofe.essex.sch.uk these will then be passed on to the relevant member of staff.

Staff well-being

These are undoubtedly difficult times for all, including staff who are required to be in school to work with the children of other Critical Workers while also providing a high quality education to others at home.

Working hours will be reviewed so that they also have some of their own time and we will review the minimum number of staff needed in school at any one time so that contacts with others is reduced as far as possible. For each year group, a minimum of 2 adults (one teacher and one LSA) will be required at all times; a qualified first aider will be on site at all times as well as a member of the Safeguarding team. Office staff and cleaners will work on site as necessary.

Illness

Should members of staff become unwell due to COVID-19 and this impacts on how teaching can take place, then adaptations may need to be made. This could take the form of one class teacher leading all the sessions for the year group; less live teaching; more reliance on voice-only pre-recorded sessions or in worst case situations, where illness means that these are not possible, then total use of Oak Academy or BBC resources for a time.

If an infection impacts on a group in school, then this year group bubble would have to be closed even though it contains Critical Worker children. They would then have to access the remote element and care for them organised by parents for the duration of isolation (currently 10 days)

Keeping Children Safe in Education

Where children are engaging in learning through a live lesson, it is important to think about where they are working and what they are wearing as they will be seen by the whole class and potentially others in their household.

Our Child Protection Policy, as can be found on the website, gives more details about what to do if there are concerns.

Online safety (for children away from school)

We recognise that the majority of children will not be physically attending school and that it is likely they will be spending longer periods of time online, which may increase their vulnerability.

The breadth of issues within online safety is considerable. It can be categorised into three main areas of risk:

Content - exposure to illegal, inappropriate or harmful material. For example, pornography, fake news, racist or radical and extremist views;

Contact - subjection to harmful online interaction with other users. For example, commercial advertising and adults posing as children or young adults;

Conduct - personal online behaviour that increases the likelihood of, or causes, harm. For example, making, sending and receiving explicit images, or online bullying.

It is important for parents to be vigilant about their child's online activity and to inform the school of any concerns they may have about their child in this respect. Particularly useful websites / resources to support parents with information on how to keep their children safe online are:

- CEOP (Child Exploitation and Online Protection)
- Childnet
- Internet Matters
- Net Aware · NSPCC
- Parent Info
- Safer Internet

Staff are aware that children are vulnerable to being bullied or groomed for abuse or radicalisation online. Staff will be vigilant to any signs that that this may be occurring and report any concerns in the usual way.

Staff will be making regular contact with children therefore the weekly calls by LSAs that were so beneficial and well received last time will not take place, however, should any family have any particular problems they should contact us and we will see what we can do to help.