

1. Aims

This Blended Learning Protocol aims to:

- Ensure consistency in the approach to remote learning for all pupils (including SEND pupils) who are not in school, through use of quality online and offline resources and teaching videos
- Provide clear expectations for members of the school community with regards to delivering high quality interactive remote learning
- Align high-quality remote education as closely as possible with in-school provision
- Ensure consistency of in-school education where staff are quarantined or self-isolating, but healthy
- Include continuous delivery of the school curriculum, as well as supporting motivation, health and wellbeing
- Support effective communication between the school and families and support attendance

2. Who is this protocol applicable to?

- A child (and their siblings on role) who is absent because they (or a household member) are awaiting test results and the household is required to self-isolate and the rest of their school class are attending school and being taught as normal, as advised by NHS /PHE
- A child whose whole class is not permitted to attend school because they, or another member of their class, have tested positive for Covid-19, as advised by NHS/ PHE
- A child who is medically advised to isolate due to being extremely vulnerable to Covid-19
- Teachers who are isolating due to a Covid-19 contact, but who are well (if not double vaccinated)
- National lock down measures and school closures with most children working remotely
- Any other isolation as advised by NHS/ PHE

Remote learning will be shared with families when they are absent due to COVID-19 related reasons. Teachers who are isolating due to a Covid-19 contact will support the teaching of their class remotely.

3. In-School Curriculum

The curriculum offered by SJB will continue to be ambitious and broad in all subjects during 2021-22. All curriculum areas have been reviewed and essential missed content from 2019-21 has been prioritised and assimilated into the curriculum. Due consideration has been given as to how gaps in core knowledge will be filled. In Reading, children are supported through additional resources and dedicated reading periods in the day such as Reading Plus and 1:1 reading. In Mathematics, arithmetic is being taught as a separate, discrete lesson to improve fluency and accuracy.

Pupils will be given a few weeks to settle back into the school environment whilst informal assessments of their starting points are made. This will inform teaching to fill any gaps in skills and knowledge.

4. Remote Learning

Remote learning is fully integrated into the SJB curriculum. In the event of self-isolation or local lockdown, SJB will have the capacity to offer immediate remote education via Google Classroom. The curriculum is carefully sequenced which facilitates the provision of high-quality online and offline resources.

5. Content and tools to deliver remote education

a. Resources:

- High quality online tools for all children, Google Classroom
- Some live lessons via Google Meet, PowerPoint and Google docs for teaching activities
- Church assemblies
- Phone calls home by a member of the class / SJB team
- Daily / Weekly live Google Meet sessions run by the teaching staff of the class
- Printed learning materials available for those unable to print from home (when school is open to all and groups are closed due to contact)
- Physical materials such as reading books and stationery
- Use of carefully chosen school subscription sites: Times Tables Rock Stars, Reading Plus, Read Write Inc; Oxford Owl; Marvellous Me

b. Challenges to remote learning

There are a number of challenges faced by the SJB community when moving to remote learning:

- It is estimated that only 49% of our families have access to a laptop or desktop computer (for each child) with reliable internet access. We have reconfigured a number of laptops and tablets as chrome/netbooks to give to families who have no suitable device but do have a reliable internet connection.
- Families often have only a tablet or a phone, and/or only one device and multiple children in different years. Our families have told us that they prefer a mix of pre-recorded videos and short live sessions. This is because they can choose when is the most suitable time for a child to watch a video lesson. These can also be accessed using a smartphone.
- Where families have no internet service or device, then SJB will provide workbooks and printed work if possible. Teachers and pastoral staff will maintain contact via Google Meet or telephone.

6. Roles and responsibilities

Home-school partnership

SJB is committed to working in close partnership with families and recognises each family is unique and because of this remote learning will look different for different families in order to suit their individual needs.

SJB have provided online training sessions for parents on how to use Google Classroom as appropriate and where possible, provide personalised resources.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. SJB would recommend that each 'school day' maintains structure. Parents are encouraged to support their children to

follow the timetable of the school day which is sent out each day in a 'Daily Overview' which also details the Learning objectives and activities set.

We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration.

Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on case-to-case basis.

All children will sign an updated 'Acceptable Use Protocol' at school which includes e-safety rules and this applies when children are working on computers at home. Families borrowing a device will also sign a Pupil's acceptable use agreement to secure their loan.

