# Blended Learning Policy

**Updated for 2020 - 2021**

# Blended learning at ATA

## Introduction

**This policy is a:**

1. Response to Public Health England and the Department for Education, and the support we, as an Academy, can offer while students recover or self-isolate, pending a test
2. Response to a confirmed case of Coronavirus and the steps the Academy will take to meet students' educational entitlement while at home
3. Response to possible school closures, should the infection rate or death rate reach a level that requires the government to take more definitive action

The descriptions of each possible response are below.  Training will be provided to teachers to help prepare for these scenarios.  In the case of a school closure, as the result of lockdown restrictions, the weekly Professional Development activities will continue, on TEAMs, every Thursday morning. The theory and learning will be applied to online delivery of lessons.

**Scenario 1:**

**Students absent and awaiting a test (X on SIMS).  This should be temporary and involve a smattering of students from each year group/ from each set in a year group.**

Teachers should upload their lesson (PowerPoint and electronic resources) to show my homework. Students will be expected to complete this work at home and the work will be checked on their return. A 100% completion rate will negate the need for catch up on the student's return.  Anything below that will result in the student being referred to catch up.

Assessments scheduled to be taken while students are absent from the Academy should be uploaded to teams for students to complete at home and submitted to the class teacher.  Instructions for students can be uploaded onto Showmyhomework.

All virtual work uploaded to Showmyhomework must be labelled: 'Class work for (name of class)'.

**Scenario 2:**

**Members of staff isolating and awaiting a test**

Members of staff should email work to the Cover Director (and the Curriculum Manager) who will send this to the member of staff covering the lesson.  Work should be meaningful and include homework.

**Scenario 3:**

**A year group is required to isolate (virtual learning)**

During the period when the year group is required to isolate, class teachers should deliver a virtual lesson at the time they are timetabled to teach that year group. Supplementary work should be posted on Showmyhomework for the students to complete during and after the lesson. The guiding principles, set out below, provide guidance on best practice to help staff plan and prepare virtual lessons.

If the year group is required to isolate for a short period of time – less than two weeks - students will be required to sit an in-class assessment in each subject in their first lesson in that subject to check their understanding of the lessons they completed remotely.

If remote learning lasts longer than two weeks, an assessment period will be arranged, on teams, for students at home.

All virtual work uploaded to Showmyhomework must be labelled: 'Class work for (name of class)'.


## Scenario 4:

**School closure (to all except students who are vulnerable or whose parents are critical workers)**

Work and invite to a lesson, which must include pre-recorded or live instruction, should be posted on Showmyhomework each day for each class. The guiding principles, set out below, provide guidance on best practice to help staff plan and prepare virtual lessons.

Work from students should be submitted, via teams, to measure the level of understanding. This could be in the form of a short quiz or an extended piece of work.

If the year group is required to isolate for a short period of time – less than two weeks - students will be required to sit an in-class assessment in each subject in their first lesson in that subject to check their understanding of the lessons they completed remotely.

If remote learning lasts longer than two weeks, an assessment period will be arranged, on teams, for students at home.

All virtual work uploaded to Showmyhomework must be labelled: 'Class work for (name of class)'.

Students who are able to attend the Academy (because they are identified as being vulnerable or because their parents are critical workers) will work, under close supervision, in a room in the Academy with good IT facilities. They will follow the work their peers are following at home.


**Technology**

The Academy Network Team holds a list of the students who require a Laptop to complete work at home. If a student on the list is required to isolate or is part of an isolating year group, Network will issue a laptop to the student before they leave the Academy.

If schools close, laptops will be made available for collection.

