

Ethos

We will do all that we can to keep the learning going for our pupils. The procedures are in place to ensure our pupils continue to move forward on their learning journeys. We understand that the pandemic is a global issue. Our principles aim to protect colleagues from unnecessary workload or anxiety, while still continuing the pastoral and academic education of our pupils. Maintaining contact and ensuring attendance are priorities; nothing replaces the benefits of contact with us as subject experts, pastoral support and appropriate responders.

Blended Learning

Our aim is to keep pupils engaged with the Oakwood community even if they are learning from home.

The primary method of retaining their engagement is through their learning, which includes their lessons and their tutor-time.

The blended approach should not cause excessive workload to colleagues.

To support our twenty-first century learners, the school provides each child with a one to one device (Y7-10 Chromebooks, Y11 iPads) and the teachers are provided with Google Premium.

Within the Google Suite of applications, is Google Classroom. At its most basic, Classroom should be used to share resources with pupils, however there are many other uses, such as communication, setting assignments, assessment rubrics and tracking.

SEND- pupils identified as having a barrier to learning may need simplified instructions and absolutely must have access to inclusive learning that allows them to engage with the curriculum with parity to those pupils without SEND. The ARC team is available to support with differentiating resources and making reasonable adjustments, but need TO be spoken to in advance of the lessons, however it is the main responsibility of the teacher and all amendments should be made by the teacher. Pupils with SEND should have the opportunity to access your live lessons. You could also consider recording your instructions. This duty is anticipatory; it requires thought to be given in advance to ensure what adaptations can be made to prevent any disadvantage (Care, Prepare). Look at the class and specific pupils, not just the lesson resources, when planning.

Live Lessons in School

When pupils are at home isolating and are well, the expectation is that they join in the lesson through Google Meet. This should not be onerous to teachers.

Set up a Google Meet using your Google Calendar or Google Classroom (make the Meet code not visible to pupils).

Email the class/ pupils with the code and direct them to the lesson materials which should already be on Google Classroom as part of your normal working practice.

You may need to make slight amendments to your lesson presentations, such as, adding blank slides in-between for modelling and notes.

Practical subject teachers may have to adapt their planning or set alternative work for pupils at home depending on the resources required.

Live lessons can be conducted using Mac Books or the desktop- providing you have a microphone.

So that pupils who have joined the lesson can be tracked, Google Premium should email an attendance list once the Meet has been ended.

PLTs will organise a Google Meet for their tutees at 8.45am, 9am during lockdown.

For pupils who have not shown you evidence of home-learning, either through joining the meeting or through completion of tasks (see flowchart):

- email them a reminder with clear instructions copy in the PLT, check they are OK, set a deadline;

- if there is still no work completed, log under “has not engaged with subject blended learning”;
- contact home and send the parents the instructions, you can put this request on the AAST sheet or email or telephone; log ‘contact with home’;
- ARC and EAL are there to support with pupils under their provision;
- on the pupil’s return to school, encourage them to complete the necessary* work, so that she/he/they do not feel like they are falling further behind;
- fresh start, move on.

* Can you streamline what has been missed? Could you just pick out the most essential learning? If it’s content, can the work be copied up from another pupil or even photocopied? If it’s an assessment, can you ask your department for help with facilitating the exam/ WIN conditions? You could use recall strategies (Forms, quizzes, question grids, knowledge organisers, mapping). For KS4 pupils with SEND or EAL pupils with withdrawal sessions, contact their academic mentor with the work they have missed and need to complete.

Guidelines to Parents During Lockdown

- The majority of the lessons will be live lessons and your child/ children will receive a Google Meet link so that they can join their lessons at the usual times.
- As a minimum, teachers will introduce the lesson live, teach the necessary knowledge and skills and then pupils will continue with the learning. The teacher will be available to answer any questions or queries via the Google Meet.
- Where teachers believe that a recorded lesson will suit the learning requirements better, the teacher will set this on Go4Schools so that parents are aware that the work has been set, but that there is no requirement for the pupils to join live. The teacher will still be available to answer questions or offer support.
- In all cases, the teachers will set fair and reasonable deadlines for the completion of the set work and be available via Google Meet or email to answer any questions or offer support.
- Feedback will be provided, in the majority of cases, via Google Classroom. Where online platforms, such as Seneca, are used the pupils receive feedback on their progress through that platform.
- Pupils who do not join the live lessons and/ or complete the learning will be logged with a -1 point log: “has not engaged with subject blended learning”.Tutors will stay in touch with their forms and review their behaviour and rewards. Where there are two or more “has not engaged with blended learning” logs, parents will be contacted.
- The ARC and EAL teams will continue to make contact with those pupils who usually access this provision.
- Blended learning is rewards driven and pupils will receive positive logs for their commitment and effort to blended learning.
- We are open and we are here to offer support to all our pupils and to the community. Please do not hesitate to contact your child’s/children’s tutor, in the first instance, if you have questions.
- Key-worker children will access their lessons in school.

A lot has been learnt and live lessons have been the most appropriate way to engage pupils in their learning.

Live Lessons from Home

If isolating and healthy, teach the usual lesson at the usual time from home. CEC has organised for external cover staff to access the Google Meet (subject to testing) so just add the Meet code to the resources in the Cover Drive and ensure any pupils who are isolating can also access the Meet.

Follow JOX’s tips for the most effective live learning from home.

Use the colleague who is covering to support the flow of the lesson. There is no need to have a camera on, just show the presentation. As before, add blank slides in-between for modelling or collecting answers.

If the camera is on, use the ‘background blurring’ function to ensure there are no distractions behind you; dress professionally; all professional standards still apply.

Visualisers/ microphones allow the teacher to hear the class responses.

They can access the resources on the devices or write in the books/ folders as usual.

Recordings from Home

If isolating and healthy, but have unique circumstances that prevent live lessons from home being a possibility,

contact CEC.

Record clear, detailed instructions for the pupils. Refer to HLI's instructions. Greet the class, include information about equipment, expectations and explain the learning for the lesson. Ensure the pupils know that the teacher is available via email.

Put your recording in the Cover Drive with your other resources and send it to any pupils who are isolating.

Assessment & Data

Your subject lead has decided on the policy, ask. This could be that assessments are sent home and 'scaled' if the teacher believes there has been extra support from people at home or the internet; teacher assessment is used, but that this is noted in the class-profiles; pupils catch-up on their return with the support of the subject or that the pupils are recorded as absent. Check with your subject lead.

During Lockdown, the Subject Lead/ HofLZ will decide on the assessments and what data to record.

In summary

Make contact, keep the learning going, support on return.

Support each other.

Do ask for help if you are unsure.

