

BLENDED LEARNING & REMOTE TEACHING PLAN 2020/2021

This document outlines our contingency plans for blended and remote learning, should students need to access this due to needing to self-isolate. It distinguishes between Tier 1- the default plan to be implemented for individuals and small groups of students needing to self-isolate, and Tier 2 - which would be triggered in the event of a partial or full closure.

Both of these plans are underpinned by the moral imperative to equip our students with powerful knowledge. They serve to ensure that there is absolute alignment between face-to-face and remote education, so that, should students need to self-isolate, they can transition smoothly back into the classroom having followed the same curriculum sequence as their in-school peers. This symbiotic relationship between face-to-face and remote education will ensure that no child falls behind, and will alleviate pressure on teachers in instances of pupil mobility.

BLENDED LEARNING

Definition: **Blended Learning** is an approach to learning that combines school-based teaching and online teaching. These two approaches will complement each other by using its particular strength so that the curriculum is delivered seamlessly.

OUR PRINCIPLES

Our Blended Learning Offer will:

- Enhance teaching and learning and ensure continuity of curriculum
- Be coherent and co-ordinated
- Make the best possible use of school-based resources and technology
- Be accessible to all
- Improve outcomes for all

REMOTE TEACHING

Definition: **Remote Teaching**, which may be in a variety of formats, allows students to continue learning from home in the event of short term or long-term absence from school.

OUR PRINCIPLES

- Any students staying at home due to being instructed to isolate will receive a high-quality programme of remote teaching which follows the Rushey Principles of Instruction.
- There will be a consolidation of prior learning with new content learning focused on key knowledge and skills.
- Remote teaching will be accessible to all students.

- Remote teaching will be set daily via Microsoft Teams.
- Schools will have daily contact with students.
- Students will be expected to return work and teachers will provide feedback to them.
- There is a system of consequences for students who are not engaging with remote learning.
- Remote learning will form part of the A2L judgement for 'home learning' on termly tracking reports.
- Remote teaching will consider staff work-load.
- Curricular alignment: remote plans will usually follow the same sequence as face-to-face enactment of the curriculum, but may support and consolidate face to face teaching.
- High quality resources that mirror those used in face-to-face teaching where applicable and appropriate, are easily accessible and break learning down into small steps (avoiding long-term project type tasks). This will include the use of videos and nationally produced resources such as the Oak Academy resources.
- Feedback and assessment of learning will remain regular, in line with normal curriculum expectations. Faculty policies reflect the individual subject requirements.

OUR DIGITAL LEADERS

- Adam Smith
- Mashood Afinowi

USE OF TECHNOLOGY AT RUSHEY MEAD ACADEMY

- At Rushey Mead we recognise the importance of utilising technology to enhance our students' learning. We understand the important role this will play in our students' future preparedness for their next stage of learning and life-long opportunities.
- We have a rich and diverse range of technologies which our students access and are taught how to use in discrete lessons and within the curriculum.
- Technology will play a pivotal role in the recovery period and all future learning and communication with parents.
- Digital Leaders have provided all teachers with MS Teams and a continuous cycle of regular, bite-sized digital CPD is scheduled so that all have the skills needed to use technology to the best effect.
- Students have been taught in lessons how to utilise the technology during Computer Science lessons and tutor times. Students with SEN needs or who are new to English have been given support in using the technology during mentoring sessions by the relevant teams.
- Videos have been created for both staff and students which demonstrate how to use the technology.

HOW BLENDED LEARNING FITS IN TO OUR CURRICULUM

- Technologies are selected which will fit into our curriculum seamlessly and purposefully.
- The use of technology is carefully planned and considered to ensure our teachers and students have access to a range of hardware and software which will support teaching and learning when it adds value and not simply for the sakes of using technology.
- Lesson observations and work sampling enable SLT to monitor and evaluate the use and impact of technology.
- Digital Leaders and Teaching and Learning SLT provide support and on-going training to staff which includes practical examples of usage within the classroom and for remote teaching.

