



Blended Learning Policy

SLT Responsible Person: Deputy Headteacher, Ms P Martin

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To be read in conjunction with:

- Learning & Teaching Policy
- Marking & Feedback Policy
- BTEC Policy
- Behaviour Policy
- Curriculum Policy
- Safeguarding and Child Protection Policy
- Online Safety and Data Security Policy

Department for Education – Guidance 3 December 2020 (Appendix 1)

Introduction:

This Blended Learning Policy is intended for students, parents, carers and staff. It is designed to illustrate our COVID-19 response.

The current pandemic has meant we are having to operate in a different way and will continue to have to make adjustments to meet the needs of our students as the situation changes. All decisions made will encompass the College's co-operative values and ensure that:

- we reduce the risk posed to all members of the College community due to COVID-19
- there is a focus on staff and students' wellbeing
- we maintain a strong focus on consistently high teaching and learning inside and outside of the classroom
- students are not disadvantaged by experience, opportunity or resource

Aims:

This policy aims to ensure the ongoing education of students at Helston Community College (hereinafter referred to as "HCC") during the current pandemic and/or any other unusual circumstances that could see a whole school closure or groups of students unable to attend.

This Blended Learning Policy aims to:

- ensure consistency in the approach to remote learning for students who are not in College
- set out expectations for all members of the College community with regards to remote learning
- provide appropriate data protection guidelines

We would expect that many of the steps below should already be in place for most staff within HCC. We would expect that there would be future benefits to putting these plans into place. HCC will be proactive in ensuring that:

- Google Classrooms are set up for all timetabled classes.
- appropriate staff have access to the relevant Google Classrooms,
- students have access to the applicable Google Classrooms
- staff are familiar with the main functions of Google Classroom, Google Meet and Loom
- staff have the ability to host a Google Meet (video and/or audio) with their classes or cohorts or teams either from their classrooms or from home
- Parents/carers and students are made aware in advance of the arrangements in place for the continuity of education.

Roles and Responsibilities

Teachers

- The assumption would be that staff follow their usual timetable however; it may be preferable to pre-record lessons/Loom presentation etc. to enable families with limited IT equipment more flexibility to access lessons at alternative times. To reiterate there is NO requirement to deliver fully broadcasted 75-minute lessons via Google Meet – this is because it is unlikely that all students would be able to access the lesson at the same time due to home IT availability. Recorded videos and presentations are also likely to be of better quality because the teacher can edit them before they upload to a Google classroom. However, should we go into a full closure then a regular small group Google Meet would be required to check in with students and give an overview of the forthcoming lessons, check understanding, address misconceptions and maintain engagement.

- Lessons should have a variety of activities, accompanied by a short explanatory video or voice over from the teacher – it is important to ensure that lessons do not just become a list of tasks to complete at home.
- The material posted should be enough to cover 75 minutes. This could include consolidation work from the previous year, or additional practice.
- Teachers should check their Google Classrooms and emails at least once a day to respond to student queries. If teachers become aware of students not engaging online, they should email parents/carers and copy the relevant Pupil Support Assistant (“PSA”) and/or the Director of Key Stage (“DoKS”).
- The PSAs, DoKS and Senior Leadership Team (“SLT”) links will pick up repeat offenders and meet with parents/carers either in College or remotely, and follow the appropriate policies and/or procedures.
- Unless students are undertaking coursework, work should be set on a lesson-by-lesson basis – this will break down units into more accessible chunks and help students track what they need to do.
- At Post 16, there are similar expectations and most subjects should not post project work to cover a series of lessons.
- Teachers generally should be available when providing remote learning, throughout normal working hours. This could be on the College site or remotely at home if having to self-isolate.
- If colleagues are 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.
- Tutors should make contact with their tutor group via Google Meet or telephone regularly and at least every 3 weeks during an extended period of isolation or lockdown.
- Any complaints or concerns shared by students, parents/carers should be handled in the appropriate manner and passed to line managers if the matter becomes contentious. For any safeguarding concerns, teachers must access the MyConcern platform and submit their concern.
- Any behavioural issues should be dealt in accordance with the College’s Behaviour Policy.

Attending virtual lessons and meetings with staff, parents/carers and students:

- Clothing should be appropriate.
- All virtual lessons and meetings must be held in a quiet setting ensuring inappropriate backgrounds are out of view.
- The teacher is under no obligation to be visible by students or parents/carers.
- Students must make sure that their camera is turned off at all times and microphone is muted until they need to speak.
- The lesson will be recorded (by the College) to allow students to watch the lesson again and for safeguarding purposes.

