A policy for
Blended Learning
Including
Learning at Home

<u>**Mission Statement**</u>

"to be the best I can be!"

We will:

- work hard to provide the best for every child and to ensure that every child enters and leaves our school happy, safe and with a love of learning. We believe that every child can be 'the best they can be' regardless of age, gender, race or ability.
- provide a broad and inclusive curriculum which is catered to the child's needs. This will help them on their journey to find what makes them exceptional. We believe that every child is special and has something that makes them unique and remarkable.
- celebrate success at every point along their learning journey. Celebrating a child's achievements and talents is important to a child's growth.
- Work together with families, staff, governors, directors and the community. We know that working together gives them the best possible start to their academic careers.

By the time children leave Pentland, we want them to have life-long positive learning skills and to have loved their time in primary school. We want all children to be responsible citizens, proud of their achievements and – most of all – happy.

1. What is blended learning?

Blended learning is a two-way process of teaching. The first is using face to face interaction to educate (in school) whilst the second is through electronic platforms to educate online (remote learning). The model is used to maximise the educational impact on children and young people, in and out of the classroom.

2. Aims

This blended learning policy for staff aims to:

- Ensure consistency in the approach to education for pupils who are in school
- Ensure consistency in the approach to remote learning for pupils who aren't in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

2. Roles and responsibilities

- Dawn Dacombe, Headteacher – strategic overview of the plan.
- Charlotte Fryett, Assistant Head - oversee the learning that is being set, provision of devices and to liaise with IT provider, OneIT, over technical issues.
- Pupil Welfare Officer to oversee parental concerns and access issues.
- Administrator to inform staff of reasons for pupil non-attendance

3. Blended Learning at Pentland

In our blended learning education provision, we will provide a curriculum which:

- Focuses on the fundamentals, e.g. using the Maths Ready-to-progress criteria
- Makes strong cross-curricular links in order to provide breadth in the curriculum, e.g. integration of aspects of the humanities into English, science into Maths and English etc
- Has a strong emphasis on PSHE and emotional literacy

The strong links developed between school and home will be maintained.

We recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so will work with families to deliver our broad and ambitious curriculum.

We will:

- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations of new content
- gauge how well pupils are progressing through the curriculum
- enable teachers to adjust what is being taught in response to pupil feedback
- plan a programme that is of equivalent length to the core teaching pupils would receive in school
- closely link the activities taught both on and off site so that there is minimal disruption to a pupil's progress whilst they are self-isolating off-site.

The curriculum

- We recognise that substantial modification to our normal curriculum may be necessary at the start of the year and will be using a Recovery curriculum during the period in which children are settling back into school. The Recovery curriculum will help our school community to recover emotionally while addressing children's gaps in learning.
- We will prioritise addressing significant gaps in pupils' knowledge which teaching staff will identify using formative and summative assessment.
- Following the DfE requirement, we will aim to return to our normal curriculum in all subjects by summer term 2021.
- In English, the fundamentals of speaking & listening, reading and writing (including vocabulary, spelling, grammar and punctuation) necessary for progression must be covered. Teachers will use the appropriate year's planning overview and identify gaps which need to be filled from the previous academic year. Initially, English will be taught mainly through a text which supports the delivery of the Recovery curriculum.
- Planning for all other subjects except Maths, RE and French, where possible, will be linked to the Recovery curriculum text.
- In Maths, the "Ready-to-progress" criteria as identified in the DfE and NCETM document, "Mathematics guidance: key stages 1 and 2" published June 2020 will be used in conjunction with White Rose Mixed age group planning.
- In RE, we will follow Stockton Council's SACRE planning and French will follow our existing scheme.

4. Devices

Parental survey suggests that 85% of families have a suitable device for accessing home learning digitally, including 'live lessons'.

Alternatives will be offered to families who are unable to access this, including the loan of a school laptop with a 4G wireless router (if the home does not have wifi) or the provision of paper-based activities.