USE OF TECHNOLOGY AT RUSHEY MEAD ACADEMY

Please note some of the resources are specific to certain subjects

Resources	Uses
Microsoft Teams	<p>Teachers set work for students who are isolating in their class on Teams, either individually in Class Notebook, or in Assignments.</p> <p>Teacher provides lesson resources to whole classes, enabling them to return to the lesson and double check notes / understanding.</p> <p>Teacher provides feedback to students on their work.</p> <p>Students submit work through Assignments and provide feedback to their teacher.</p> <p>Q&A Live sessions for students to address misconception.</p> <p>Blended learning tasks and communication between student and teacher to guide and support classwork completed at home.</p>
Class Notebook	All lesson material for KS4 (Computer Science) is delivered through Class Notebook, all students have their own digital notebook. Resources are streamlined to them, can link to assignments on Teams
Satchel: One (previously known as ShowMyHomework)	<p>Messages home</p> <p>Setting homework and providing links to other platforms</p> <p>Can be used to create quizzes, spelling tests, differentiated feedback tasks</p> <p>Can link video tutorials and other external links</p>
Quizlet	<p>Creating flashcards</p> <p>Engagement in games through Quizlet live</p> <p>Create test option</p> <p>Can create classes and monitor activity of students</p> <p>Ready-made content available</p>

Dr Frost Maths	Database of thousands of GCSE questions with helpful teaching slides and videos to support learning, used mainly for KS4 homework and signposted for students independent learning. Trackable
Hegarty Maths	Ready-made, video teaching content Trackable
MathsWatch	Database of video clips and questions used for homework and signposted for students independent learning Trackable
Diagnostic Questions	A platform to remotely gauge students understanding on mathematical topics using short quizzes to draw out misconceptions and areas of weakness
www.rusheymeadmaths.weebly.com	Assessment dates, homework, revision guidance for both KS3 and 4
Smart Revise (Computer Science)	Students are able to complete a bank of questions for computer science and understand key definitions
Seneca Learning	Offers a range of courses used to aid revision and retrieval practice.
Diagnostic Questions/EEDI (Computer Science)	Can use set questions that are already set up, create teacher accounts, analyse results, find common misconceptions
Foldr	Resources from various subjects. Access from the school website (school portal) with the school user name and password
Collins Connect	This is a text book on line which can be used anytime for free! Access from the school website, student portal
Twig	An online library of science videos, including a glossary of words and meanings Students can watch these anytime to help
Educake	Science quizzes to help revision and recall
Focus eLearning	Online science experiment simulation software to help with understanding some concepts and the required practical work
Kerboodle	Lessons, Resources, Assessment, and Kerboodle Books Students can annotate digital textbook and add notes Can be used to set homework and quizzes
GCSEPod	3-5 min bursts of GCSE learning, rigorously quality assured and mapped to all major GCSE exams boards

Wordshark	Wordshark provides a fun and effective games-based solution for students learning to spell and read
Vocaroo	Online voice recorder Can be used to send students verbal feedback on work and progress Students can use to record themselves speaking in French and email clips to their teacher for feedback
Linguascope	Interactive language learning website Students can play language learning games and activities to enhance their vocabulary
Atantot	Interactive language learning website Students can play language learning games and activities to enhance their vocabulary
Languagesonline	Interactive learning website. Students can practice a range of grammar points at their own pace.
RMA Multi Media drive	Students can store and access work from home and school in certain subjects, e.g photography
Oak Academy	Ready made lessons used to complement the teaching of the curriculum
Padlet	Online tool that is best described as an online notice board. The notes posted by teachers and students can contain links, videos, images and document files.

IF A CLASS OR BUBBLE HAS TO ISOLATE

- Teachers will be familiar with basic skills in MS Teams – Using the chat function, scheduling a meeting and sharing files and assignments.
- Students will have been using MS Teams in their Computer Science lessons and students can log in, access files and join a scheduled meeting.
- Teachers will monitor which students have access to Teams with details of how they are accessing it and provide support when necessary.
- Students will have been given training during induction so that they are confident in using technology and learning from home.
- Students will have access to pre-recorded videos which teach students how to use email, Satchel:One, MS Teams. E.g. Upload work, check feedback etc.
- The school will have surveyed students to ascertain who has not got access to technology and loan Chromebooks when possible.

MONITORING NON-ENGAGEMENT

- Teachers will check engagement and support those who have not engaged in remote teaching.
- There will be no requirement for baseline assessment after a 14-day closure.
- A baseline will be considered if there is an extended closure.
- A C1 (non-engagement) will be given if the work is not submitted after 48 hours.
- Teachers will follow up students who are persistently not engaging in their subject.
- Weekly non-engagement Consequences data will be shared with tutors, who will follow up non-engagement with their tutees.
- Year teams will make phone calls home to those students who are persistently not engaging.
- The SEND department and Teaching Assistants will provide support to students who are not engaging.
- The Language Development Teams will provide support to the 'New To English' cohort who are not engaging.