7. Roles and responsibilities

7.i Teachers

To note: the suggested responsibilities below relate to where a whole class is isolating and would be reduced when it is fewer children isolating and the majority of the class are in school.

SJB have provided training sessions and induction for staff on how to use Google Classroom and Marvellous Me.

When providing remote learning, teachers must be available between 8:45am and 3:45pm.

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 providing remote learning, teachers are responsible for:

Setting work:

- When an individual class is closed, teachers will set work for the pupils in their classes/year group. Year group teams can work together to provide recorded lessons but must have Google Meet sessions with their own classes.
- The work set should follow a similar timetable for the class had they been in school, wherever possible.
- Weekly/daily work will be shared using Google Classroom, email (when google option cannot be supported) and Marvellous Me where appropriate.
- Class staff will have live contact with children, using Google Meets, each day, in order to provide explanations of new learning for children, or unpick misconceptions. In the event of only a small group of children being absent, telephone conversations will occur daily instead.
- Videos and high-quality curriculum resources will be available through Google Classroom and links for resources from external schemes of work e.g. White Rose Maths will be included.
- Teachers will provide clear, annotated Flipcharts/PowerPoints for pupils.
- Teachers will adjust the pace/difficulty of work, in accordance with normal classroom practice for all children including those with SEND.
- Current medium-term plans will be annotated to show the remote learning capability for each unit of work.
- Work must be saved in teacher's planning folders with dated file names on Google Drive.
- Where teachers are self-isolating due to Covid-19 contact, they will use the above methods to maintain the in-school teaching for their class as a last resort when other staff are unable to step in.

Providing feedback on work:

- Reading, writing and maths work: all completed work submitted by 12:30pm to be guaranteed teacher response and comments by 3:45pm.
- Tasks submitted by 3.30pm will be commented in the following days.

Keeping in touch with pupils who are not in school and their parents:

- If there is a concern around the level of engagement, teachers should inform a member of SLT who will ensure that the pupil/s parents are contacted via phone to assess whether school intervention can assist engagement.
- Any complaints or concerns shared by parents or pupils should be reported to a member of SLT; for any safeguarding concerns, refer immediately to the DSL.

7.ii Teaching Assistants

Teaching assistants must be available between 8:30am and 3:30pm.

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.

During the school day, teaching assistants must complete tasks as directed by a member of the SLT.

They must attend the daily class Google Meet sessions when a whole class is absent from school. When a small selection of children are absent, the Teaching Assistant will be given time in the day to talk through learning with children and check in, via telephone or Google Meets.

7.iii Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school including daily monitoring of engagement.
- Providing staff with the tools and resources to provide effective remote teaching, including:
 - remote access to school systems
 - login details and access to pupil accounts for all appropriate e-learning platforms
 - training to use Google Classroom, Zoom and any other appropriate elements of the
 - training to save flipcharts and PowerPoints in pdf form to make them easier to access remotely
 - designing a comprehensive, broad, well planned, and well-resourced curriculum which sets out what is to be learned when. The curriculum maps will show what should be being learned during any period of lockdown or isolation
 - Support where possible for hardware
- Monitoring the effectiveness of remote learning – explain how they'll do this, such as through regular meetings with teachers and subject leaders, reviewing work set or collecting feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Ensure that the current curriculum is carefully planned and mapped throughout the year to build knowledge and skills incrementally. There is complete clarity about what is intended to be taught and practised in each subject, and when it is to be taught. This will enable a smooth transition from in-school learning to remote learning.
- Support the class team with the provision of home learning for individual children who are isolating (where the class teacher is in school teaching the class).

7.iv Designated safeguarding lead

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Protocol.

7.v TurnItOn IT Technicians

TurnItOn technicians are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff with any technical issues they're experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer

7.vi The SENDCO

- Liaising with the TurnItOn technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs
- Identifying the level of support needed for children on the SEND register

7.vii The Finance and Admin Officer

- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.