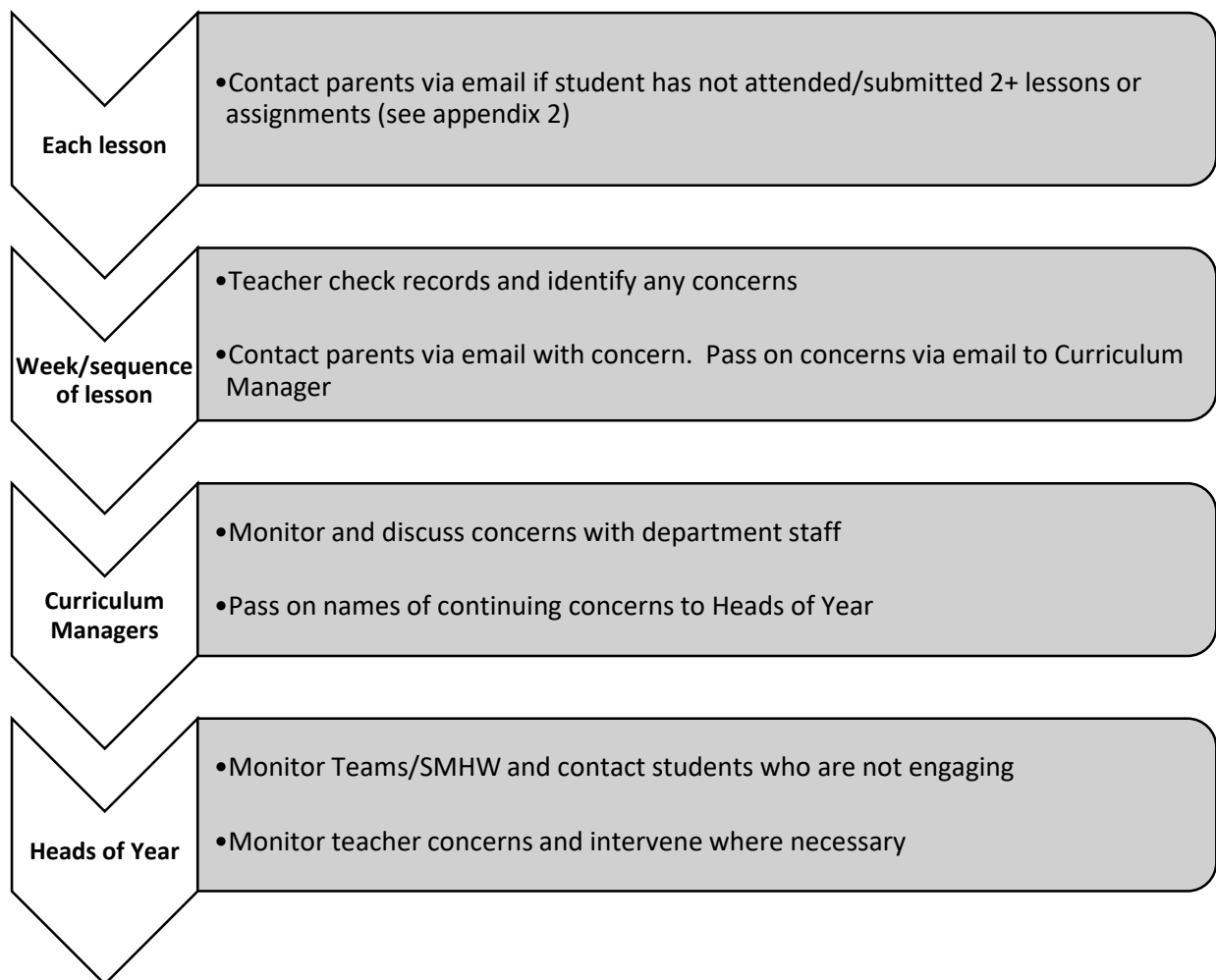# The ATA approach to blended learning

## Guiding principles

1. All the work for a lesson must be included in **one assignment.** This should be posted on Showmyhomework with a deadline of that day.  Students will be presented with a daily 'to do' list on Showmyhomework which will help them to organise the work set by their teachers.

2. Lessons must include a recorded or live element (also recorded) during which knowledge, modelling activities and elaborating key points are presented and explained to students. The way in which these are presented will differ according to subject domains.  Links to the platform(s) teachers use should be uploaded to Showmyhomework in order that the students can access each lesson with ease.

3. When creating a live or recorded lesson/ part of lesson, please:
   - Choose one learning point and keep it simple
   - Activate prior knowledge (you can set a task to achieve this) and develop the lesson or activity from that
   - Use concrete examples, multiple examples and analogies
   - Be mindful of the capacity of the working memory during your explanation.  It is limited so please don't overload the students

4. Well defined tasks should be set to help the students to practise the key learning point after the presentation.
   - There could be multiple short presentations and tasks included one lesson
   - Tasks should have supporting materials i.e., scanned resources, PowerPoints etc.,
   - Tasks should be clearly explained, with a timeframe attached and enables the teacher to provide feedback (either submittable or referred to in a future lesson).

5. To ensure students are accountable, and so you can adequately measure for understanding, a piece of work should be submitted at the end of the lesson on TEAMs, which you will be able to check.  Feedback can take the form of a mark or general feedback at the start of the next lesson.  Fundamentally, however, the students' performance will inform the plan for the next lesson in the sequence.

