

St Margaret Clitherow Primary and Nursery Catholic Voluntary Academy



BLENDED LEARNING ACTION PLAN



Remote Live Lessons via 'Teams'



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1. Introduction:

This Action Plan is to be used by all staff members at St Margaret Clitherow Academy to assist planning out an approach for Live Lessons; this would be used for pupils either self-isolating at home or where a member of staff is self-isolating.

Where pupils are self-isolating at home, but are otherwise well, it is the preferred option that they remote into a lesson where possible. Where a pupil is unable to remote into the lesson, the school should consider other options i.e. posting relevant class material to the pupil and or, posting relevant class materials online.

Where a member of staff is self-isolating at home, but are well, it is the preferred option that they remote into the class or their group and continue to teach online with another member of staff available to support giving out materials and behaviour during the session/s.

During the Pentecost and Advent terms, the Trust IT Director has arranged CPD for teachers through Tablet Academy. The DPS is also running practical CPD to all IT coordinators and then for all other staff to demonstrate how live streaming works in practice. There will be on-going support for any staff who require further CPD. Relevant materials have also been given out to IT Coordinators and Head Teachers to support in-house CDP. In addition to this, the Computing Leads at St Margaret Clitherow Academy have delivered a series of tailored made in-house CPD based on a skills and confidence audit. Support staff have received extra training to ensure they are confident in using Teams to deliver interventions, when self-isolating themselves, or to support in class if the teacher is self-isolating.

In the Advent term 2020, the Computing Subject leads at St Margaret Clitherow Academy have worked hard to ensure that all pupils have their own school email address; this will support any GDPR issues with sharing personal emails. Since the pupils have had their own email accounts, staff have spent time teaching them how to use Teams either in small groups or as a whole class. Pupils should become familiar with the Teams icon and understand where and how they can access a remote live lesson. They have also been taught where to access materials if the teacher is now using Teams to post inline materials.

During the first half of the Advent term, the senior leadership team have gained an understanding of the number of pupils without any access to the internet at home. While the school cannot 'fix' this issue, it gives staff an idea of which pupils may need materials delivered to their doorstep to ensure as much equality of opportunity as possible.

Safeguarding and Behaviour online are covered in the Trust Protocol for online lessons which has been updated for Advent 2020. This document should be read by all staff prior to undertaking live lessons. Parents and pupils should also be made aware of expectations on them before any live lessons take place.

2. Tiered support for pupils

Tier 1	Small number of children are self-isolating: Support pupils by getting them join lessons remotely where possible. Work should be set via Teams or work should be sent if the family can't access Teams. Teachers should check-in with children daily and set work based on daily feedback and assessment of work already completed.
Tier 2	<p>A class is self-isolating: Teacher to teach the class remotely using Teams. The timetable as agreed with SLT. All staff who are isolating should communicate daily with SLT to provide information about working from home, the children's timetable and any issues relating to COVID symptoms, COVID testing and/or returning to work.</p> <p>Teacher is self-isolating from home: The teacher to remote into the class and teach the timetable as agreed with SLT. Teachers should communicate daily with SLT about working from home, the children's timetable and any issues relating to COVID symptoms, COVID testing and/or returning to work. If a member of staff is off with illness they are not expected to remote into the class, however they must communicate daily with SLT.</p> <p>Teacher Assistant is self-isolating from home: The teaching assistant and class teacher should discuss in advance any work that can be completed at home so that no time is wasted during self-isolation. The teaching assistant should remote into the class and teach interventions and/or children who are self-isolating as agreed with their class teacher and SLT. Teaching assistants should communicate daily with SLT about working from home, the children's timetable and any issues relating to COVID symptoms, COVID testing and/or returning to work. If a member of staff is off with illness they are not expected to remote into the class, however they must communicate daily with SLT.</p> <p>Staff members 28+ weeks pregnant working at home: teacher to remote into the class and teach the timetable as agreed with SLT when working from home.</p>
Tier 3	KS Remote learning: follow the plan below.
Tier 4	Whole school is self-isolating: follow the plan below.

3. CPD For Remote Learning

Pentecost Term 2020	CPD for Zoom lessons Teachers/TAs to have a go at supporting learning via Zoom i.e. Zoom meeting with colleagues or at home/read a story to the class
First half Advent 2020	Loom video from Will Ottewell on managing Teams and setting up a class Teams support for IT coords by DPS Teams support for all staff by DPS CPD sessions for all staff by SMC Computing leads Extra CPD session for Support Staff by Computing Leads CPD on Teams for staff by Tablet Academy
Second half Advent Term	Further CPD for staff not confident at streaming live either from home/from the class. Staff confident using Teams either at home/from school where required.

