



Rationale

The purpose of this protocol is to support school staff and leaders so that planning is in place to ensure high quality educational delivery during the academic year 2021-22 and beyond. Blended learning is defined as: *'a style of education in which students learn via electronic and online media as well as traditional face-to-face teaching.'*

DFE guidance published July 2020 highlights an expectation that *schools 'develop remote education so that it is integrated into school curriculum planning. Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.'*

When planning for remote and blended learning approaches to curriculum delivery, an understanding of the impact on workload must always be considered. There are particular risks around blended learning with teaching staff and classroom based support staff delivering both face to face learning and planning for remote learning packages for students who aren't able to physically attend school.

Mapping school/subject existing curriculum plans against the 2020-21 Oak National Academy objectives and resources is encouraged. This means children who can't attend school can quickly access nationally produced resources which are mapped to their own curriculum. This should help to reduce workload for teaching staff. Oak National Academy are developing options for lessons to be assigned to children on-line across a range of platforms, including Google Classroom and MS teams. Resources can also be printed and held as paper copies.

Half termly curriculum maps are published annually on school websites already and including online learning links will support a quick transition to remote or blended learning.

<https://www.thenational.academy/2020-21-oak-curriculum>.

At Dinnington First School we will use SeeSaw to support any children, and their families, during a period of blended learning. Activities will be shared electronically which are matched to the age range and learning objectives from the National Curriculum. Where possible activities and learning will mirror what work would have been done had the child been in school. There will be an expectation children will complete this work, paper copies will be provided for families who do not have the internet or feel confident using the SeeSaw App.

The DFE has outlined the following key principles for curriculum planning:

- education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.
- the curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.
- remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.

Key Principles: In-school

- All teachers will have a responsibility for planning blended/remote learning however overarching principles and implementation lie with the senior leadership team.
- The in-school face to face learning offer must be mapped against the planned on-line/remote offer.
- All staff should consider what steps will be taken to limit widening of educational gaps between those who are learning in-school and those who are accessing remote learning.
- Leaders and teachers should consider how children can access remote learning resources and receive feedback which is both on and off-line.
- When considering the three stages of school access (fully open/ partially open/ closed) staff workload must be considered by all leaders and steps should be taken to reduce any burden derived from the different stage of school access. This should include not asking teaching staff to produce additional and 'new' resources when they are predominately delivering face-to-face learning in the classroom. Staff meeting time will be given for staff to become familiar with new systems (SeeSaw) and to upload online learning at the beginning of each half term.
- We will use SeeSaw (Evidence Me may be used for some aspects of EYFS) and Oak National Academy initially when offering blended learning and supplement this with other delivery options such as recorded sessions and school developed resources.
- When allocating resources, we will consider the needs of SEND learners. Our SENCO will support teachers and other staff to ensure work set is appropriate.
- The teaching of phonics is likely to prove challenging in all situations where remote/ blended learning is the predominant form of learning however this is an essential part of our Early Reading Curriculum and opportunities will be planned for in any period of blended learning. Staff will use materials, including videos, from the Read Write Inc Scheme to support the teaching and learning of phonics while at home.
- In our monitoring of engagement with and completion of remote learning, we will pay particular attention to any widening learning gaps. We will proactively look at strategies to help address learning gaps, particularly for students who are disadvantaged, SEND and vulnerable pupils.

Key Principles: Working with Home

- We circulated information to all parents in Autumn 2020 which will helped to build familiarity and confidence with on-line and remote learning options as part of the normal partnership with home. The system was used successfully during the lockdown ending March 2021. The key principals of remote learning will be shared via parent mail at the beginning of the new school year and shared on the website.
- We will share links to curriculum maps with parents and consider using opportunities such as parent information evenings and workshops (when these can take place) to brief parents about on-line and remote learning offers and how these can be accessed easily.
- All our parent workshops will take place electronically during any further lockdowns and materials will be shared via email and the school website. Paper copies will be issued where necessary.
- We will also be explicit with parents about why it is so important that children follow the curriculum maps for their year group/ subjects and explain how parents can get help.

Underpinning DFE Expectations:

- Guidance from the DFE published in July 2020 outlines the expectation that all children who are working from home for any reason related to Covid-19 who are well enough to do so should be provided with work which is mapped to the in school curriculum.
- The guidance document outlines the expectation that the number of hours learning provided should be equal to the in-school deliver hours of the curriculum. At Dinnington First School we expect that, due to the age of our children, this is significantly reliant on adults in the family home supporting learning.

