

Heron Hall Academy: Blended Learning Remote Learning Strategy

January 2021 Update

At HHA we are committed to providing high quality blended learning for all children through our home learning approach and our Covid-19 strategy. Our aim is to ensure:

- All children have access to the internet.
- All families have at least one device for home learning.
- Our online opportunities provide a learning experience that is appealing and that delivers successful learning outcomes.

We expect all students to follow their usual timetabled lessons, ensuring they follow the new timings released for remote learning.

Period 1: 9am – 10am

Period 2: 10am – 11am

Break: 11am – 11.15am

Period 3: 11.15am – 12.15pm

Lunch: 12.15pm – 1pm

Period 4: 1pm – 2pm

Period 5: 2pm – 3pm

Form time: 3pm – 3.30pm (Thursdays only)

As a school we have supported our vulnerable and disadvantaged students in providing technology to those without access. To date (14/01/2021) we have provided: 147 Chromebooks to disadvantaged students. Furthermore, we have provided technology to those households with multiple siblings at the school who were reliant on sharing one device between several siblings. To date (19/01/2021) 205 Chromebooks have been distributed to aid this need.

The strategy below outlines the approach we are taking that will prepare us for effective blended learning in the event of a lockdown, staff or students self-isolating or a child being prevented from attending school due to Covid-19.

Blended Learning Contingency Plans

Lesson Loads

Lessons Load Lesson load to be revised. Research suggests it takes the students roughly 50% longer to complete a standard 1-hour lesson online compared to face-to-face teaching.

Reduce content load by 50% across all subjects.

General Curriculum

Students follow the usual curriculum as per short, medium and (if necessary) long term plans.

During lockdown, pupils will be following their usual school curriculum so far as possible. Some adaptations to content should be expected to ensure that it is suitable for remote provision. For example, where practical lessons would have been planned, theory work may be set instead, or live video demonstrations might be shared by teachers.

Safeguarding: Teachers can 'mute' videos and have students on voice mute. This system would at least ensure some teacher regularity and daily structure.

Follow school timetable. Every lesson, the teacher will live-stream via Google Meets. This will last approximately 30 minutes per lesson. This is to ensure that pupils have time to complete work set during the scheduled lesson time. Teachers may request that students rejoin the Meet to share their work or

submit as an assignment. Sometimes, when setting an assignment, the teacher may 'Meet' for a shorter period of time if pupils are expected to complete an extended piece of work or an essay to give them time to complete this work during the scheduled lesson.

Teachers will have their Google Meet open for at least 50 minutes to allow students to ask questions and to answer any questions. The teacher will also upload lesson resources for students.

Remote Provision – Student Access

Where pupils do not have access to devices at home, the school is providing long-term loans of Chromebooks.

For those without internet access, the school has requested further dongles from the DfE and has placed an order for some to support pupils with no internet access.

Mobile phone providers have offered to support parents by increasing their data allowances to better access remote learning through the following link:
<http://bit.ly/2LtGWvE>

Assessment Schedule

1) Assessment schedule should not be interrupted. Formative assessment to take place as scheduled with teachers delivering WWW/ EBI feedback via Google Classroom.

2) Formative assessments should be announced using 'Stream' function at least one day in advance of release of the assignment.

A bespoke assessment programme for Year 11 has been devised to ensure that CAG are supported by a thorough portfolio of teacher assessment and evidence.

Assessments to take place with a one-day window/deadline for completion to compensate for technological issues that many families have, for example: one device for multiple children. Teachers should be sensitive to deadlines, though students should be told that they must give notice to teacher for late submissions.

Blended Learning: 'If...Then' Action Plan

Event	Actions	Who	When	Impact
Lockdown (January 2021)	<ul style="list-style-type: none"> • Live teaching (online lessons). These are delivered via Google Meets and last for approximately 30 minutes. The Meet will remain accessible to students should they have questions about their learning even when the live stream has ended. • Students follow usual timetable • Email notifications are sent out via Arbor to inform parents about student attendance • HOY follow up on persistent absentees • Chromebooks distributed to those without access 	Teachers HoY SLT	Daily	Learning remains uninterrupted as students are following their usual timetables and studying the same content as scheduled within the 5-year curriculum plan.
Students Self-Isolating/ Bubble or Year Group SI	<ul style="list-style-type: none"> • Students follow usual timetable • Students log on to Google Meet and participate in the lesson remotely • Students complete work in their books or on G.C. as directed by their teacher • All work uploaded to Google Classroom 	Teachers HoY SLT	Daily	Learning remains uninterrupted as students are following their usual timetables and studying the same content as scheduled within the 5-year curriculum plan.

<p>Teacher Self-Isolating (Symptom-free)</p>	<ul style="list-style-type: none"> • Isolating colleagues will have their class covered by the cover supervisor or another teacher. • Isolating teachers will be able to use Google Meets to deliver a portion of their lesson virtually (first 15 – 20 minutes for lesson set up and to address misconceptions) to maintain adherence to the curriculum and quality provision for students. • Isolating staff are to send in appropriate cover work for students to complete following their initial set-up and support. The teacher covering can ensure students stay on task and motivated, knowing students are confident in the work set due to the virtual 'Meet' with their teacher at the start of the lesson. Cover tasks should total approximately 40 minutes in length to allow time for the virtual 'Meet' of teacher and class and to give time for registration and lesson changeover. • Isolating teachers will have to invite the cover teacher to their Google Meet (through G.C. or email) 	<p>Teachers Richard Tandoh/ Cover Supervisors Google Classroom Team SLT</p>	<p>Daily for period of isolation</p>	<p>Teachers are able to check for misconceptions regularly rather than on their return. SOW are followed resulting in less disruption to taught curriculum resulting in better outcomes for students.</p>
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Teacher tests positive for Covid	<ul style="list-style-type: none"> • If the teacher is well enough, cover work should be sent in to HoD/ 2i/c as is usual with the absence policy. • If the teacher is really unwell, this should be communicated to the school so that the department can support in the production of suitable cover work. 	Teachers HoD/ Department team HHA Cover Request	Daily for period of absence/ revert to remote provision if/ when teacher is well enough	Students receive quality cover work which fits the curriculum delivered by current school staff.
Critical mass of teachers tests positive for Covid-19 (symptomatic) and no available cover due to staff self-isolation. Approx. 50% of staff body	<ul style="list-style-type: none"> • Specific year groups to be prioritised for in school lessons with other year groups sent home to complete remote learning. SLT discussion and communication to parents along with estimated timescales and details of remote provision. • Remote learning provision to follow usual timetable. • Symptomatic (but not unwell) teachers to set work via Google Classroom and live stream if well. • Work to be set via G.C. or students invited to other 'Meets' in case of staff absence/ illness. 	SLT Teachers	Timetable produced and distributed via SLT to communicate to staff action plan in this circumstance.	All students have access to remote provision to ensure learning continues. Reduced TT may be necessary in case of widespread staff absence. 50% reduction in TT to prioritise all subject areas – not just core.
Year group bubble closes due to a positive test.	<p>Class teachers</p> <p>Follow school timetable. Begin lesson via Google Meet with 30 teacher input and modelling. Set work using PowerPoint etc./ Assignment via G.C. Option for 10 minute Q&A with teacher</p>		Students retain access to subject specialist and curriculum is uninterrupted. Content will take longer to get through but assessment cycles can be maintained	

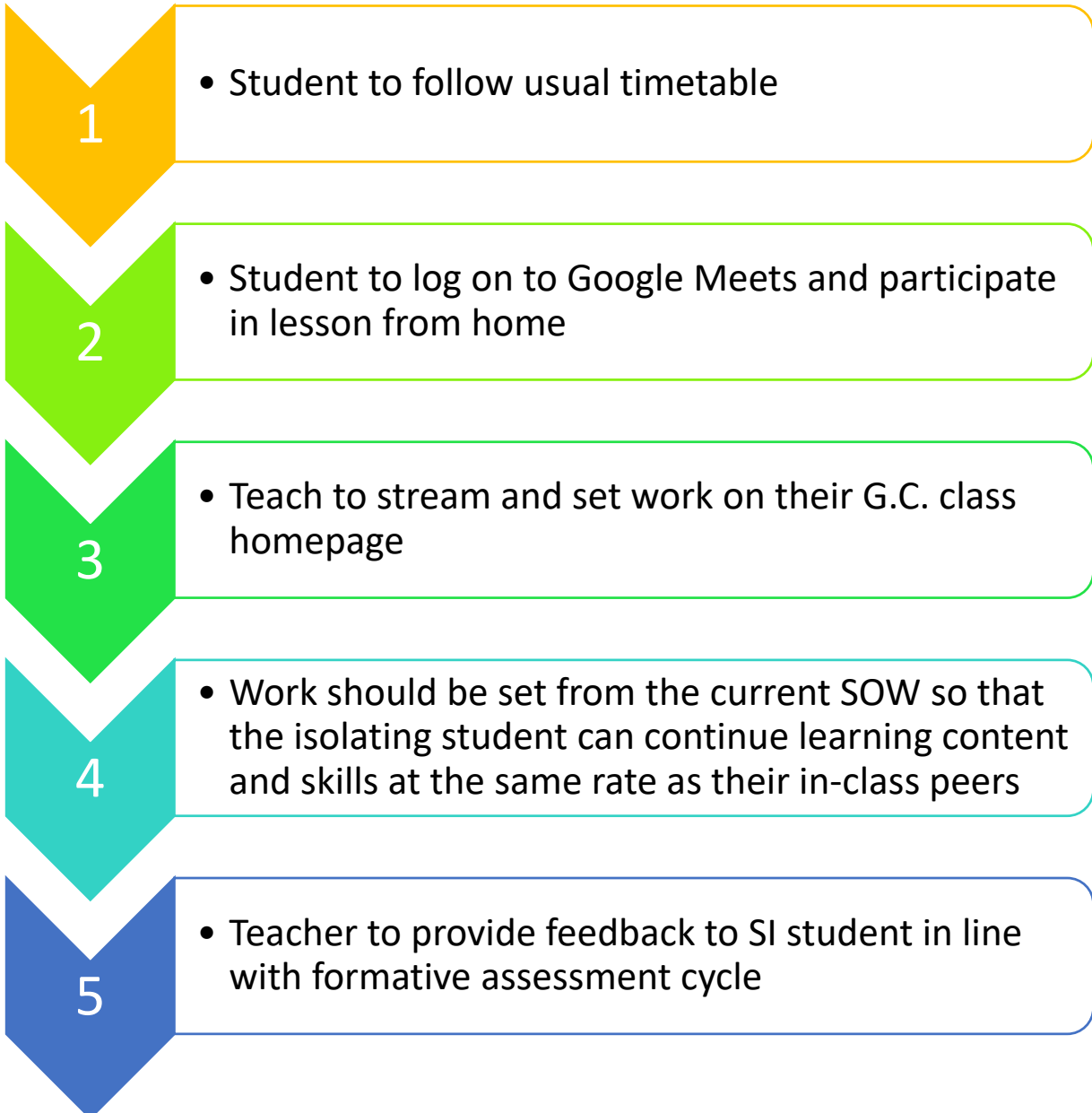
	at the end of the scheduled lesson. Work should be set with an estimated completion time of 30 minutes to fit the virtual school day schedule (usual TT)	through G.C. maintaining student outcomes.
Local or national lockdown	<p>Teachers</p> <p>Follow school timetable. Begin lesson via Google Meet with 30 minutes teacher input and modelling. Set work using PowerPoint etc. or as an assignment via G.C. Option for 10 minutes Q&A with teacher at the end of the scheduled lesson. Work would be set with an estimated completion time of 30 minutes to fit the virtual school day schedule (usual TT) and to reduce content load for students in consideration of the research regarding completion times in an out-of-school setting.</p> <p>HoY</p> <p>Phone calls to be made to vulnerable students following all the usual safeguarding procedures. HoY to make contact with disadvantaged students to check on availability of access to remote learning provision.</p> <p>SLT</p> <p>Monitor remote learning provision and redirect funds to support students identified at a disadvantage due to lack of access.</p> <p>Headteacher</p>	Students retain access to subject specialist and curriculum is uninterrupted. Content will take longer to get through but assessment cycles can be maintained through G.C. Maintaining student outcomes.

	Letter to be sent home to parents. Expectations regarding their child's attendance and advice of what to do in a suspected case.	
Child shielding and not returning to school.	Student to follow lessons using G.C. Student to join Google Meets.	

'If...Then' Likely Scenarios

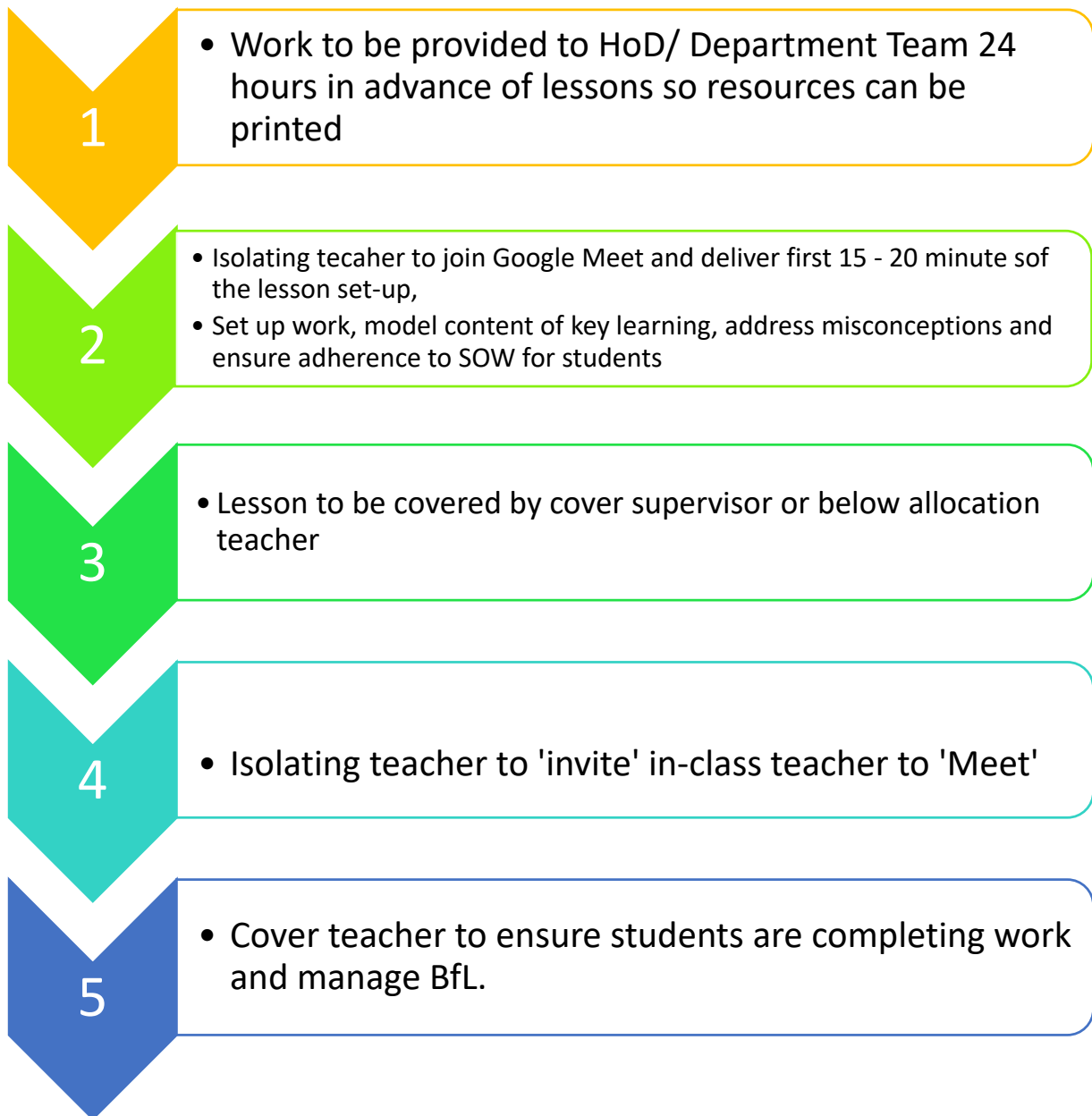
➤ Child sent home with symptoms and awaiting test result

1



➤ Teacher isolating (symptom free awaiting test result)

2



➤ Year group bubble self-isolating due to positive test/s

3