7.viii 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
- 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 is isolating due to COVID-19 or a positive case of COVID-19 or otherwise can't complete work
- Seek help from the school if they need it
- Be respectful when making any concerns known to staff

7.ix Governing Board/SJB LAB

The SJB LAB 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

8. Links with other policies and development plans

This protocol is linked to our:

- Safeguarding and Child Protection Policy
- Behaviour policy
- Data protection protocol and privacy notices
- Online safety and acceptable use policy
- Code of Conduct for Phone calls, Video conferencing

Appendices

Appendix 1: Learning Overviews

EYFS

Nursery	<ul style="list-style-type: none"> • Twice daily contact with teachers via Google Meet to share news, songs and stories • A daily Talk 4 Writing activity • A daily mark making activity • A daily counting and rhyme activity • A daily physical development activity • A daily communication and language or phonics activity • A daily fine motor activity
Reception	<ul style="list-style-type: none"> • Twice daily contact with teachers via Google Meet to share news, songs and stories • A daily live phonics lesson • A daily reading, writing and maths activity with some accompanying videos • Daily activities focussed on the theme/ core text for the half term

KS1

Subject	Remote teaching and learning provision	Printed Resources (if needed)	School Subscription sites
Reading daily	<ul style="list-style-type: none"> • Daily phonics lesson taught live by teacher • Daily story shared by teacher • Daily RWInc live reading session 	Books at appropriate level	Oxford Owls: RWInc
Writing daily	<ul style="list-style-type: none"> • Writing cycle to be followed. • Introduction from class teacher over Google Meet • Annotated Flipcharts/ power points for pupil use and shared via Google Classroom • Children upload work to Google Classroom • Teaching units and coverage precisely mapped 	Writing grids with pictures from current story stimulus/ word mats	
Maths daily	<ul style="list-style-type: none"> • White Rose Maths scheme followed • Links to daily home learning video saved in Google Classroom • Teachers talk through learning and support children in Google Meet • White Rose worksheets uploaded onto Google Docs via Google Classroom 	White Rose resources for appropriate units of work	
History/ Geography or Science 4 x weekly	<ul style="list-style-type: none"> • Teaching units and coverage precisely mapped • Teacher input videos/pdfs/annotated PowerPoints saved in Google Classroom • Children's work and activities saved in Google Classroom • Teacher to talk through work during Google Meet 	Worksheets if appropriate Unit Overviews shared with children	

RE weekly	<ul style="list-style-type: none"> Teaching units and coverage precisely mapped Teacher input videos/pdfs/narrated PowerPoints saved in Google Classroom Children's work and activities saved in Google Classroom Teacher to talk through work during Google Meet 	Worksheets if appropriate	
Art / DT weekly	<ul style="list-style-type: none"> PDF Art/DT prompts linked to History / Geography / Science uploaded to Google Classroom 	Lessons will take into account materials that children can easily access at home	
Music weekly	<ul style="list-style-type: none"> Live session from music teacher 		
PSHE weekly	<ul style="list-style-type: none"> Jigsaw Activity uploaded to Google classroom 		Marvellous Me used to send positive affirmations
PE Daily	<ul style="list-style-type: none"> Daily Physical Challenge uploaded daily 		

KS2

Subject	Remote teaching and learning provision	Printed Resources (if needed)	School Subscription sites
Reading daily	<ul style="list-style-type: none"> Focus texts and extracts shared on Google Classroom Activity sheets saved on Google Classroom Children answer comprehension questions Daily live reading session Daily story shared by teacher 	Reading Extracts Comprehension Questions Vocabulary Activity Books at appropriate level	Reading Plus (Ys 5/6)
Writing 5 x weekly	<ul style="list-style-type: none"> Writing cycle followed Introduction from class teacher over Google Meet Extracts and video prompts for writing available in Google Classroom Flipcharts/annotated PowerPoints annotated for pupil use and shared via Google Classroom Children upload their work via google classroom 	Writing grids with pictures from current story stimulus/ word mats Planning jotter sheets	
Maths daily	<ul style="list-style-type: none"> White Rose Maths scheme followed Links to daily home learning video saved in Google Classroom and on school website Teachers talk through learning and support children in Google Meet White Rose worksheets uploaded onto Google Docs via Google Classroom for children to complete Teaching units follow scheme 	White Rose resources	Times Tables Rock Stars