To continue from point 5, in order to ensure that students' engagement and work is monitored during Academy closure and remote learning.   In normal Academy operations there are a wide range of systems in place for this: statutory attendance records; discipline system; teacher detentions; ICAS support; clubs and extra-curricular activities.  With none of these able to operate, in their normal manner, while the Academy is closed to the majority of students, there is a protocol for staff to follow that will help to monitor student attendance and work ethic, holding them to account in the same way that staff would do in the Academy.

Given the range of challenges school closure presents there is no perfect system 'catch all' to replace normal operations.  This protocol therefore is designed to enable timely and effective interventions

that can have maximum impact in terms of student engagement.  By nature of their position, the staff in most contact with students are their subject teachers.  Teachers are there in the lessons, already checking attendance, whether work is submitted and the quality of students' work or learning.  It therefore makes sense that the first line of monitoring and intervention comes from teachers, in the same way that it would in normal operations through monitoring students' work in lessons and the discipline system.  Timely communication with parents from teachers will be supported by Curriculum Managers, Heads of Year (HoY), ICAS mentors and SEN teams to intervene in the case of students of concern or in need of more sustained support.

**Below is a visual flow-chart of this protocol, followed by roles and responsibilities of those involved**

**Each lesson**
- Contact parents via email if student has not attended/submitted 2+ lessons or assignments (see appendix 2)

**Week/sequence of lesson**
- Teacher check records and identify any concerns
- Contact parents via email with concern.  Pass on concerns via email to Curriculum Manager

**Curriculum Managers**
- Monitor and discuss concerns with department staff
- Pass on names of continuing concerns to Heads of Year

**Heads of Year**
- Monitor Teams/SMHW and contact students who are not engaging
- Monitor teacher concerns and intervene where necessary

**Remember if staff contact parents from their own phone, they must dial '141' before their number in order to withhold their telephone number.**

## Roles and responsibilities

**Teachers**

Class teachers are best placed to judge both the level and quality of students' engagement and learning. Teachers should be keeping records of whether students are attending lessons, submitting assignments and the quality of work. This can be managed through departmental registers on TEAMs. Departmental registers also provide email contacts for parents/guardians so teachers can send 'quick-fire' emails regarding their child's attendance and/or work.

It is expected that teachers use their knowledge of their students to identify any concerns regularly (weekly/3-4 lessons) and make contact with parents/guardians via a concise email (see examples at the end of this document). Following these emails they should pass on their concerns to their curriculum manager if concerns persist.

**Curriculum Managers**

Attendance and engagement will inevitably form a part of departmental meetings and informal discussions within department teams. Curriculum managers should check that staff are keeping track of students and, importantly, acting on their concerns. They should also support their teams in identifying concerns and managing the workload associated with this monitoring, depending on the nature of their subject area (for example weekly curriculum time / number of classes a teacher may have).

Curriculum managers should pass on names of persistent concerns regularly to the HoY who can then contact home and speak to parents.

**Heads of Year**

Heads of Year should work with their LG lead in monitoring students' holistic engagement with SMHW and Microsoft Teams. They should meet regularly to check this and identify students who are clearly not engaging with remote learning at all, or experience big changes in their engagement over time. They should contact parents/guardians of these students in order to improve their engagement and/or move towards attending the Academy in person.

Heads of Year should monitor concerns passed on to them by curriculum managers as they would behaviour logs through normal Academy operations. They should act upon any patterns, changes or concerns that they may have as a result of this, contacting parents and working with the LG lead for the year group. They should also direct ICAS mentors and/or Attendance Officer in making contact with individuals or groups of students.

**ICAS Mentors**

Mentors have an important role in working with key groups of students in each year group. They should work with their respective HoY to support students they work with regularly in normal Academy operations. This may involve regular check in calls, following up missed lessons/submissions, or poor engagement.

**SEN/TLAs**

TLAs will be able to support staff with any concerns regarding students with an SEN and should be invited to live lessons by teachers in order to support these students. Teachers are encouraged, as they are in normal operations, to communicate with TLAs and other support staff in order to help maximise their effectiveness in lessons. TLA will continue to help students access lessons and maintain regular contact with home.

# Appendix 1

## Turning in (uploading) an assignment in Microsoft Teams

To turn in an assignment, select its assignment card. Depending on the status of the assignment, you may be turning your work in on time, late, or submitting revised work.