Families with several children may also have issue when having to share limited devices. In the event of a full lockdown and in addition to the above actions, a timetable will be drawn up showing when each teacher is delivering their 'live teaching' lesson.

In cases where a laptop and/or 4G wireless router is lent to the family, parents/carers must sign a copy of the "School Equipment Loan Agreement". A copy of this agreement is given in the Appendix.

If the family are unable to return the agreement due to self-isolation, a photo of the signed document e-mailed to school will be accepted instead.

5. Online Learning Environment

School will use the Microsoft Teams platform to ensure children's learning can be accessed, even when there is disruption. This can be downloaded as an app and can be used to upload work, receive work and to host meetings (lessons) via a laptop, PC, tablet or phone. Alternative access is provided online through the Office365 website (www.office.com) and does not require the installation of an app.

Live Lessons

It is a requirement that pupils are offered face to face teaching when learning from home - 'live lessons'. Teachers will use the 'Meetings' function of Microsoft Teams in order to hold a live lesson. However, these can also be a lesson pre-recorded by the teacher or a lesson sourced from DfE recommended resources, such as Oak National Academy or BBC Bitesize. The expectations for this are set out in more detail insection 6.8.

When hosting a Teams Meeting (a 'live lesson') or recording a lesson, professional standards must be maintained throughout. If for any reason staff need to 'leave' the Meeting, the camera and microphone need to be turned off. Staff must:

- Set up in a place at home which shows they are aware of all safeguarding requirements.
- Choose a neutral/appropriate background.
- Maintain professional standards and conduct throughout the lesson.
- At the end of the lesson, ensure the meeting is ended correctly (camera off, mic off.) and signed out in the classroom.

Teams set up

All pupils will have individual accounts and passwords in order to access Teams.

Teachers can:

- Schedule and initiate a 'meeting' via the Calendar
- Set tasks and assignments via the Assignments tab
- Link relevant educational websites to the Team Channel

Pupils can:

- Access a 'meeting' set up by the teacher via the Calendar.
- Access their assignments and upload completed assignments to the Assignments tab.
- Access educational websites which the teacher has linked to the Team Channel.

Pupils will not be able to:

- Schedule and initiate a meeting
- See any files uploaded by other pupils – only the teacher 'owner' will be able to see them
- Use the 'Chat' or 'Calls' functions

Other actions may be taken in order to simplify the page appearance.

All parents and carers of children using Teams must sign the "Online Home Learning Responsible User Agreement". A copy of this agreement is given in the Appendix.

6. Roles

In delivering Blended Learning at Pentland, the roles are defined as follows:

Teachers

When providing remote learning, teachers must be available between 8.40am and 3.10pm (unless it is their PPA or unless they work part – time – their part-time equivalent would stand.)

If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure and parents/carers will be informed of the changes to remote learning if necessary.

When providing remote learning, teachers are responsible for:

Safeguarding

- Teachers should only upload content that relates to learning.
- Teachers should not contact any pupil personally through the Teams forums (chat, phone call, via their personal email or any other method available on there.)
- Teachers should only see pupils on Teams if they are 'live' teaching and have invited the pupils to the live lesson via the invite option (the child's Teams email).
- Report any safeguarding concerns to a Designated Safeguarding Lead.

Setting up the home learning:

Scenario 1: Home Learning (when children have to self-isolate, but their teacher and peers are still in school).

- Pupils to be given their own log in details in their Home / School Diaries, which will be sent home.
- Administrator to inform teachers of any pupils who are self-isolating.
- Teacher to contact the parent/carer and find out the suitability of their devices for home learning.
- Teachers to offer one of the following options dependent on the outcome of this conversation and the availability of school laptops and 4G wireless routers.