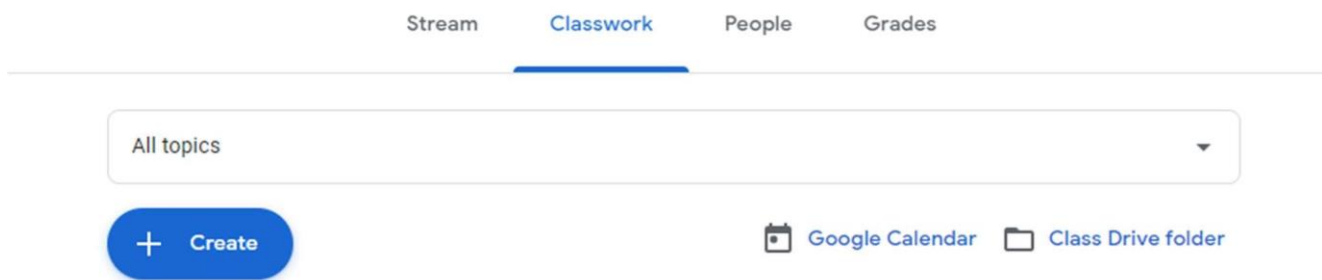
History / Geography or Science 3 x weekly	<ul style="list-style-type: none"> Teaching units and coverage precisely mapped Teacher input videos/pdfs/annotated PowerPoints saved in Google Classroom Children's work and activities saved in Google Classroom Teacher to talk through work during zoom session 	Worksheets if appropriate Unit Overviews shared and referred to throughout teaching sequences	
RE weekly	<ul style="list-style-type: none"> Teaching units and coverage precisely mapped Teacher input videos/pdfs/annotated PowerPoints saved in Google Classroom Children's work and activities saved in Google Classroom 	Worksheets if appropriate	
Art / DT weekly	<ul style="list-style-type: none"> PDF Art/DT prompts linked to History / Geography / Science uploaded to Google Classroom 	Lessons will take into account materials that children can easily access at home	
Music weekly	Live session from music teacher		
PSHE weekly	<ul style="list-style-type: none"> Jigsaw Activity uploaded to Google classroom 		Marvellous Me used to send positive affirmations
PE Daily	<ul style="list-style-type: none"> Daily Physical Challenge uploaded daily 		

SEND

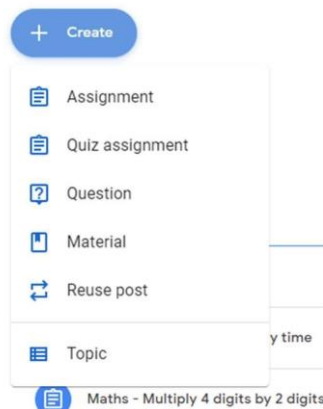
Children with SEND will have individual learning packages.

Appendix 2: Setting work on Google Classroom

1. Make sure that you are in the Classwork section



2. Use the Create button to choose what to add.

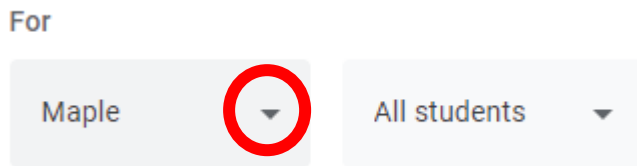


See below for a guide to the different options.

3. First create a new topic. Work should be saved in a folder for each day e.g. Friday 02.10.20. So create a new topic for each day.
4. Include a title and clear instructions on how to complete the learning in the boxes provided:

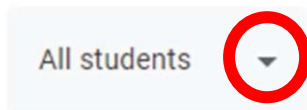
A screenshot of the 'Assignment' creation form in Google Classroom. The form has a title bar with a close button (X) and the word 'Assignment'. On the right side of the title bar is an 'Assign' button and a dropdown arrow. The main area of the form is divided into two columns. The left column has a sidebar with a clipboard icon and a hamburger menu icon. The main content area of the left column has a 'Title' field and an 'Instructions (optional)' field. Below these fields are two buttons: 'Add' (with a paperclip icon) and 'Create' (with a plus sign). The right column has several dropdown menus: 'For' (with 'Maple' selected), 'All students' (with 'All students' selected), 'Points' (with '100' selected), 'Due' (with 'No due date' selected), and 'Topic' (with 'No topic' selected).

5. If you are setting work for both classes in your year group – you can choose multiple classes by clicking the arrow here:

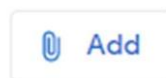


This will bring up a list of all the classes to choose from.

