

'Blended Learning' response to restricting attendance during the National Lockdown



<p>'Restricting attendance during the national lockdown: schools' DFE Guidance for all schools in England – 7/01/2021</p> <p><i>This document outlines the requirements for remote learning as shared by the DFE.</i></p>	<p>"Blended Learning" Response</p>
<p>schools have a duty to provide remote education for state-funded, school-age children whose attendance would be contrary to government guidance or law around coronavirus</p>	<p>All students at Mayfield School have a diagnosis of SEND and EHCP. All pupils that are not attending school in line with government guidance access a blended learning package planned by their class teacher to meet their individual needs. This consists of a daily timetable that mirrors the subject coverage in school with a heavy focus on working toward EHCP outcomes through tasks that promote the development of transferrable life skills within the home environment.</p>
<p>should be equivalent in length to the core teaching pupils would receive in school and will include both recorded OR live direct teaching time, and time for pupils to complete tasks and assignments independently. The amount of remote education provided should be, as a minimum:</p> <ul style="list-style-type: none"> • Key Stage 1: 3 hours a day on average across the cohort, with less for younger children • Key Stage 2: 4 hours a day • Key Stages 3 and 4: 5 hours a day 	<p>All students that are not attending school in line with government guidance access 1 remote session a day as part of their blended learning package. Refer to Remote Learning Policy.</p>
<p>We (DFE) expect schools to:</p> <p>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 so that <u>pupils can progress through the school's curriculum</u> (Does your remote learning correlate with in school curriculum and cover all subjects?)</p>	<p>Subject coverage includes all strands of the schools new GET REAL curriculum framework including English and communication, functional skills, Physical development, and Social & Emotional development.</p>
<p>select a digital platform for remote education provision that will be used consistently across the school in order to allow interaction, assessment and feedback and make sure staff are trained and confident in its use. (colour coded is explained further below)</p>	<p>Due to the varied needs of our pupils, teaching staff work closely with families to identify the most appropriate platforms for pupils to access that meets the individual needs of pupils. This includes a combination of Zoom, TEAMS, Seesaw & Evidence for Learning.</p>
<p>overcome barriers to digital access for pupils by:</p> <ul style="list-style-type: none"> • distributing school-owned laptops accompanied by a user agreement or contract • providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work. 	<p>Laptop & tablet devices have been allocated to pupils that do not have access to technology at home.</p> <p>Resources needed to support learning at home are carefully selected as part of the teacher planning process and distributed accordingly. All resources are differentiated to the varied needs of our pupils. They include printed workbooks, sensory objects, work tray tasks, symbols & parent guides.</p>
<p>have systems for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern (N.B. This was weekly on 6/1/21)</p>	<p>Teaching staff have identified the preferred modes of communication for each family. Each pupil has a key person whom acts as the main point of contact for families. The key person contacts parents/carers to talk</p>

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	through work set and suggest ways to promote engagement. This is completed once a week or more as required to ensure that we promote a flexible and adaptable approach to the varied needs & responses of our pupils. The schools focus continues to be to encouraging parents/carers to share effective feedback to inform assessment.
<ul style="list-style-type: none"> • identify a named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education 	Heathfield Rd – Hayley Tinsley – Deputy Headteacher Wheeler St – Caroline Mace – Deputy Headteacher
<ul style="list-style-type: none"> • publish information for pupils, parents and carers about their remote education provision on their website by 25 January 2021 	Blended learning statement published on website
When teaching pupils remotely, we (DFE) expect schools to:	
set meaningful and ambitious work each day in an appropriate range of subjects	Home learning activities focus heavily on opportunities to work towards EHCP outcomes through practical tasks within the home environment. Each pupil is provided with a suggested daily timetable to ensure coverage of the schools GET REAL curriculum strands and where appropriate to the learner, accredited outcomes Subject coverage and content is recorded for each pupil on home learning logs.
<p>consider how to transfer into remote education what we already know about effective teaching in the live classroom by, for example:</p> <ul style="list-style-type: none"> • providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources • providing opportunities for interactivity, including questioning, eliciting and reflective discussion # 	<p>Key person contacts parents/carers to talk through work set and suggest ways to promote engagement through personalised approaches. The schools focus continues to be to encouraging parents/carers to share effective feedback to inform assessment and Teaching staff are supporting parents to identify what this looks like.</p> <p>Where appropriate to the needs of the pupils they are prompted through questioning during remote sessions and are also encouraged to communicate with their teachers via email.</p>
<ul style="list-style-type: none"> • providing scaffolded practice and opportunities to apply new knowledge # 	
<ul style="list-style-type: none"> • enabling pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate # (N.B. on 6/1/21 this was weekly) 	This is completed weekly on an individual basis through each pupils key person. Due to the varied needs of our pupils we promote a flexible & adaptable approach to the responses of our young people to ensure the wellbeing of our pupils.
<ul style="list-style-type: none"> • using assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge # 	Teaching staff continue to focus on encouraging parents/carers to send in completed work and share feedback that enables Teachers to inform assessment against the GET REAL framework. Teachers work with families to ensure that work set is adjusted and

