THE HELIX

EDUCATION CENTRE

Enabling Partnerships of Excellence in Continuity of Education for All Pupils

ASPIRE – STUDY – PERSEVERE

Title:	**Blended Learning and Contingency Plan**
Policy Coordinator:	**PK Maselino**
Nominated Governor:	**J Withers**
Date Reviewed:	**21st November 2022**
Date Ratified:	**21st November 2022**
Status:	**Statutory**
Delegation:	**Management Committee**
Review Frequency:	**Annually**
Policy Review Date:	**November 2022**

Chair of Management Committee:	**Mike Baumring**
Head Teacher:	**PK Maselino**

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Education Act 1996
- Education Act 1997
- Standards and Framework Act 1998
- Education (National Curriculum) (Temporary Exceptions for Individual Pupils((England) Regulations 2000
- Education Act 2005
- Education and Inspections Act 2006

- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Education and Skills Act 2008
- Equality Act 2010
- Education Act 2011
- Children and Families Act 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015

The following documentation is also related to this policy:

- Guidance for full opening of schools (DfE) 2020
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE)
- Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children (DfE)
- COVID – 19; safeguarding in schools, colleges and other providers (DfE)
- Continuity of learning guidance for schools (ETI)
- Equality Act 2010: Advice for Schools (DfE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We believe it is our duty that during these difficult times of local and national restrictions to ensure the continuity of education for all our pupils by combining face-to-face learning in school with online learning at home.

This two-way process known as blended learning allows for both school-based and remote learning environments to work hand-in-hand together thereby helping children and young people achieve.

We are aware that the best learning occurs when pupils are engaged in a range of meaningful activities. Therefore, we have been adopting a variety of remote learning teaching methods to ensure pupils remain online and engaged as we have a determination to use technology as a tool of engagement and not just for the delivery of content.

We acknowledge that educational technology cannot replace the expertise of teachers but it can complement teacher-led learning. We must focus on blended and remote learning strategies that promote pupil engagement.

We work hard to support teachers:

- in their efforts to move between remote and in-class provision;
- to deliver their best both in the classroom or remotely;
- by providing the tools designed to complement teaching both in and out of the classroom;
- by having in place the appropriate safeguarding strategies

We wish to work closely with our pupils and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality and therefore we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To ensure the continuity of education for all our pupils by combining face-to-face learning in school with online learning at home (blended learning).
- To ensure compliance with all relevant legislation connected to this policy.
- To share good practice within the school, with other schools and with the local authority in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Management Committee

The Management Committee has:

- appointed a member of staff to lead the development of the curriculum and to oversee remote and blended learning;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring:
  - full compliance with all statutory responsibilities;
  - the school complies with all equalities legislation;
  - funding is in place to support this policy;
  - this policy is maintained and updated regularly;
  - all policies are made available to parents;
  - all pupils make progress in achieving the expected educational outcomes;
  - the subjects are well led, effectively managed, well planned and remotely delivered;
  - the quality of provision is subject to regular and effective self-evaluation;
  - the teaching is delivered in ways accessible to all pupils with SEND;
  - clear information is provided for parents on the subject content and the right to request that their child is withdrawn;
  - the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations;
  - the involvement of the pupils for feedback in:
    - determining this policy with the Management Committee;
    - discussing improvements to this policy during the school year;
    - organising surveys to gauge the thoughts of all pupils;
    - reviewing the effectiveness of this policy with the Management Committee
  - the nomination of a link governor to:
    - visit the school regularly;
    - work closely with the Headteacher and the coordinator;

- ➢ ensure this policy and other linked policies are up to date;
- ➢ ensure that everyone connected with the school is aware of this policy;
- ➢ attend training related to this policy;
- ➢ report to the Management Committee every term;
- ➢ annually report to the Management Committee on the success and development of this policy
- ➢ the celebration of the effort, success and achievements of pupils and school personnel;
- ➢ the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher

The Headteacher will:
- work in conjunction with the Senior Leadership Team to ensure all school personnel, pupils and parents are aware of and comply with this policy;
- provide training for all teachers on how to use a single, interactive platform effectively in their teaching;
- devise an action plan to develop and implement blended learning that covers:
  - ➢ Creating a safe ICT learning environment by having in place:
  - ➢ an effective range of technological tools;
  - ➢ clear roles and responsibilities;
  - ➢ safe online procedures;
  - ➢ a comprehensive policy for pupils, staff and parents
  - ➢ safeguards to prevent misuse of captured images of staff or pupils intended to be used inappropriately on Social Media.
  - ➢ Teachers experience and confidence in using online delivery tools
  - ➢ Safeguarding awareness training regarding policies and procedures
  - ➢ The role of teachers in teaching online safety through the curriculum and additional activities
  - ➢ Staff behaviour and code of conduct policy
  - ➢ Safe pathways for pupils, parents and teachers to report safeguarding concerns
  - ➢ Monitoring the effectiveness of blended learning
- ensure risk assessments are:
  - ➢ in place and cover all aspects of this policy;
  - ➢ accurate and suitable;
  - ➢ reviewed annually;
  - ➢ easily available for all school personnel
- ensure good practice is shared throughout the school;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- make effective use of relevant research and information to improve this policy;
- monitor the effectiveness of this policy by:
  - ➢ monitoring learning and teaching through observing lessons
  - ➢ monitoring planning and assessment
  - ➢ speaking with pupils, school personnel, parents and governors
- annually report to the Management Committee on the success and development of this policy.

Role of the Curriculum Leader

The Curriculum Leader will:

- provide awareness training for pupils on how to use online platforms correctly for remote learning;
- meet with parents to provide training on the benefits of using a single, interactive platform for remote learning;
- ensure parents have in place for their child essential equipment such as a:
  - ➢ good internet provider and connection;
  - ➢ computer with good specifications;
  - ➢ set of headphones;
  - ➢ quiet space for their child to work.
- ensure teachers provide lessons that are well prepared, organised and with clear instructions;
- ensure school IT equipment and the school internet connection is of a high standard and well maintained;
- ensure appropriate coverage of the curriculum;
- provide support and advice;
- monitor pupil progress;
- ensure sufficient and up to date resources are in place.

Role of School Personnel

Teachers will:
- comply with all aspects of this policy;
- be trained in the use of technology;
- when teaching remotely will:
  - ➢ make learning active and enjoyable;
  - ➢ provide high quality lessons;
  - ➢ create a lively online atmosphere;
  - ➢ 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;
  - ➢ provide frequent, clear explanations of new content;
  - ➢ gauge how well pupils are progressing through the curriculum;
  - ➢ plan a programme that is of equivalent length to the core teaching pupils would receive in school;
  - ➢ ensure pupils are aware when lessons start and end.
- monitor pupil engagement with remote education provision;
- log participation and motivation levels and feedback to parents, either individually or formally through regular reports;
- contact pupils or parents by telephone to explore ways to secure re-engagement;
- assess pupils' progress through quizzes or tests;
- ensure continued access to appropriate reading books and resources;
- help parents/carers to support the pupils;
- work in partnership with parents and carers keeping them up to date with their child's progress and behaviour at school;
- report and deal with all incidents of discrimination;
- report any concerns they have on any aspect of the school community

Role of Pupils

Pupils will:
- be trained in how to use a single, interactive platform for remote learning;
- be trained in how to use IT effectively;
- provide feedback on the effectiveness of remote learning;
- being aware of and comply with this policy;

- being encouraged to work in partnership with the school by making decisions and exercising choice in relation to their educational programme;
- listening carefully to all instructions given by the teacher;
- asking for further help if they do not understand;
- treating others, their work and equipment with respect;
- supporting the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- taking part in questionnaires and surveys.

Role of Parents/Carers

Parents/carers will:
- whenever possible attend awareness training on the use of a single, interactive platform for remote education provision;
- provide for their child (and with support from the school whenever necessary):
  - ➢ the appropriate IT equipment;
  - ➢ a quiet work area
- be aware of and comply with this policy;
- work in partnership with the school;
- comply with this policy for the benefit of their children;
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school

Raising Awareness of this Policy

We will raise awareness of this policy via:
- Staff Handbook;
- School website;
- Meetings with parents such as introductory, transition, parent-teacher pupil Target setting meetings;
- School events;
- Meetings with school personnel;
- Written communications with home;
- Annual report to parents;
- Headteacher reports to the Management Committee;
- Information displays in the main school entrance;
- Text messages;
- Email.

Training

All school personnel:
- have equal chances of training;
- receive training on induction which specifically covers:
  - ➢ All aspects of this policy
  - ➢ Cyber Security
  - ➢ Equal opportunities
  - ➢ Inclusion
- receive periodic training so that they are kept up to date with new information;

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

We believe that this policy it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Race Disparity Audit

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed half termly or when the need arises by the coordinator, the Headteacher and the nominated Management committee governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Management Committee for further discussion and endorsement.

Linked Policies

- Safeguarding
- Acceptable Use of ICT
- Assessment
- Curriculum
- Cyber Security
- Differentiation
- E-Safety
- Teaching and Learning