6. Click the arrow next to all students to set work for specific children; this will support differentiation.

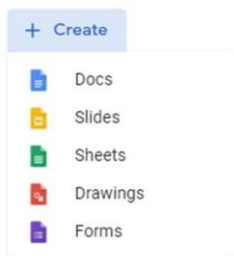


7. Set the points to ungraded or to a specific number if it is something like an arithmetic test.
8. Set a due date for the next door or the next day you have that subject
9. Set the topic to the dated folder you have created for that day's work



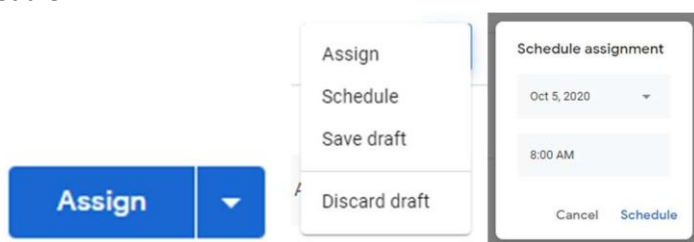
10. Use the add button to add files:

11. Use the create button to create forms and documents that the children can type directly onto:



12. Once you have created a document then select 'make a copy for each student'. This will give each child their own copy to work on

13. When you are ready to assign the work, you can assign it straight away if it is work for that day. If the work is for a day in the future, then schedule the assignment using the arrow next to the assign button and select schedule.



Choose the date and time you wish to schedule the work for.

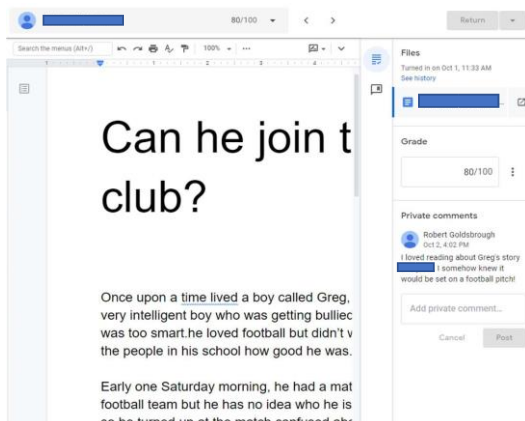
Choose one of the following categories for the work you assign.

quiz assignment – has a form automatically attached which you can use to collect answers. You can also input the correct answers to turn this into a self-marking quiz. The first question on the form needs to be ‘name’ or you won’t know whose work is whose. You access the answer sheets by clicking on the 9 dots symbol and selecting forms.

material – this is useful for posting information that is not work e.g. your class timetable

reuse post – this lets you reuse a post that you have already posted elsewhere

In the grades tab, you will see a table of all the children and task set. You will see what has been turned in (it will either say turned in or _/100). Click on the 3 vertical dots to the right (these will appear when you hover over them) and then click on view submission. You will then be able to comment on the work in the private comments section.



Appendix 3: Daily Timetables

Apple & Pear Tree Class' Suggested Daily Structure

9:00am: Morning storytime

9:45am: Registration and Hello

10:15am: Talk 4 Writing

10:45am: Break

11:15am: Maths

12:00pm: Lunch

1:00pm: Phonics

1:15pm: Afternoon Project

2:45pm: Afternoon Story

Children in classes in Key stage 1: Year 1 and 2

Time	Activity
9:15-9:30	Google meet - Introduction to lessons, Hello and Register with teacher
9:45	Live lesson for Reading
10:15	Lesson 2 - Writing
11:00	Break
11:15	Lesson 3 - Maths
11:45	Google meet check in for Maths / Writing with teacher
12:30	Lunch
1:30	Lesson 4 – Foundation subjects
2:15	Break – Daily Physical Challenge
2:30	Lesson 5 – Foundation subjects
3:15	End of day Google with teacher to review day's learning and read story.

Children in classes in Key Stage 2: Year 3, 4, 5 and 6

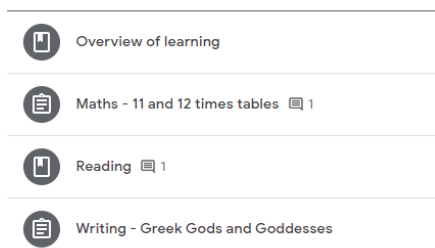
Time	Activity
8:45	Google meet - Introduction to lessons, Hello and Register with teacher
9:15	Lesson 1 - Maths
10:00	Break
10:15	Live lesson – Reading
11:15	Lesson 3 - Writing
12:00	Google meet check in for Maths / Writing with teacher
12:30	Lunch
1:30	Lesson 4 – Foundation subjects
2:15	Break – Daily Physical Challenge
2:30	Lesson 5 – Foundation subjects
3:00	End of day Google with teacher to review day's learning and read a story.