The DFE guidance document states:

‘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, we expect schools to 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. 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.

In developing these contingency plans, we expect schools to:

- 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.

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
- 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, delivered by a teacher in the school or through high quality curriculum resources and/or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- 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
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

We expect schools to consider these expectations in relation to the pupils' age, stage of development and/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.

Scenario Overview

<p>School Fully Open</p>	<ul style="list-style-type: none"> • For the majority of children, the main form of education will be face-to-face teaching in the classroom. • If a child/ group of children has to work remotely from home and is well enough to do so, they should be assigned work which matches the curriculum in-school and their engagement and completion of work should be monitored. • Pre-prepared resources should be shared via SeeSaw and sites such as Oak National Academy. These should be mapped to the main school curriculum. Unless whole class bubbles are closed, staff will not deliver additional live teaching on-line/pre-recorded videos because the main form of delivery for the majority of children will be face-to-face delivery. • Those children who are accessing the remote learning offer should typically be assigned the same learning objectives, number of hours learning and quality of resources as those working in school to ensure full curriculum coverage. Again, in order to reduce the impact on workload schools should map their existing curriculum to those offered via resources such as 'Oak National Academy' or share existing resources using SeeSaw. • Maths lessons will be based on content from White Rose and/or mymaths while matching the learning objectives being covered in class. • Teachers should consider how children will receive resources allocated without the supportive atmosphere of the classroom and teacher explanations etc. Not all resources and objectives will be appropriate for remote or blended learning experiences and teaching teams should make time to discuss these challenges as part of their wider curriculum planning. • Existing or nationally produced resources should be used or adapted, rather than additional resources being produced. SEND needs should be considered if relevant when assigning work. • Resources for remote learning can be either online or paper based. Teachers will need to monitor which families do not engage in online learning and offer paper based versions of work. • The learning of those working at home must be monitored. This could take a range of the forms, as appropriate to age of the children. However, the outcome of monitoring will be recorded centrally within school and reviewed. • Feedback will be given to children working remotely. This may take a different form but will be in-line with the feedback given to those children in the classroom.
<p>School Partially Open</p>	<ul style="list-style-type: none"> • Depending on year group and specific reasons why the school is partially open, learning for many children is likely to be remote. • If a child/ group of children has to complete school work from home and is well enough to do so they should be assigned work which matches the curriculum in school and their engagement and completion of work should be monitored. • Pre-prepared resources should be shared via SeeSaw and sites such as Oak National Academy. These should be mapped to the main school curriculum. Where whole 'bubbles' (year group/ class) are accessing learning remotely the option to deliver 'prerecorded lessons' for part of the curriculum time is encouraged. The nature of

	<p>home learning expectation will vary greatly between a child in Nursery and that in Year 4. Maths lessons will be based on content from White Rose and/or mymaths.</p> <ul style="list-style-type: none"> • Those children who are accessing the remote learning offer should typically be assigned the same learning objectives, number of hours learning and quality of resources as those working in school to ensure full curriculum coverage. Again, in order to reduce the impact on workload, we will primarily use existing resources made by teachers; these will be supplemented by additional resources such as ‘Oak National Academy’. • Teachers should consider how children will receive resources allocated without the supportive atmosphere of the classroom and teacher explanation; it must be remembered that parents are not teachers and may also have their own time constraints if having to work from home. Not all resources and objectives will be appropriate for remote or blended learning experiences and teaching teams should make time to discuss these challenges as part of their wider curriculum planning. • Existing or nationally produced resources should be used or adapted where appropriate. SEND needs should be considered if relevant when assigning work. • Resources for remote learning can be either online or paper based. Teachers will need to carefully monitor who doesn’t not access their online learning and provide alternative copies. • The learning of those working at home must be monitored. This could take a range of the forms, as appropriate to age and setting. However, the outcome of monitoring will be recorded centrally within school and reviewed. • Feedback will be given to children working remotely. This make take a different form but will be in-line with the feedback given to those children in the classroom.
<p><u>School Closed</u></p>	<ul style="list-style-type: none"> • Learning for the majority of children will be remote. Vulnerable children and children whose parents/guardians are key workers are likely to continue to attend school premises. • If a child/ group of children has to work from remotely from home and is well enough to do so they should be assigned work which matches the curriculum in school and their engagement and completion of work should be monitored. • Pre-prepared resources should be shared via SeeSaw and sites such as Oak National Academy. These should be mapped to the main school curriculum. Where whole ‘bubbles’ (year group/ class) are accessing learning remotely the option to deliver ‘live teaching’ or ‘prerecorded lessons’ for part of the curriculum time is encouraged. The nature of home learning expectation will vary greatly between a child in Nursery and that in Year 4. Maths lessons will be based on content from White Rose and/or mymaths. • Those children who are accessing the remote learning offer should typically be assigned the same learning objectives, number of hours learning and quality of resources as those working in school to ensure full curriculum coverage. Again, in order to reduce the impact on workload, we will primarily use existing resources made by teachers; these will be supplemented by additional resources such as ‘Oak National Academy’. • Teachers should consider how children will receive resources allocated without the supportive atmosphere of the classroom and teacher explanation; it must be remembered that parents are not teachers and may also have their own time constraints if having to work from home. Not all resources and objectives will be appropriate for remote or blended learning experiences and teaching teams should make time to discuss these challenges as part of their wider curriculum planning.