1. Navigate to the **General** channel in the desired classroom, (This is you class code) then select **Assignments**. You can also use your search bar to search for an assignment by keyword.

2. Your upcoming assignments will show in order of when they're due. Select any assignment card to open it and view the assignment's details.
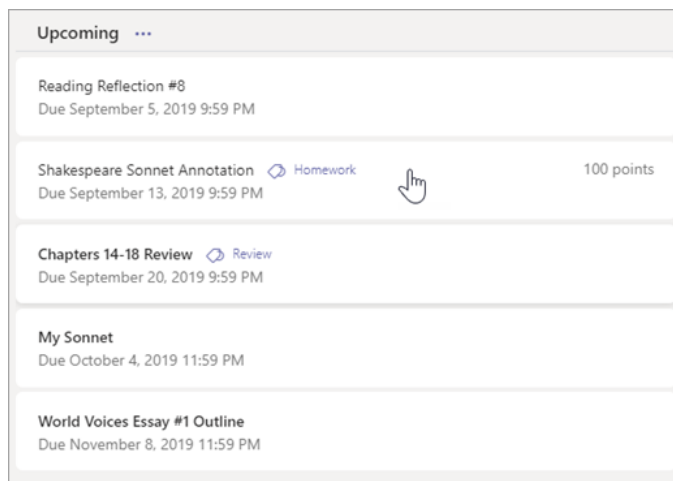


3. If your teacher specified a document for you to turn in or you have other files to attach to this assignment, select **+Add work** and upload your file.

4. Select the **Turn in** button to turn in an assignment before its deadline. The button will change depending on the status:

- **Turn in again** if you're editing an assignment you've already turned in and need to submit work again.
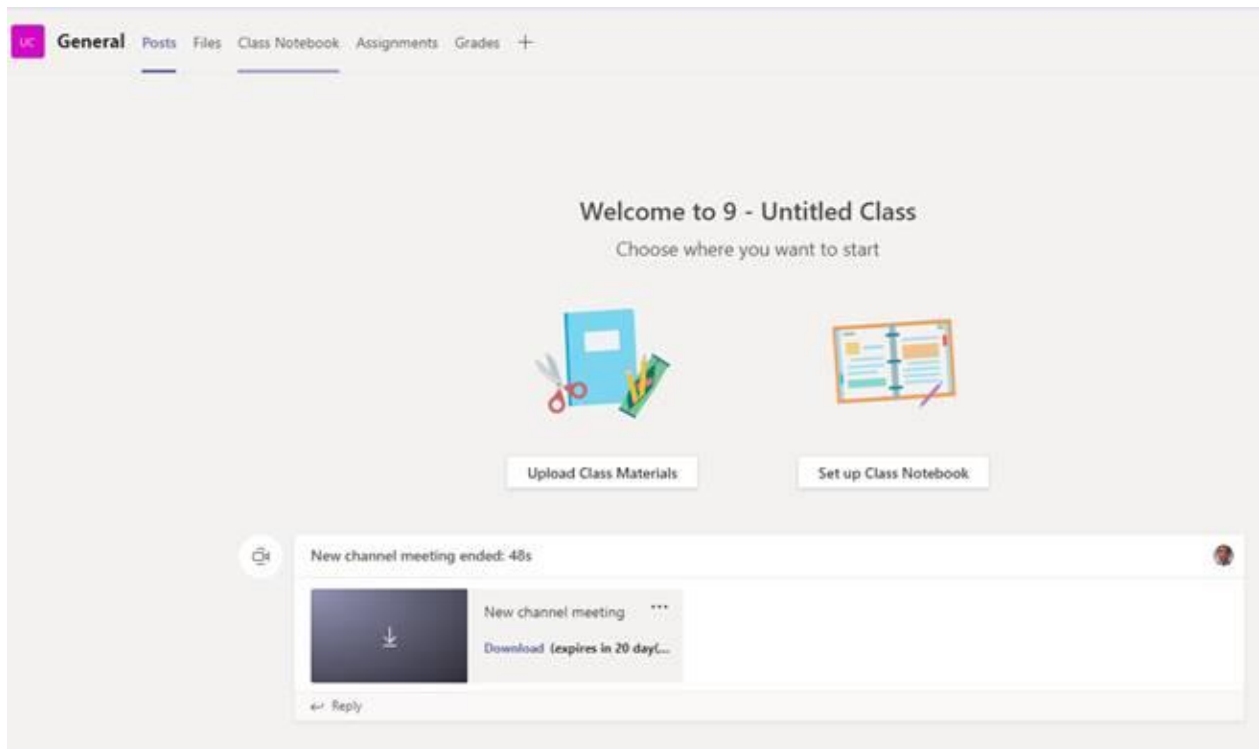
**Helpful video links**

https://www.youtube.com/watch?v=mQgDGn69oj4- (Video link)

https://www.youtube.com/watch?v=SemjM2fHV2Q (Video link for using teams- how to login and how to navigate as a student.

