



St Matthias Blended Learning Strategy

Rationale

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, schools must have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September 2020. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

The Department for Education (DfE) says it expects schools to give pupils access to high-quality remote resources, and to provide printed resources such as textbooks and workbooks to pupils without an appropriate device and / or internet access.

The DfE guidance states that there is "no single right answer" when it comes to remote teaching, as the exact approaches adopted by each school will vary "depending on the needs of its pupils and school context".

With this in mind, we have consulted with all stakeholders at St Matthias including staff, governors, children and parents in order to tailor our blended learning offering to meet the needs of our children as closely as possible and our remote education offer has been designed with this feedback in mind.

Aims

- This Remote Education Policy aims to:
- Ensure consistency in the approach to remote learning for all pupils (Inc. SEND) who aren't in school through use of quality Online and offline resources
- Provide clear expectations members of the school community with regards to delivery high quality interactive 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.

Safeguarding

We continue to follow our Safeguarding policy and COVID-19 responsibilities.



Our remote education offer – Pupil scenarios

Scenario	Our remote education offer
<p>Tier 1: Individual Pupil Self-isolation</p>	<p>A member of staff will use ClassDojo or telephone these pupils regularly for a welfare check. Teachers will set work, which will be accessed via Teams (Year 2-6), Tapestry (Nursery, Reception and Year 1) or paper copies (available from reception), for these pupils in line with the planned curriculum to minimise gaps in learning, ensuring sequences of learning are appropriate to facilitate knowledge, skills and understanding upon their return.</p> <p>If pupils need support they can contact their class teacher via ClassDojo. As the teacher will be in class they will responded when available. This will only take effect when a positive case is confirmed.</p> <p>Should pupils have to isolate whilst waiting for test results, the class teacher will advise the pupil or their parents of learning activities that they can do in the interim e.g. IXL, Lexia, Times Table Rock Stars, reading etc.</p>
<p>Tier 2: Year Group Closure</p>	<p>Should one ‘bubble’ be closed, the rest of the school will continue to operate their normal timetable.</p> <p>If EYFS (Nursery and Reception) or Year 1 closes: Pupils in Early Years and Year 1 that are self-isolating will follow an adapted timetable where lessons will be taught remotely via pre-recorded videos using Tapestry. Resources and work will be distributed and collected in for feedback via Tapestry. For families who do not have access to the appropriate technology, a printed alternative will be provided.</p> <p>If a class in Year 2 – 6 closes: Pupils in classes that are self-isolating will follow an adapted timetable where lessons will be taught remotely through pre-recorded videos via Teams. Resources and work will be distributed and collected in for feedback via Teams.</p> <p>A daily face-to-face live video meeting will take place in every class at an allocated time. This will be a time for pupils to see their class teacher and discuss their learning. This will be hosted in Zoom or Teams. Parents will be notified via email or text of the timings of these meetings.</p> <p>Pupils will be set daily learning activities and should submit their assignments by 3pm each day. This will enable the class teacher to monitor the pupils’ learning, offer feedback and plan and adapt the next day’s lessons. Teachers will give timely feedback either individually or as a whole class during the live video session the following day.</p>



<p>Tier 3: Whole School Closure</p>	<p>Pupils will follow an adapted timetable where lessons will be taught remotely via Teams and Tapestry. Resources and work will be distributed and collected in for feedback via Teams. Children and parents will communicating with school via Class Dojo.</p> <p>A daily face-to-face live video meeting will take place in every class at an allocated time. This will be a time for pupils to see their class teacher and discuss their learning. This will be hosted in Zoom or Teams. Parents will be notified via email or text of the timings of these meetings – these may be staggered to ensure siblings can use a shared device at different times of day.</p> <p>Pupils will be set daily learning activities and should submit their assignments by 3pm each day. This will enable the class teacher to monitor the pupils' learning, offer feedback and plan and adapt the next day's lessons. Teachers will give timely feedback either individually or as a whole class during the live video session the following day.</p>
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Our remote education offer – Staff scenarios