SUPPORT FOR TEACHERS

- Refresher training organised for staff so that teachers can provide remote teaching confidently.
- Digital Champions available on MS Teams during whole school closure to provide support with technical issues.
- Should live support be required during a bubble closure, Digital Champions would assist.
- On the day of a bubble closure, the Digital Champions will provide remote training after school for affected teachers when necessary and needed.
- Teaching and Learning SLT will provide links to websites and videos that will provide technical support for teachers.
- Pre-recorded guidance videos produced to support staff training.
- One to one training sessions provided when necessary.
- Monday PL training will be used to support teachers and develop their IT skills to ensure that remote teaching is of high quality.

SUPPORT FOR STUDENTS

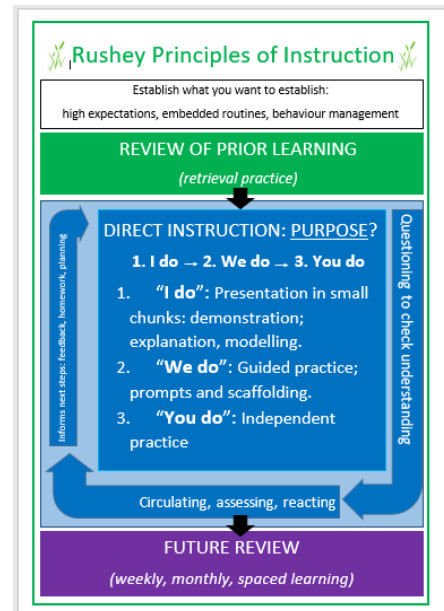
- The SEND department and Teaching Assistants will provide support to EHCP and key SEN K students.
- The Language Development Teams will provide support to the 'New To English' cohort.
- Tutors will support tutees in their tutor group and contact them at least once whilst they are isolating.
- Students have access to a range of videos showing them how to solve common problems.
- Booklets with guidance on how to work from home have been created and given to all students, these have also been translated for NTE students.

REMOTE TEACHING AND LEARNING

The key principles of remote learning follow our model for teaching and learning. The fundamentals of teaching a remote lesson are the same as teaching a classroom lesson and should follow the **Rushey Principles of Instruction**.

Revisiting **prior learning**, giving a clear **purpose**, **direct instruction** through teacher **explanation** and **demonstration**, **guided practice** through **modelling/scaffolding**, **independent practice**, and **feedback**, are still fundamental to effective learning.

It is essential that what is learned at home aligns with what is taught in school - students should be set work to do at home that gives them opportunities to practise what has been modelled for them in the classroom.



TIER 1: REMOTE LEARNING FOR A SMALL NUMBER OF STUDENTS WHO ARE SELF-ISOLATING

Summary

- Students who are self-isolating **follow their normal timetable each day**
- All resources will be accessible on **MS Teams** to the student by 8.30am, or as soon as possible before the lesson.
- Resources will support guided and independent practice, focussing on **effective self-study** (with students using their normal exercise books and/or booklets) and will normally include either a **PowerPoint, worksheet or booklet**.
- Students may be given the opportunity to join the lesson live via **MS Teams**; an invite will be sent to the students as appropriate.
- Homework** may be set on Satchel:One to consolidate the work done in the lesson, this will be signposted from the lesson on Teams so students are aware.

TIER 2 and 3: REMOTE LEARNING FOR LARGER GROUPS, SUCH AS IN THE EVENT OF A PARTIAL OR FULL CLOSURE

The assumption here is that in cases of larger groups needing to self-isolate, and/or in the event of a partial or full closure, not all staff would be in school. When not in school, teachers would be expected to create teaching resources as outlined in the Rushey Remote Learning checklist below.

What will happen during full or partial school closures?	Notes
<p>A. Students who are self-isolating follow their normal timetable each day</p>	<ul style="list-style-type: none"> • Attendance team to direct students to resources for day 1 of isolation. • All students must have an up to date copy of their normal timetable. • Students will be given work to complete during tutor time; this may be an assembly, a video resource or a live catch-up session on MS Teams with their tutor. • Teachers should provide work that follows the Rushey remote learning expectations as outlined in the *Checklist for remote learning (see below) • Teachers should use their professional judgement as to how much of the face-to-face teaching ought to be assigned to review and consolidate and how much can be given over to the introduction of new content. • New content maybe delivered live on MS Teams as short episodes to help improve student understanding.
<p>B. All lessons and resources will be scheduled on MS Teams. All homework will be set on Satchel:One</p>	<ul style="list-style-type: none"> • All students need to know their MS Teams and Satchel One login details and how to access their email. Help sheets are provided for the students to use as guides. • Students may need support with various technological issues such as logging in to their email – see Student How to videos, all saved in the Student Shared Area: O:\Students\student how to videos
<p>C. Resources will support student learning and follow the usual subject curriculum (with students using their normal exercise books and/or booklets)</p>	<ul style="list-style-type: none"> • Resources will mirror those used in class, containing a blend of information for students to read and tasks for them to complete to allow them to practise applying the knowledge they acquire.
<p>D. Students may be given the opportunity to join a live lesson via MS Teams</p>	<ul style="list-style-type: none"> • All students need to know how to respond to a MS Team invite and how to join a Teams meeting. A guidance sheet is provided.