4. Plan for Class/KS/Whole school home learning	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
		3 hours of remote learning per day	3 hours of remote learning per day	4 hours of remote learning per day	4 hours of remote learning per day	4 hours of remote learning per day	4 hours of remote learning per day
Day1/2	<ul style="list-style-type: none"> Provide pupils with reading activities 	<ul style="list-style-type: none"> Provide pupils with Phonics and maths online resources and a daily reading activity. Direct parents to Mathletics, TTRS and Purple Mash 		<ul style="list-style-type: none"> Provide pupils with spellings, maths, R.E and a topic online resource through Teams or Purple Mash Direct parents to Mathletics, TTRS and Purple Mash. 			
Day 3 onwards	<ul style="list-style-type: none"> Provide a recorded online phonics session, Numeracy session and a story session daily through Tapestry. (Approx. 1hr/day) 	<ul style="list-style-type: none"> Provide live session for phonics. Provide live lesson for English. Provide recorded Maths sessions using White Rose Hub. This can be marked together in the afternoon check in or by the teacher. Provide online learning resources for R.E and the wider curriculum through Microsoft Teams or Purple Mash. Provide online check in for wider curriculum in the afternoon to check on progress. (Approx. 3hours/day) 		<ul style="list-style-type: none"> Provide live lesson for English at least four times a week. Provide recorded Maths sessions using White Rose Hub. This can be marked together in the live check in or by the teacher. Provide online learning resources for R.E and the wider curriculum through Microsoft Teams or Purple Mash. Provide online check in for wider curriculum in the afternoon to check on progress. (Approx. 3hours/day)Provide a daily maths/English live session. Provide an R.E and topic live session during the week. Provide reading sessions daily where possible. (Approx. 4hrs/day) 			

5. Expectation for 'live' lessons. Please also see the Trust Protocol for Live Lessons.

Scenario A: Teacher in class, children at home	Scenario B: Teaching from home
<ul style="list-style-type: none"> Begin with teacher input lasting approximately 10-15mins. Provide work through the Class Teams folders Pupils work for approximately half an hour. Class TA to support pupils who are learning at home by checking in on this group part way through their independent learning activity. Teacher to come back to the group at home to ask if there are any questions or concerns; pupils can share work with the teacher so that he/she can give verbal feedback and make any corrections required. Safeguarding: when pupils working at home are completing independent work during the lesson, face the laptop away from the main class and 'mute' the class. Check occasionally whether these pupils have any questions about their learning. During the lesson, only use children's first names. If you are concerned about a pupils behaviour on line, you can mute and turn off their 	<ul style="list-style-type: none"> Begin with a teacher input lasting approximately 10-15 minutes. Teacher to provide work/worksheets which the TA will be required to print and give out. Pupils to work independently for approximately 30 minutes. TA would support the behaviour management of the class and ensure that pupils were completing work. Pupils should be encouraged to mark their own work as much as possible during the lesson as per the schools own Risk Assessment.

video; this behaviour would then be dealt with under the Behaviour policy and a conversation with the pupils parents should take place.

- **Please also see the Trust Protocol for Live Lessons.**

6. On Thursday 7th January 2021, the DfE set out new guidance which increased the amount of expected work to be completed for Primary school children.

- For Key Stage 1, three hours of remote education must be provided. The DfE said provision will include “both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently”.
- Key stage 2 pupils should be provided with four hours remote education a day while this increases to five hours for both Key Stage 3 and 4.
- Previous guidance stated that primary schools should set work totalling around three hours a day, and four hours at secondary.