# TEAMs recording

1. If you record a meeting with a Team then the recording will appear in the 'posts' tab within that Team



2. If you record outside of an established team, then the recording will appear in the chat tab (i.e., this is where my missing assemblies all were)
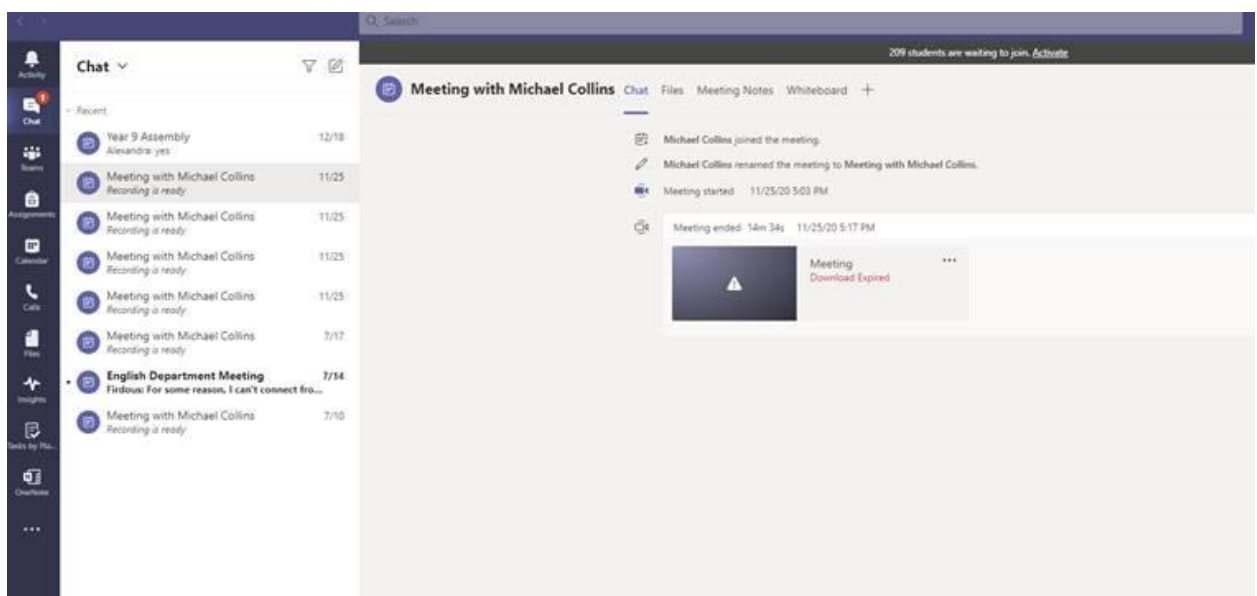
# Appendix 2

## Email Pro-forma for use by teachers

Below are example emails that can be quickly sent during lessons/Academy day to parents to impact student engagement.  Specific concerns regarding students will necessarily need to be more individual depending to the concern/need.

### Live lesson non-attendance

Dear parent/guardian,

Your child should currently be taking part in my live *SUBJECT* lesson on Microsoft Teams.   This is the second *[delete/edit as appropriate]* time that they have not attended a live lesson. Please ensure that they are checking Show My Homework regularly, and logging into Teams for live teaching when required.

Regards,

### Non-submission of assignment

Dear parent/guardian,

Your child has failed to submit the *SUBJECT* assignment that was set for them following our lesson. This is a key part of developing their learning and understanding of what they are being taught.  Can you please ensure that they are submitting assignments on time.

Regards,

### Student of concern:

Dear X,

I am writing to express my concern about your son's work in English.  This week, he has attended two of our three lessons, but has only submitted one of the assignments.  For the assignment he did submit, the work was poor, falling well below the standard that he is capable of producing.  Can you please speak to him and remind him that all assignments must be completed to the best of his ability and submitted on time.  If he is struggling, I encourage him to leave a message on SMHW or Teams so that I can provide support.

Regards,