Option 1: Pupils are able to access online learning satisfactorily using a suitable device (laptop or tablet) for the required time.	Option 2: Pupils are not able to access online learning using a suitable device or the parent is unable to afford download costs.	Option 3: The school's laptops and 4G wireless routers are in use elsewhere.
• Lessons and learning to match what the rest of the class are learning in school. • 'Live learning' to be provided through the use of pre-recorded lessons or online lessons from sources such as The Oak National academy or BBC Bitesize. • Teachers to send a text home informing parents/carer that work can be accessed on Teams. • Parents/carers have separate information instructing them how to access this. • Pupils completed work to be uploaded onto the Assignments page or written in exercise book provided by school.	• School to provide laptop and dongle • Lessons and learning to match what the rest of the class are learning in school. • 'Live learning' to be provided through the use of pre-recorded lessons or online lessons from sources such as The Oak National academy or BBC Bitesize. • Laptop and 4G wireless router to be delivered to the home with additional instructions on how to log onto Teams. This is to be followed up by a phone call to support the parent in accessing Teams from the teacher. • Pupils completed work to be uploaded onto the Assignments page or written in exercise book provided by school.	• Pre-prepared paper based activities to be provided which follow on from current learning in class. • Teacher to maintain regular contact by telephone, ensuring that the work is suitable to both the age and ability of the child. • New work and activities to be sent by e-mail or delivered by hand. • Pupils completed work to be written in exercise book provided by school and submitted on return to school. Regular phone contact will be maintained and activity outcomes can be discussed then.

Scenario 2: Home Teaching (when staff have to self-isolate, the class is still in school, but the staff member is well – not on sickness absence).

The class will be taught in school through a combination of remote teaching by the class teacher and direct teaching from a supporting adult. The class teacher should aim to deliver 50% of lessons, i.e. English and Maths.

Setting up a lesson:
- Liaise with the adult, who will be present in the classroom during the learning, prior to the lesson, so that all necessary resources are prepared.
- 'Live learning' to be provided through a Teams Meeting – accessed through the supporting adult's account or through pre-recorded lessons which are paused at appropriate points by the supporting adults in order to support learning. The use of a microphone to maintain contact with the teacher is recommended as the teacher won't be able to see the class. Alternatively, a laptop with a camera can be placed at the front of the class.

• Work completed by the pupils will be submitted to the supporting adult.

Scenario 3: Home Teaching (when staff and children in the class have to self-isolate and the teacher is well. Bubble closure).

- Pupils to be given their own log in details in their Home / School Diaries, which will be sent home
- Administrator to inform teachers of any pupils who are self-isolating.
- PSA/admin to contact parent and find out the suitability of their devices for home learning
- Teachers to offer one of the following scenarios dependent on the outcome of this conversation.

Pupils are able to access online learning satisfactorily using a suitable device (laptop or tablet) for the required time.	A small number of pupils are not able to access online learning using a suitable device or the parent is unable to afford download costs	A significant number of pupils are not able to access online learning using a suitable device or the parent is unable to afford download costs and school's laptops and dongles are in use elsewhere.
• Lessons and learning to follow on from current learning in class. • Teachers to send a text home informing parents/carers that work can be accessed on Teams. • Parents/carers have separate information instructing them how to access this. • Pupils completed work to be uploaded onto the Assignments page or written in exercise book provided by school.	• School to provide laptop and dongle • Lessons and learning to follow on from current learning in class. • Laptop and dongle to be delivered to the home with additional instructions on how to log onto Teams. This is to be followed up by a phone call to support the parent in accessing Teams. • Pupils completed work to be uploaded onto the Assignments page or written in exercise book provided by school.	• Paper based activities to be provided which follow on from current learning in class. • Teacher to maintain regular contact by telephone, ensuring that the work is suitable to both the age and ability of the child. • New work and activities to be sent by e-mail or delivered by hand. • Pupils completed work to be written in exercise book provided by school and submitted on return to school. Regular phone contact will be maintained and activity outcomes can be discussed then.

Setting up a lesson:
- At least one lesson per day must be 'Live teaching' by the teacher. The lessons can also include videos produced by Oak National Academy. BBC Bitesize, etc
- At the end of the lesson, ensure the meeting is ended correctly (camera off, mic off.)