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<p>(Guidance on remote learning 6/1/21 was; 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)</p>	<p>adapted as necessary to support the development of pupils in all areas.</p>
<p>• avoiding an over-reliance on long-term projects or internet research activities</p>	<p>NA</p>
<p><i>#We (DFE) expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs. Decisions on types of services e.g. therapists online should be considered on a case by case basis, avoiding a one size fits all approach.</i></p>	<p>All blended learning opportunities are planned and considered in line with the individual needs of each pupil. The school continues to work with external professionals to support the needs of individual pupils and provide access to relevant therapies (EP/SALT/OT/Sexually harmful behaviour team)</p>
EXPECTATIONS OF SAFEGUARDING	
<p>When a vulnerable child is asked to self-isolate, schools should notify their social worker (if they have one). School leaders should then agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person.</p>	<p>School notifies SW/FSW if and when chn are asked to isolate. Regular contact continues to be made via the child's key person and pastoral team. Safe and well visits continue to be completed. Teaching & Learning register is completed for every child to ensure contact has made.</p>
<p>Schools should also have in place procedures to check if a vulnerable child is able to access remote education support, to support them to access it (as far as possible) and to regularly check if they are doing so.</p>	<p>Every family is contacted at least once per week to complete a welfare call. Devices allocated to vulnerable pupils. Ongoing contact and monitoring from key person and pastoral team. Safeguarding COVID-19 addendum updated January 2021.</p>
<p>Other questions to consider linked to remote education (These are prompts that are not taken from DFE documents).</p>	
<p>How often are you monitoring the quality of remote learning? Are the approaches consistent? How well are the children learning in a range of subjects? Are you identifying gaps in learning? How are you addressing these gaps? Are you differentiating for the lowest 20% of children? How are you assessing children's performance? For what purpose? Have you taken feedback (surveyed) on the parent and pupil viewpoints on the remote learning on offer? Has staff training led to consistent provision and high quality remote education?</p>	<p>Blended learning is monitored weekly. Pupils access all strands of the GET REAL curriculum with a heavy focus on working towards EHCP outcomes through the opportunity to develop transferable life skills within the home environment. All blended learning packages are personalised to the individual needs of students. The schools focus continues to be engaging families in feeding back effectively to support teacher assessment and inform planning so that it can be adapted to address misconceptions, fill gaps in learning and work towards next steps. Parent survey shared.</p>
SUPPLEMENTARY ADVICE FROM DFE	
<p>Other areas to consider;</p> <ul style="list-style-type: none"> • Our get help with remote education portal provides information, guidance and support on educating pupils and students during the coronavirus (COVID-19) outbreak. Additional information includes: 	

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<ul style="list-style-type: none">• statutory obligations and expectations	
<ul style="list-style-type: none">• safeguarding procedures to follow	
<ul style="list-style-type: none">• resources and examples of good practice to support remote education	
<ul style="list-style-type: none">• Early Years good practice	
<ul style="list-style-type: none">• information about how to apply for funding to get access to devices, internet access and digital platforms	
<ul style="list-style-type: none">• supporting pupils with Special Educational Needs and Disabilities (SEND)	
<ul style="list-style-type: none">• support to help students falling behind including premium funding and support through the National Tutoring Programme	
<ul style="list-style-type: none">• assessment of work through remote education – good practice and suggestions	