



Blended Learning Action Plan



This document supports plans for implementing remote live lessons in schools during 2020-2021 using 'Teams'

GSA ACTION PLAN FOR REMOTE LEARNING & LIVE LESSONS

OLoL CMAT schools are now fully open to all pupils and operating a full timetable of lessons.

Should any pupil test positive for Covid, Good Shepherd Primary Catholic Academy will provide any work via Teams but not on-line if the pupil is unwell. Should any pupil be off for a period of isolation with or without Covid but are fit and well, parents may contact the school to request access to 'on-line' lessons; it will be at the discretion of Good Shepherd Primary Catholic Academy as to the number and frequency of on-line lessons that can be provided during the pupil's absence.

In the case of any future lockdowns, where Good Shepherd Primary Catholic Academy is required to fully or partially close, staff will revert to the timetable as set out in this Remote Learning Policy.

Principles of Blended Learning

Blended Learning is an approach that combines learning in school with distance learning, including online learning. Through Blended Learning we can provide learning activities and learning opportunities through remote teaching, to our children should any of them be required to learn from home due to Covid 19

At the Good Shepherd Primary Catholic Academy, we use Microsoft Teams as a platform for Blended Learning.

Introduction:

Where pupils are self-isolating at home, but are otherwise well, it is the preferred option that they remote into a lesson where possible. Where a pupil is unable to remote into the lesson, the Good Shepherd Academy will provide other options such as posting relevant class material to the pupil and or, posting relevant class materials online.

Where a member of staff is self-isolating at home, but is well, it is the preferred option that they remote into the class and continue to teach online with another member of staff available to support giving out materials and behaviour during the session/s in the classroom.

In the Advent term 2020, GSA has ensured, through their IT Support, that all pupils have their own school email address; this will support any GDPR issues with sharing personal emails.

In the table below, are different scenarios which require Blended and/or Remote Learning.

The children all have their own email accounts and in KS2, the staff have given the pupils a computing lesson on how to use Teams; this may have been in small groups or as a whole class depending on the number of devices available. In Foundation and KS1, the staff have shown the pupils what Microsoft Teams looks like and where to find their work on it. All children are familiar with the Teams icon and understand where and how they can access a remote live lesson. They have also been taught where and how to access materials needed for the lessons.

Safeguarding and Behaviour online are covered in the Trust Protocol for online lessons which has been updated for Advent 2020. All staff have read this document before undertaking live lessons. Parents and pupils are also aware of expectations on them before any live lessons take place. All safeguarding issues are reported to the DSLs and all behaviour incidences are dealt with by applying the Behaviour Policy and SLT are informed where appropriate. Incidences are recorded on CPOMS.

Tiered support for pupils	
Tier 1	Small number of children are self-isolating: support pupils by getting them to remote into the class sessions where possible.
Tier 2	A class is self-isolating: teacher to remotely teach the timetable as agreed with SLT. Teacher is self-isolating from home: teacher to remote into the class and teach the timetable as agreed with SLT. If a member of staff is off with illness they are not expected to remote into the class. Staff members 28+ weeks pregnant working at home: teacher to remote into the class and teach the timetable as agreed with SLT when working from home.
Tier 3	KS Remote learning: follow the plan below.
Tier 4	Whole school is self-isolating: follow the plan below.

The Table below sets out the year group expectations of our remote learning approach in line with the age and stage of our children. We expect that remote education (including remote teaching and independent work) will take broadly the stipulated number of hours each day.

Plan for Tier 2, 3 and 4	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Day1/2	Provide pupils with reading activities.	Provide pupils with Phonics and maths online resources and a daily English activity.		Provide pupils with spellings, maths, R.E and a topic online resource.		Provide pupils with daily maths and English activities plus and R.E and topic online resources.	
Day 3 onwards	Provide approx. 1 hour a day of live online lessons to include phonics, reading or writing and Maths. This maybe as a whole class or in small groups.	Provide at least one live session per day for maths or English. Provide reading sessions daily where possible. Provide online resources for R.E & topic as well as Maths and English to support home learning. (approximately 3hours in Year 1 and in Year 2)		Provide a daily maths or English live session. Provide one times table session during the week. Provide an R.E and topic live session during the week. Provide reading sessions daily where possible. Continue to provide online learning resources through Teams. (approximately 3.5 in Year Three and Four)		Provide daily maths and English live sessions. Provide one R.E and topic live session during the week. Provide reading sessions daily where possible. Continue to provide online learning resources through Teams. (approximately 4 hours in Years Five and Six) On top of this, Year 6 are providing live lessons for Science, Computing /PSHE and Art.	
DFE Remote Learning Expectations for Covid Lockdown 3	For KS1 up to three hours of remote education should be provided this provision will include “both recorded or live direct teaching time and time for pupils to complete tasks and assignments independently” (07.01.21)			KS2 pupils should be provided with up to four hours remote education and this should include live directed teaching time and time for pupils to complete tasks and assignments independently.			