Scenario 4: Home Teaching (when staff and children in the class have to self-isolate and the teacher is unwell. Bubble closure).

Pre-prepared paper based activities to be sent home to all children.

Teaching assistants

When assisting with remote learning, teaching assistants must be available for usual working hours/working pattern.

If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When assisting with remote learning, teaching assistants are responsible for:

- Taking direction from class teacher regarding their participation in the home learning or the class role, for example to answer questions posed by pupils during the session.
- Ensure professional standards are met through the duration of the live lesson

Safeguarding

Teaching Assistants (if directed by teachers) should only upload content that relates to learning.

Teaching Assistants should not contact any pupil personally through the Teams forums (chat, phone call, via their personal email or any other method available on there.)

Teaching Assistants should only see pupils on Teams if they are 'live' teaching alongside the teacher.

Report any safeguarding concerns to a Designated Safeguarding Lead.

Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
- Alerting teachers to resources they can use to teach their subject remotely

Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning – explain how they'll do this, such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents/carers
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Apply appropriate procedures if any safeguarding concerns are reported.

Designated safeguarding lead

At Pentland Primary School, safeguarding our children is our main priority. Our Designated Safeguarding Lead is Dawn Dacombe, Headteacher, and the deputy lead is Charlotte Fryett, Assistant Headteacher. In addition, we have four other safeguarding teachers: Stephanie Robinson (Assistant Headteacher), Lis Featherstone (Trust SENDCo), Emma Nelson (PSA) and Aimee Richardson (CIOC).

IT staff

One IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff and parents/carers 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
- Ensuring safeguarding polices are applied

Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although they may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work
- Ensure they only use the Teams platform for completing and uploading work and as a participant in live lessons, as requested

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it – if you know of any resources staff should point parents/carers towards if they're struggling, include those here
- Be respectful when making any complaints or concerns known to staff
- Ensure their children only use the Teams platform for completing and uploading work and as a participant in live lessons, as requested
- Monitor children's use of the Teams platform regularly and report any issues to school
- Report any safeguarding concerns to the Headteacher

Local Area board (LAB)

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
- Ensure Safeguarding measures are in place on the Teams platform
- Ensure they are made aware of any safeguarding concerns relating to the Teams platform

7. Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- Issues in setting work – talk to SLT in the first instance
- Issues with behaviour – talk to Team Leader in the first instance
- Issues with IT – talk to IT staff (One IT technician) if it cannot be solved at school level
- Issues with their own workload or wellbeing – talk to their Team Leader
- Concerns about data protection – talk to the data protection officer (Karen Craigie)
- Concerns about safeguarding – talk to the Designated Safeguarding Lead(s)

8. Data protection

8.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:

- Have access to children's email, only to set work and send out invites to the remote lesson(s)
- Use school laptop/resources to access remote learning.
- Use own laptop/resources where school cannot provide school ones.

8.2 Processing personal data

Staff members may need to collect and/or share personal data such as children's email to invite them to Teams remote learning (lesson). As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen.

However, staff are reminded to collect and/or share as little personal data as possible online.

8.3 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)
- 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 is locked if left unattended for a period of time
- Making sure the device locks automatically if left inactive for a period of time

- Not sharing the device among family or friends
- Installing antivirus and anti-spyware software (see ONEIT)
- Keeping operating systems up to date – always install the latest updates

9. Safeguarding

Pentland's Child Protection Policy including appropriate addendum will be followed at all times.

10. Monitoring arrangements

This policy will be reviewed when any updates are made or annually, whichever comes first.

11. Links with other policies

This policy is linked to our:

- Behaviour policy and addendum
- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- ICT and internet acceptable use policy
- Online safety policy
- Parent protocol for remote learning
- Staff protocol for remote learning

Appendices

School Equipment Loan Agreement

Equipment	Serial No	User Loaned	Date in / Due Back

In accepting the above IT equipment which has been loaned, it is assumed you have read and agreed to the following terms and conditions listed below:

- I confirm that my child has access to Wi-Fi within the household but does not have access to ICT equipment
- The equipment provided is the property of the school and is for the sole use of assisting in the delivery of the school curriculum.