Remote Learning protocols

Google Classroom – A consistent approach

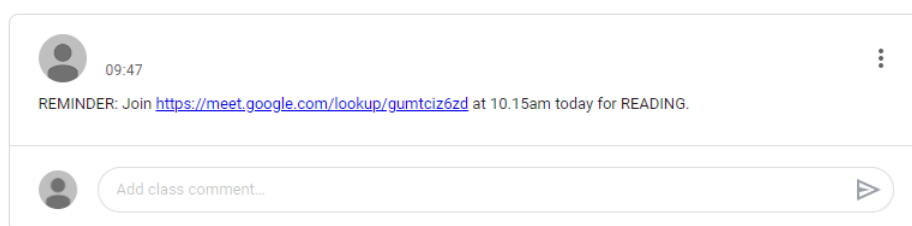
- All daily work is uploaded every morning by 8am in the 'Classwork' tab. Topics should be arranged by day and work uploaded in order by timetable. Please only post things on the day they are to be completed (the scheduling tool can help here). Tab example:

Tuesday 05.01.21



- Daily overviews should not include Google meet links at this stage and be uploaded as a pdf.
- Links for Google Meets should be added to the 'Stream' tab at least 15 minutes before each Google Meet. We have ensured that 'Quick Access' is turned off so that children cannot join the meeting without the host. These meetings can be pre-scheduled in your calendar. Please do not use the class link at the top of the classroom.

e.g:



- Registers must be taken after every Google Meet please – Please edit the Google Spreadsheet saved in the 'Remote Learning' folder on Google drive: SJB Teaching & Learning. Please mark children with a 'Y' if present. Please leave no-shows **blank**. This will form the basis for welfare calls made by school every day. The register will be saved and reset weekly by SLT. All children are listed here – please mark those that you see through the day.

Remote Register w/b 05.01.21

	A	B	C	D	E	F	G
1	Nursery						
2	Remote Register			05.01.21			0
3	Remote	Name	Class	Morning Meet	Live Lesson	Catch up 1	End of day
4	Remote		AM	Y			
5	Remote		AM				
6	Remote		PM	Y			
7	Remote		FT	Y			
8	Remote		FT				

- Google Classroom should be updated each week and any prior learning archived to keep the stream clear. Any prior homework / Christmas work should now be archived.
- Classwork assignments should be posted with a short summary of the learning for that session – this can be taken from the Daily Overview. This is to ensure that children always have access to the instructions. E.g:

11.15 Lesson 3: Maths Due Today

Posted 08:03

Click on the White Rose Maths link below then watch the video 'Day 1 - Do you want to build a snowman?' 1 Handed in 20 Assigned

You will need: pencil and paper, playdough (if you don't have playdough, you can make some (see second link))

Watch the video and complete the activities. You can share your work on our Google meet at 11.45 - we can't wait to see your snowmen!

Challenge: Can you go on a 2D and 3D shape hunt around your home? What objects can you find that are shaped like a sphere, cone, cylinder, cube, cuboid or pyramid?

[View assignment](#)

- Google Classrooms for each year group should mirror each other to ensure a consistent approach. If posting on to the 'stream' immediately (i.e. not scheduling), you can post to multiple classes / individual groups or children at the same time. By clicking the drop down menu on the class name / all students. You can also schedule assignments and work on the 'classwork' tab by using the same options:
- Stream:

For

2 classes ▼ All stud... ▼ ?

Announce something to your class

Add Cancel Post ▼

- Classwork:

✕ Assignment Assign ▼

📋 Title

☰ Instructions (optional)

📎 Add + Create

For

Maple ▼

All students ▼

Points

100 ▼

Due

No due date ▼

Topic

No topic ▼

- Please encourage children to only post comments about the learning and delete any other comments.
- Please report any safeguarding issues immediately via MY Concern and to a DSL.