	<ul style="list-style-type: none">• The meeting should always be at the same time as the usual lesson according to the student's timetable.
E. Submission of learning tasks set should be monitored and recorded and C1s should be issued for non-engagement and followed up.	<ul style="list-style-type: none">• Engagement with learning tasks will be monitored by teachers and there will be communication with AHOY and tutors as appropriate.• See document outlining the protocol for issuing non-engagement Consequences

Rushey Remote Learning Expectations

- Students should be given 5 hours of learning time per day. Teachers should use their professional judgment when setting work for their own class, and bear in mind that some students may take longer to complete the work when on their own. Where necessary, teachers should adjust the length of the lesson using feedback from students.
- The work for the lesson must be clearly laid out as an **Assignment in Teams**, labelled with subject, day, date and lesson, e.g. French Monday 18th January lesson 3. This must be scheduled to appear by 8.30am of the day of the lesson.
- Homework can be given to complement or consolidate the learning in the lesson, as would happen in usual lessons. This should be set on **Satchel:One** and be well signposted from the MS Teams lesson so the expectations of students are clear. The homework should be clearly labelled with subject **HOMEWORK**, day and date, e.g. French **HOMEWORK** Monday 18th January. A reasonable deadline should be given, in line with usual faculty policy.
- A pre-recorded lesson PowerPoint must be clearly labelled and the message on the first slide should have the title of the topic and lesson number (if appropriate).
- A pre-recorded lesson should include expected timings, e.g. pause the video for one minute, complete the grid in 30 seconds.
- Teachers should be available as much as possible to have live interactions to answer questions via discussion boards/chat function or email whilst students are completing their pre-recorded lesson.
- Instructions must be very clear throughout the lesson.
- The lesson should start with a review of prior learning.
- At the start of a new episode of learning the students must be told the purpose of the lesson and given clear success criteria.
- Direct Instruction should be used to teach new learning, starting with 'I do' – the new information should be presented in bite-size chunks.
- PowerPoints and pre-recorded lessons should include audio recordings or videos with clear explanations. These should be clearly signalled to the students so they know to listen to the audio or watch the video, and should be concise to allow more time to complete the activity.
- Key vocabulary should be included and explained. Pronunciation should be given via recordings and the opportunity to revisit vocabulary should be exploited throughout the lesson.
- The 'We do' part of the learning episode should include worked examples before students complete any work independently – support prompts and scaffolding should be provided to offer plenty of guided practice.
- The work must be differentiated, either by amount of scaffolding or extension activities to stretch and challenge.
- Students should be given the opportunity to do any independent practice ('You do') and put the learning into practice, this could be exam questions, a quiz, essay writing, etc.
- Adequate feedback should be given, this might be whole class email, or cut and paste individual emails, or via Teams meetings with targeted groups of students. This should follow subject faculty policy.
- Live lessons on MS Teams should be scheduled to support students' learning; this may be to give feedback, consolidate learning, address misconceptions, etc. and should follow the Rushey Principles of Instruction, according to faculty policy.

DFE GUIDANCE ON REMOTE EDUCATION: SUMMARY OF KEY POINTS

Remote education expectations

Where a class, group or a small number of pupils need to self-isolate, or local restrictions require 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 curriculum, for example through technology, 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:

- 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
- use a curriculum sequence that allows access to suitable high quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations give access to high quality appropriate 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 suitable printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access.

When teaching pupils remotely, we expect schools to:

- set assignments and tasks so that pupils have meaningful and ambitious activities each day in a number of different subjects
- set work that is of equivalent length to the core teaching and individualised programmes that pupils would receive in school, and as a minimum where possible:
 - primary aged pupils: 3 hours a day, on average, across the school cohort
 - secondary aged pupils: 4 hours a day, with more for pupils working towards formal qualifications this year
- provide frequent, clear explanations of new content, delivered by a teacher or through high quality curriculum resources or videos
- have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate
- enable teachers to adjust the pace or difficulty of what they are teaching in response to questions or assessments, including, where necessary, revising material or simplifying explanations more to ensure pupils' understanding.