Staff should ensure that:

- they have received appropriate training
- their computer-based teaching resources are available to access and use from home, for example via Google Drive
- they have access to key resources not available online at home e.g. key textbooks
- they have access to a suitable device for home use and if this is not the case then staff should alert their Line Manager or SLT Link.

When providing remote learning, teachers are responsible for:

- setting work in line with the subject’s curriculum plan.
- setting work for all the classes they teach on Google Classroom.
- providing feedback to students on work every three lessons.

PSAs:

- check in with their year group Google Classroom daily.
- make contact with students who have not joined Google Classroom.
- contact students who are not engaging with the online learning.

Learning Champions:

- telephone contact with students they champion every fortnight.
- liaise with subject staff if their students are struggling with the online work.
- Inform SENCO if any concerns with students.

Teaching Assistants:

When assisting with remote learning, Teaching Assistants must be available for the College day. This may occur whilst the Teaching Assistant is in College or at home in self-isolation, unless the Teaching Assistant is on approved absence leave/unable to provide support.

If they are 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:

- supporting students who are learning remotely whilst absent from College
- supporting individual students learning remotely who have been assigned to them by the College's SENCO
- supporting teachers/students in a variety of formats, which could include telephone calls, emails and support within Google Classroom
- attending virtual meetings with teachers, parents/carers and students
- ensuring their dress is appropriate.
- ensuring that when assisting with delivery of lessons, or attending virtual meetings the location is quiet and nothing inappropriate can be seen by parents/carers and students in the background.

The Teaching Assistant is under no obligation to be seen by students or parents.

- Students must make sure that their camera is turned off.

Heads of Faculty and Heads of Subject:

Alongside their teaching responsibilities, subject leads are responsible for:

- considering whether any aspects of the subject curriculum need to change to accommodate remote learning e.g. focus on the key concepts/ideas/knowledge that students need for their subjects within a sequence of lessons and focus on these
- co-ordinating with department leads and teachers in making sure work set is following the College's Learning & Teaching Policy and supporting students who are unable to access remote learning
- setting cover work if the teacher is unable to set work remotely due to approved absence
- working with teachers delivering 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
- ensuring completion deadlines are being set an appropriate distance away from each other.
- ensuring work set is at a good standard for independent learning tasks
- monitoring the remote work set by teachers in their subject
- informing teachers how subject leads will monitor their work, either by regular meetings or by reviewing work set
- 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 College
- monitoring the effectiveness of remote learning; using staff meetings and providing professional development time
- ensuring quality assurance is achieved with regard to provision across all faculties
- ensuring teaching and learning is being delivered in accordance with the Learning & Teaching Policy
- ensuring staff have access to a suitable device either in their classroom or, in the event of closure, at home, and if appropriate supply them with a device for use during the closure period
- ensuring students have access to a suitable device in the event of closure and if not look to supply them with one, especially if disadvantaged
- monitoring the security of remote learning systems, including but not limited to, data protection and safeguarding considerations.

Students:

The College expects that students who are learning remotely should:

- be contactable during the College day – although we understand that 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 via College email or private comment on Google Classroom if they are not able to complete work.

Parents and Carers

The College expects that parents/carers with children who are learning remotely to:

- make the College aware if their child is sick or otherwise unable to complete work using usual absence procedures.
- seek help from the College if they need it.
- be respectful when making any complaints or raising concerns with staff.

Who to contact:

If staff have any questions or concerns about remote learning, they should contact the following individuals via College email or telephone on:

Issue/Concern	Contact
Setting Work	Subject Lead or SENCO.
Behaviour	Head of Faculty or Director of Key Stage
IT	IT Staff
Workload or wellbeing	Line Manager
Data Protection	Data Protection Officer: Mr Dave Dudley
Safeguarding	Log on to MyConcern Designated Safeguarding Lead: Mr David Lewis Deputy Safeguarding Lead: Ms Paula Martin Deputy Safeguarding Lead: Mrs Karen Harvey

Data Protection

Accessing personal data:

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

- Make sure they know how they can access the data on Remote Desktop.

Processing personal data:

Staff must limit sharing of personal data online as much as possible.

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 locks if left inactive for a period.
- Not sharing the device among family or friends.
- Installing antivirus and anti-spyware software.

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In developing their remote education, we expect schools to:

- 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
- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum - for pupils with SEND, their teachers are best placed to know how to meet their needs

When teaching pupils remotely, we expect schools to:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum:
 - primary: 3 hours a day, on average, across the school cohort
 - secondary: 4 hours a day, with more for pupils working towards formal qualifications this year
- provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos
- have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern
- gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding

We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.