I agree to ensure that:
- We will treat the equipment with appropriate care and ensure it is maintained in good condition and return the equipment as requested by the school.
- The device is stored safely and securely when transported and/or not in use and is not left unattended.
- I, and others will avoid placing or consuming food and drink near the device.
- We will respect school provided IT equipment; using it appropriately and respectfully at all times.
- I understand and agree that the school will not accept responsibility for the loss of work.
- I understand and agree that it is my child's responsibility to save & back-up my work if necessary.
- We will not disclose or share personal information about ourselves or others when on-line.
- In signing this document I agree that all members of the household will not access, use or otherwise act upon. unlawful and/or inappropriate content including but not limited to, discrimination, drugs/substance abuse, extremism, malware/hacking, pornography, piracy, and copyright theft, self-harm and violence.
- We will immediately report any unpleasant or inappropriate material or messages that make my child feel. uncomfortable to the school or if serious via the CEOP web link https://www.ceop.police.uk/ceop-reporting/
- We will be mindful when using the device, using it responsibly and safely with an awareness of my actions online.
- We will be polite and responsible when we communicate with others, we will not use strong, aggressive or inappropriate language and we appreciate that others may have different opinions.
- We will not take or distribute images / videos of anyone without their permission.
- I agree that the school may use E-Safety software to monitor internet access and this will be used to log and report any inappropriate access.
- Should any faults occur, I agree that I will notify the school as soon as possible so that they may undertake any necessary repairs. Under no circumstances will I, or anyone other than school, attempt to fix suspected faults.
- I agree and understand that the school will not accept responsibility for offering technical support relating to home internet connectivity.

- If the school is of the opinion that the ICT provision has been, or is being used, in a way that breaches the terms set out above, the school reserves the right to request its immediate return, and I agree to such a request.

Parents Agreement:

I have read this agreement and agree to be bound by the terms and conditions set out above.

Childs Name: ………………………………………………………………………..…….

School Name: ………………………………………………………………………………

Parent Name: ………………………………………………………………………………

Parent Signature: ………………………………………..…… **Date:** ....

Pentland Primary School Online Home Learning Responsible User Agreement Rules

You have been sent 2 copies of this agreement. Please sign one copy and return to school. Please keep the other copy for your records.

I will ensure that my child

- Is appropriately supervised whilst using online learning resources
- Will only use Microsoft Teams for school purposes as directed by their teacher.
- Will only use Teams if an adult at home knows that they are doing it.
- Will not reveal their passwords to anyone.
- Will be responsible for their behaviour and actions when using Microsoft Teams
- Will make sure that all their communication with teachers is responsible and sensible.
- Knows that they must not deliberately browse, download, upload or forward material that they should not be viewing. If they accidentally come across any such material, they will report it immediately to you or their teacher.
- Will not record or take photos of teachers during a face-to-face session.
- Will not share any school content on social media platforms.

My child understands that

- when using Microsoft Teams and other applications provided by the school, pupil use can be monitored.
- Must follow the SMART rules regarding their use of technology as outlined in the school's Pupil Acceptable User Agreement.
- these rules are designed to help keep them safe and that if they are not followed, school sanctions will be applied and you may be contacted.

Guidelines

When participating in a 'Live lesson' using Microsoft Teams, pupils must remember that this is an extension of the classroom and they should conduct themselves as they would when on their best behaviour in a classroom. This includes:

- Being on time
- Being dressed appropriately for learning (e.g. no pyjamas)
- Remaining attentive during sessions
- Interacting patiently and respectfully with teachers
- Using a location that is quiet, safe, public and free from distractions. Please avoid using a bedroom for video conferencing.
- Ending the session when the teacher indicates

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Please sign one copy and return to school. Please keep the other copy for your records.

Pupil name ………………………………………………………… Class ……………………………………………………

Signed ……………………………………………………….………… Relationship to pupil
…………………………………………..