Scenario	Our remote education offer for pupils in school	Our remote education offer for pupils self-isolating without symptoms
<p>Member of staff isolating with Covid19 symptoms</p>	<p>Member of staff would ring in sick in accordance with the school’s sickness policy.</p> <p>All lessons in school taught by cover supply teacher.</p>	<p>Work would continue to be provided by the class teacher in accordance with the ‘Individual Pupil Self-isolation’ scenario detailed in the above table.</p>
<p>Member of staff isolating without Covid19 symptoms (member of household with Covid19 symptoms or has been in direct contact with someone who has a positive diagnosis for Covid-19 or has been told by NHS Test and Trace that they must self-isolate)</p>	<p>Member of staff would ring in to report absence in line with school policy.</p> <p>All lessons in school to be delivered by a Teaching Assistant or cover supply teacher with self-isolating member of staff using Teams to support the delivery of the lesson and provide direction on expected standards.</p> <p>It is expected that the member of staff at home uses Teams wherever possible to introduce and explain the main teaching points for each lesson. The isolating member of staff is required to plan the sequence of lessons during their absence.</p>	<p>Work would continue to be provided in accordance with the ‘Individual Pupil Self-isolation’ scenario detailed in the above table.</p>



Monitoring work set and Zoom delivery

Staff will be required to save pre-recorded and live Teams videos and lessons to OneDrive for safeguarding purposes. These should be shared with SLT on OneDrive so that they can be sampled by SLT to ensure delivery meets our curriculum intent and standards for implementation.

Work set via Teams will be monitored by SLT who will offer feedback where standards fall below our minimum expectations.

Points for consideration when embedding remote learning practices

- Take a pragmatic approach to covering the curriculum, prioritising important concepts and particular groups of pupils where necessary. Teachers might decide to postpone particularly tricky concepts until a later stage, although the flexibility to alter the sequence will depend on the nature of the subject.
- Take a phased approach to curriculum content when familiarising teachers and pupils with new ways of working. Some schools are postponing the introduction of new curriculum content until remote education practices are better embedded. Teachers will initially revisit prior learning by consolidating topics and concepts already taught. This does not have to mean repeating old lessons and should be a brief recap to ascertain starting points.
- Create educational resources in a range of formats so that they are accessible to all, reducing the risk of pupils being left behind. Pupils are more likely to have access to mobile phones than laptops or computers, so using formats (like PDFs) that can be viewed on mobile devices can improve access to resources. School may be able to provide printed resources should pupils be unable to access online resources.
- Ensure remote learning practices are inclusive by researching accessibility features when planning and designing lessons. Many educational platforms that are commonly used include a wide range of free accessibility features.
- Identify any teachers and pupils who may need additional help in making the best use of technology and tools, and think about how to address gaps in their capability and increase their confidence. Not all teachers, parents and pupils will feel confident using technology to support remote education. Training and support will be provided as required.
- Provide pupils with different ways of explaining concepts or identify any likely misconceptions in advance. Teachers will have a good understanding of what effective teaching practice looks like in a classroom setting, but these same practices will often be more difficult to maintain when teaching remotely.
- Build formative assessment and feedback into teaching approaches through a mixture of quizzes, digital tools and modelling of good answers. These will help teachers to understand how pupils are achieving.
- Allow a variety of remote education practices across your school. In primary schools, for example, pupils will need more support from parents, and extended periods of screen time for learning may not be engaging



without a mix of other activities. The approach to teaching and the level of contact that teachers have with pupils may also need to be different across Key Stages.

- Pupils will be set daily learning activities and should submit their assignments by 3pm each day. This will enable the class teacher to monitor the pupils' learning, offer feedback and plan and adapt the next day's lessons. Teachers will give timely feedback either individually or as a whole class during the live video session the following day.