2. Expectation for 'live' lessons.
Scenario A: Teacher in class/home, all pupils at home.

- Begin with teacher input lasting approximately 10-15mins depending on year group and lesson
- Provide work through the Class Teams folders and through Teams Assignments
- Pupils work for approximately half an hour
- Class TA to support pupils who are learning at home by checking in on this group part way through their independent learning activity
- Teacher to come back to the pupils at home to ask if there are any questions or concerns; pupils can share work with the teacher so that he/she can give verbal feedback and make any corrections required
- If you are concerned about a pupil's behaviour on line, you can mute and turn off their video; this behaviour would then be dealt with under the Behaviour policy and a conversation with the pupil's parents should take place

Scenario B: Teacher at home, pupils in school.

- Begin with a teacher input lasting approximately 10-15 minutes
- Teacher to provide work/worksheets which the TA will be required to print and give out
- Pupils to work independently for approximately 30 minutes
- Teacher should call small groups to the carpet to check their understanding of the tasks set
- TA would support the behaviour management of the class and ensure that pupils were completing work
- Pupils should be encouraged to mark their own work as much as possible during the lesson as per the schools own Risk Assessment

Scenario C: Teacher in class, some pupils at school and some at home

- Maths inputs for Year 1 to Year 6 will be via the White Rose video links. For Foundation Stage, it will be a short-pre-recorded input, e.g. voice over PowerPoint)
- All other inputs will be available through the Class Teams folders. KS2 may remote into the class sessions where possible. All work will be provided through the Class Teams folders as well.
- The class teacher will contact the pupils at home regularly to discuss and share their work and give verbal feedback / make corrections.
- The TA will also contact the pupils at home to discuss and share their work and support children in their learning. This will be done at an appropriate time, depending on the lesson / daily timetable.
- If you are concerned about a pupil's behaviour on line, you can mute and turn off their video; this behaviour would then be dealt with under the Behaviour policy and a conversation with the pupil's parents should take place.

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Tier 2 – 4

GSA Suggested Timetable:

In the event of a child not having access to a laptop or device at all times, or where a child cannot access a quiet, suitable learning space at all times, then unless it is a live lesson, recorded lessons and tasks can be completed at an alternative time to that stated on the timetable. The learning, in these circumstances, can be accessed at a time to suit their personal arrangements and IT availability within the family.

Each week a year group specific timetable will be saved in the Year Group Teams folder on Microsoft Teams. The timetable will show the timings for the live remote lessons for that week as well as the tasks allocated for each day to be completed independently. The remote provision for your child may include links, 2Dos on Purple Mash, pre recorded videos, voice over Power Points, Power Points and live lessons.

Tasks which need to be completed and returned to the teacher are to be found in 'Assignments'

Throughout a period of extended isolation and lockdown, the staff will monitor the children's engagement in the remote learning timetabled for the year group.

At the end of each week, staff will assess the children in their cohort's learning. By reviewing the online registers, staff can monitor each child's engagement in the live lessons. Where online registers show that there has been little engagement by a child in live lessons (less than 50% in that week) and assignments have not been completed, the staff in the year group team will ensure that contact is made with the family to offer help, support and encouragement. Contact can be made via email or telephone and the notes from either will be recorded on CPOMS

Support offered may include:

1. The loan of a laptop. If children have been identified as not having access to a device, there is a limited supply of laptops which the GSA will loan to the children/family
2. Advice if the parent is not familiar with Microsoft Teams and how to access it confidently
3. Sometimes the child may require resources/learning to be printed off. If this is the case, staff will print off the resources and arrange for the parent to collect it in a safe way

Staff must inform the SLT if they have concerns regarding a child and enter notes of conversations with parents on CPOMS in these circumstances.

Tailoring the Remote Curriculum for Pupils with SEND

Consideration is given to how remote education approaches can be tailored to ensure the content is accessible to pupils with special educational needs and disabilities (SEND), including children who are in receipt of SEN support. Support staff may need to produce personalised learning packs that meet their specific needs. The year group team will make regular phone calls home and 1:1 live sessions will take place where appropriate.