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Teachers

When providing remote learning, teachers are responsible for:

Setting work for their class/year group. These tasks will mirror the timetable of the school day and be based on reading, writing, maths and topic work. This could include recorded

Work will be set daily and uploaded by 8:30am using SeeSaw. For parents who have not engaged with this work could be emailed, uploaded to the school website or weekly paper copies of tasks provided.

Staff will need to co-ordinate with other teachers, especially those in their year group, to ensure consistency across the year/subject and to make sure pupils with limited access to devices can still complete the work.

Staff will also need to providing feedback on work using SeeSaw. This feedback should be in line with policies in school, identifying strengths and areas for development/challenge.

Keeping in touch with pupils who aren't in school and their parents. This could include emails or weekly telephone calls. Contact should take place during a teachers usual working hours. If a teacher if unwell and not able to work they are not expected to completed these roles.

Teachers should continue to monitor safeguarding of children and report any concerns to a DSL (Caroline Ash, Richard Donnelly or Catherine Parker). Any complaints or concerns shared by parents and pupils must also be shared with a member of SLT.

Teaching Assistants

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

Supporting pupils who aren't in school with learning remotely. This could be by continuing intervention groups, hearing readers remotely, sending supplementary work home or supporting well-being. The support could be provided via online videos, activities, telephone calls and SeeSaw.

Teaching Assistants may need to attend virtual meetings with teachers, parents and pupils. Technical support and CPD can be provided.

Teaching assistants who remain working in school during a partial closure, or are supporting vulnerable/key worker children in the event of full closure, are not required to also complete the

roles above. They will continue to support children's learning, well-being and interventions following teaching staff direction where appropriate.

Subject Leaders

Alongside their teaching responsibilities, subject leads are responsible for:

Considering whether any aspects of the subject curriculum need to change to accommodate remote learning and alerting teachers to resources they can use to teach their subject remotely.

Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent. This could be via online meetings using Zoom or Teams, email or telephone.

Working with other subject leads within the school (and Gosforth Schools' Trust) to make sure work set remotely across all subjects is appropriate and consistent, and appropriate to age expectations.

Monitoring the remote work set by teachers in their subject through meetings, monitoring overviews, planning opportunities, coverage and progression.

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

Co-ordinating the remote learning approach across the school and ensuring staff and families are engaging with protocol and systems.

Monitoring the effectiveness of remote learning, such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents.

Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

Pupils and Parents

Staff can expect pupils learning remotely to:

- 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.

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.

Governors

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.

Holding regular committee meetings to monitor the impact of any periods of blended learning.

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 the relevant subject lead or Richard Donnelly

Issues with behaviour – talk to a member of SLT

Issues with IT – talk to IT Gillian Purvis who will contact IT Services – Alan Errington

Issues with their own workload or wellbeing – talk to Caroline Ash, or another member of SLT

Concerns about data protection – talk to Caroline Ash

Concerns about safeguarding – talk to the Caroline Ash, Richard Donnelly or Catherine Parker

4.3 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).

If transporting laptops with personal data relating to school, ensure 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 of time.

Not sharing the device among family or friends.

Installing antivirus and anti-spyware software.

Keeping operating systems up to date – always install the latest updates.

7. Links with other protocols and policies

This policy is linked to our:

- Behaviour policy
- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy