The Oaktree School Blended Learning Plan

September 2020

Learning together to achieve excellence

Contents:

Introduction

Our overarching principle is the safety and well-being of our staff and children. In addition, we recognise the need for continuity, routine and predictability for parents and children. With this in mind, we take all steps possible to keep the school open, but have robust plans should the school ever need to close e.g. due to local lockdown or if a child or groups of children need to self-isolate.

We hope, in sharing our plan with you, that you fully understand exactly what the school will do in different scenarios, to keep the children and staff safe, whilst at the same time continuing to provide children with a valuable education and connection to school life. Within this document, you will hopefully find the answers to your questions, the people you would need to communicate with for additional support and the location of any resources that can support you with home learning.

Scenario Planning

We are planning for a number of different scenarios:

1. Individual children isolating at home awaiting test results, or following a positive COVID-19 test within the family.
2. High levels of staff illness/absence making it impossible to staff all classes of children.
3. Infection affects a member of our school community and a case is confirmed, leading to a class or year group closure.
4. Instruction from the Government to close the whole school.

1. **Individual child self-isolating awaiting a Coronavirus Test or self-isolating due to positive Coronavirus test within the family**
   Class teachers will be informed by office staff that a child in their class is self-isolating awaiting a Coronavirus Test or self-isolating due to positive Coronavirus test within the family. The class teacher will make contact via ParentMail with the child's parents by the end of the second day of self-isolation. In the email, class teachers will direct parents/children to resources that will match as closely as possible to the work children are doing at school. Parents/children will be signposted to how the work will be set and how the child should share the work. Work may also be set via Purple Mash. Teachers will monitor children's work which has been uploaded to Purple Mash and provide feedback where necessary; teacher workload must be considered as the class teacher will still be teaching all day with their class.

2. **High levels of staff illness/absence**
    In the event of high levels of staff absence, a class teacher would have overall responsibility for children's learning provision, however, direct teaching of children could be delegated to suitably experienced support staff.

    We would have to make dynamic risk assessments to ensure the health and safety of the school community. Therefore, in this scenario, it could be that we would need to partially close the school. We would then move to remote learning for all learners affected by this closure.

3. **Infection affects a member of our school community and a case if confirmed**
    In this scenario, the school would have to follow direct guidance and risk assessment from Public Health England and the Department of Education. In most cases, closure of the school will be unnecessary, but this will be a local decision based on various factors such as the school size and children mixing.
    It is possible that one or more bubbles could be closed in this scenario. We would then move to remote learning for all learners affected by this closure. All learning will be found on our school website: Children – Home Learning – Year Group and you can be signposted to it on the class pages.

4. **Instruction to close the whole school for a limited period**
    We do not intend to close the school, but we could be instructed to do so by the Government. We would then move to remote learning for all children. This can be accessed on the school website: Children – Home Learning - *Year Group* - Planning

Objectives:

We believe the following are the key principles of home learning:

• to promote positive mental health and well-being in children and families;

• to continue to develop children's love of learning and foster independent learning skills;

• to provide opportunities for children to revisit and consolidate knowledge already taught to achieve fluency and depth of understanding.

• To ensure teaching and learning continues as effectively as possible when children are not at school.

• To use a curriculum sequence that allows access to online and some offline resources.

• To provide easy access to these remote education resources.

• To ensure staff interact with their class and assess and provide feedback for their work.

• To provide printed resources, such as textbooks and worksheets, for pupils who don't have suitable online access.

• To recognise that younger children and some children with SEND may not be able to access remote education without adult support, therefore further support will be given to

these families to deliver our curriculum by the class teacher, in conjunction with our Inclusion Leader (Miss Harrison).

Remote Learning Provision

In the event of whole school closure or the necessity for a bubble of children to self-isolate, parents will be informed via ParentMail, and this information will be also be available on the school's website. Any updates will be communicated to parents in the same way. **It is imperative that we have up-to-date email addresses and mobile phone numbers so we can communicate with parents easily.**

Parents will be emailed instructions regarding their child's home learning on the second day of the school closing or bubble having to self-isolate (Day 2).

Home learning will be accessed on the school website. A plan for daily learning will be found on the school website: Children – Home Learning - *Year Group* - Planning. The planning may include some online links to use for the learning, will refer to the resources relating to the given learning and will specify if there is a lesson input to watch before commencing the learning (Maths and English). Purple Mash will also be incorporated into the planning (See Purple Mash guidance). Please contact the Year Group email address if your child has difficulty accessing their account. Learning resources will also be available on the school website: Children – Home Learning - *Year Group* - Resources.

For some Maths and English learning, there will be a pre-recorded lesson input uploaded onto the school website: Children – Home Learning - *Year Group* - Resources for your child to watch. The planning will specify when to refer to these.

Each year group has its own email account which will be monitored daily by the teaching staff. If you need to get in touch with your child's class teacher or want to email in your child's learning, please use your child's Year Group email address below:

Nursery	**caterpillar@oaktree.surrey.sch.uk**
Year R	**YearR@Oaktree.surrey.sch.uk**
Year 1	**Year1@Oaktree.surrey.sch.uk**
Year 2	**Year2@Oaktree.surrey.sch.uk**

Children with Special Educational Needs

For pupils with additional needs, we comply with the requirements set out in the SEND Code of Practice. The SENCo and the child's class teacher will decide on the action needed to help the child to progress in the light of any observations and assessments they have made. This may include:
- different learning materials or special equipment;
- some group or individual support;

- extra adult time to devise the nature of the planned intervention and to monitor its effectiveness;
- staff development and training to introduce more effective strategies;
- access to LA support services for one-off or occasional advice on strategies or equipment.

If you feel your child requires some alterations or alternative support for home learning, please contact Miss Harrison on senco@oaktree.surrey.sch.uk

Vulnerable Children and Children of Critical Workers

In local areas where restrictions have been implemented by national direction, we anticipate that education and childcare will usually remain fully open to all. There may be exceptional circumstances in which some level of restriction to education or childcare is required in a local area. In this instance, priority will be given to vulnerable children and children of critical workers. To see the full list of who this applies to, please visit: **https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision**

Commitments from Key Stakeholders

Teaching staff will:

- Plan a programme that's of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers*.
- Set activities via on-line platforms so that pupils have work each day in a number of different subjects, and monitor pupils' engagement with these assignments.
- Provide paper-based activities where a child does not have access to the internet.
- Teach a planned and sequenced curriculum so that knowledge and skills are built incrementally, with clarity about what's intended to be taught and practised in each subject.
- Follow the usual timetable for the class had the child been in school, wherever possible.
- Be accessible to the children between 8.30am and 3.15pm.**
- Report absence, using the normal absence procedure, if the teacher is unable to work for any reason, for example due to sickness or caring for a dependent.
- Ensure children in their class have all necessary usernames and passwords to access the on-line platforms.
- Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks, and will check work daily.
- Provide written feedback to children on the work they have shared.

- Contact parents via phone if there is a concern around the level of engagement of a pupil to see if school intervention can assist engagement.
- Contact their Year Group Leader and Headteacher if there is a concern around the level of engagement of a pupil.
- Report any complaints, concerns or compliments shared by parents or pupils to a member of SLT.
- Immediately refer any safeguarding concerns to a DSL (Laura Sharkey, Juliet Larsen or Rachel Harrison).

* The programme of work will be in place, but daily contact with teachers may not be possible if the teacher is unwell. In these circumstances, other teachers and teaching assistants within the year group will interact with children, but this may not be daily contact. **Please be aware that this is only the case if there is a complete lockdown, as the class teacher still has a teaching commitment during the school day.

Teaching Assistants will:

- Be available to support home learning and children during their normal working hours.
- Report, using the normal absence procedure, if they are unable to work for any reason, for example due to sickness or caring for a dependent.
- During the school day, teaching assistants must complete tasks as directed by their Year Team Leader or member of SLT.

Senior Leaders will:

- Co-ordinate the remote learning approach across the school, including monitoring of engagement.
- Monitor the effectiveness of remote learning through weekly virtual meetings with Year Group Leaders.
- Monitor the security of remote learning systems, including data protection and safeguarding considerations.
- Support teachers with parent concerns.

The SENCo will:

- Ensure that pupils with EHCPs 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 EHCPs and ISPs.

- Support class teachers to ensure remote learning provision meets the needs of children with EHCPs and those on the SEND register.

The Designated Safeguarding Lead and Deputy Designated Safeguarding Leads (DSL and DDSLs) will:

The Designated Safeguarding Lead is responsible for managing and dealing with all safeguarding concerns as outlined in the school's Safeguarding and Child Protection Policy. All home learning staff will continue to use CPOMS to record incidents, but will be made aware of how to contact a DSL or DDSLs in an emergency. The DSL will be easily contactable throughout the school day.

The School Business Manager (SBM), in consultation with the Headteacher, will:

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

The Office Staff will:
- Facilitate communication by answering the school telephones and responding to emails sent in to the school office – office@oaktree.surrey.sch.uk
- Complete the DfE register and submit this by 12pm, each day

IT Technicians
The IT Technician is responsible for:
1. Fixing issues with systems used to set and collect children's work.
2. Helping staff with any technical issues they're experiencing.
3. Reviewing the security of remote learning systems and flagging any data protection breaches to the Data Protection Officer.

Local Governing Committee
The Local Governing Committee is responsible for:
1. Monitoring the school's approach to providing remote learning to ensure the education is meeting children's needs.
2. Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

Children will:
1. Check the school website each morning by 9.00am, supported by their parents, to view their day's learning.

2. Submit their learning each day via email or Purple Mash, or by completing their paper pack for drop off to school.
3. Complete their learning and submit it onto Purple Mash or their parent will email it to the Year Group email address.

Parents will:

1. Have an understanding of the school's Blended Learning Plan and will support the school's actions to meet these aims.
2. Support their child in accessing the set activities, or alternatively will organise for paper copies to be collected from school.
3. Make the school aware if their child is sick or otherwise can't complete their work by emailing the School Office (office@oaktree.surrey.sch.uk) as well as the relevant Year Group email address (listed above).
4. Seek help from the school if they need it by contacting the School Office or relevant Year Group email address.
5. Contact the relevant Year Group email address if their child's username and/or password is not working or missing.
6. If possible, provide a suitable quiet place for home-learning and provide support and encouragement to assist their child engage with their learning.
7. Support their child in ensuring their work is handed in for feedback via email, Purple Mash, or by returning the paper packs to school.
8. Encourage a positive attitude towards their child's education and the school. If there are any concerns, discuss them with school staff to resolve any issues and avoid using social media as a means of sharing concerns with other parents.
9. Read all information sent home as this provides information on amendments to school policies, meetings, curriculum and relevant dates.
10. Ensure the school has up-to-date email addresses and mobile telephone numbers for easy communication.

Online Safety:

As we are increasingly relying on technology to keep us all connected, it is important that parents are aware of the apps and programs that their children are using, as well as being mindful of the time children spend sitting at a screen.

Children will have regular online safety lessons during school which will continue for any children learning at home. Our experience is that pupils can talk well about their understanding of being safe and know what to do in different circumstances; however, in the moment they tend to make decisions based more on curiosity than caution. Therefore, it is vital that parents know what their children are doing and how to protect them through a variety of measures e.g. regular communication, privacy settings, monitoring.

Please refer to all communications regarding Online Safety in the newsletters, ParentMail and the school website. Please also see the following websites for further details on how parents can support their children:

https://www.saferinternet.org.uk/advice-centre/parents-and-carers

https://www.nspcc.org.uk/keeping-children-safe/online -safety/

https://www.internetmatters.org/schools-esafety/parent-online-support-pack-teachers/

https://www.thinkuknow.co.uk/parents/

Frequently Asked Questions:

Q: My child is unwell at home with e.g. a sore throat and cold, will they be able to access home learning?
As your child is unwell, they should probably rest and get better so they are ready to return to school. If they were feeling well enough, the best thing to do would be reading, spellings/phonics and some maths practice.

Q: My child is awaiting a COVID-19 test, will they be able to access home learning?
See above. Obtaining tests and test results may take between 24 hours and 5 days, and if your child is well enough we understand that you would like work for them to do, above reading, spelling and maths practice. Class teachers will be informed by office staff that a child in their class is self-isolating awaiting a Coronavirus Test or self-isolating due to positive Coronavirus test within the family. The class teacher will make contact via ParentMail with the child's parents by the end of the second day of self-isolation. In the email, class teachers will direct parents/children to resources that will match as closely as possible to the work children are doing at school. Parents/children will be signposted to how the work will be set and how the child should share the work. Work may also be set via Purple Mash. Teachers will monitor children's learning which has been uploaded to Purple Mash and provide feedback where necessary; teacher workload must be considered as the class teacher will still be teaching all day with their class.
There is also learning on the Oak Academy website https://www.thenational.academy/.

Q: We feel a little under pressure to get through the work. What do we do?
The most important thing is for pupils and parents to feel safe, have clarity about what learning there is available and to know they can only do what they can each day. Teachers will support and guide pupils and parents to the amount of time to spend on their learning and some strategies to help children feel happy and positive about their home learning.

For Individual child self-isolating awaiting a Coronavirus Test or self-isolating due to positive Coronavirus test within the family:
Please do make contact with your child's class teacher via the school office for support and reassurance.
For individuals whose bubbles have closed and for partial or whole school closure:
Please do make contact with your child's class teacher via the Year Group email for support and reassurance.

Q: We are struggling with the internet connection or we do not have enough devices for my child to complete their learning at home. What should we do?

It would be helpful for your child's class teacher to know if there are significant issues with the use of internet/ devices at home now, so that we are aware. Our usual school practice is a practical approach to teaching and learning and is not over reliant on the use of devices, as our children are young. However, we recognise that there may be clips etc that are useful to use to help them practise their learning. Please contact the class teacher who will be able to suggest alternative ways of completing the learning, without the use of a device.

Q: We can't upload the work to Purple Mash or email so how will the teacher be able to review the learning?
Please use the Purple Mash help sheets on our school website: Parents – Remote Learning – Purple Mash guides

Q: How can my child have interaction with the class teacher and their peers?
Learning posted onto Purple Mash, can be seen and commented on by your child's class peers and the class teacher.

Q: What if my child does not understand the learning challenges that has been set?
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