St Margaret Clitherow Remote Learning Timetables

<u>Year 1 Remote Learning Timetable</u>									
Day	8:45-8:55am	9:00 - 9:30am	9:40-10:40am	10:40 - 10:55am	11:00-12:00	12:00 -12:45	12:45-2:15	2:20-2:40pm	3:00 - 3:15pm
Monday	Register and prayers	Phonics live session	Maths (see files)	Playtime	English live lesson	Dinner	RE (see files)	Check in live session	Story and prayers
Tuesday	Register and prayers	Phonics live session	Maths (see files)	Playtime	English live lesson	Dinner	History (see files)	Check in live session	Story and prayers
Wednesday	Register and prayers	Phonics live session	Maths (see files)	Playtime	English live lesson	Dinner	Purple Mash activities and Fitness (12:45-1:45 depending on your fitness time)		
Thursday	Register and prayers	Phonics live session	Maths (see files)	Playtime	English live lesson	Dinner	RE (see files)	Check in live session	Story and prayers
Friday	Register and prayers	Phonics live session	English/ live lesson	Playtime	English live lesson	Dinner	Science (see files)	Check in live session	Story and prayers

Year 2 Remote Learning Timetable

	9:00 – 9:20	9:20	9:30 – 10:10	10:20 – 11:00	11:00	11:20 – 11:40	11:40 – 12:30	12:30 – 1:15	1:15 – 2:40	2:40 – 3:15
Mon	Be ready to learn – log on to teams Morning work	Join meeting Registration Morning Prayer	English online lesson	Independent Work – see timetable (complete English)	Break time	Phonics online – Introduce Maths	Maths - Independent	Prayers Lunch time	Independent Work – See timetable	Marking Maths and feedback – All Story Prayer
Tues	Be ready to learn – log on to teams Morning work		English online lesson	Independent Work – see timetable (complete English)		Phonics online – Introduce Maths	Maths - Independent		Independent Work – See timetable	Marking Maths and feedback – All Story Prayer
Wed	Be ready to learn – log on to teams Morning work		English online lesson	Independent Work – see timetable (complete English)		Phonics online – Introduce Maths	Maths - Independent		Fitness with Claire (1:45 – 2:45)	Marking Maths and feedback – All Story Prayer
Thurs	Be ready to learn – log on to teams Morning work		English online lesson	Independent Work – see timetable (complete English)		Phonics online – Introduce Maths	Maths - Independent		Independent Work – See timetable	Marking Maths and feedback – All Story Prayer
Fri	Be ready to learn – log on to teams Morning work		English online lesson	Independent Work – see timetable (complete English)		Phonics online – Introduce Maths	Maths - Independent		Independent Work – See timetable	Marking Maths and feedback – All Story Prayer

Year 3 Remote Learning Timetable

<u>Mon</u>	<u>Registration and Morning prayer 8.45 – 9.00</u>	Maths 9-10	Live Lesson English 10-10.30	English Task 10.30-11	<u>11.00 – 11.15</u> <u>Break time</u>	Complete English and Maths 11.30-12.15	<u>Dinner Prayers – Dinner Time 12.15 – 1pm</u>	<u>Registration 1pm</u>	Live Lesson Curriculum 1-1.20	<u>Complete task set for the afternoon</u>	<u>Prayers 2.55-3.05pm</u>
<u>Tues</u>		Maths 9-10	Live Lesson English 10-10.30	English Task 10.30-11		Complete English and Maths 11.30-12.15			Live Lesson Times tables 1-1.20		
<u>Wed</u>		Maths 9-10	Live Lesson English 10-10.30	English Task 10.30-11		Complete English and Maths 11.30-12.15			Live Lesson R.E. 1-1.20		
<u>Thurs</u>		Maths 9-10	Live Lesson English 10-10.30	English Task 10.30-11		Complete English and Maths 11.30-12.15			Live Lesson Spellings 1-1.20		
<u>Fri</u>		Maths 9-10	Live Lesson English 10-10.30	English Task 10.30-11		Complete English and Maths 11.30-12.15			Live Lesson Fitness 1-2.55pm		

Year 4 Remote Learning Timetable

Day		Morning LIVE session 9:15-9:45	Remote working 11:00-12:00	Afternoon LIVE session 1:20-1:40	Remote working 1:40-2:20	Remote working 2:20-3:00	
Monday	Morning Prayer/ Register	English	Maths	Topic check in	TT Rockstar/Mathletics/Purple Mash	Independent/shared reading at home	Afternoon Prayer
Tuesday		English	Maths	RE check in			
Wednesday		Spelling/English (9:15-10:15)	Maths				
Thursday		English	Maths	Times tables/arithmetic			
Friday		English	Maths	Fitness 1:00-1:30 Or 1:30-2:00			

Year 5 Remote Learning Timetable

Day	8.45 –9.15 Prayer*	9.15 –10.00		10.15 – 11.00*	10.45 – 11.30	11.30 – 12.00*		12.30 – 1.45	13.40 – 14.15	2.20 – 2.40 Prayer*
Monday	R.E. quiet reflection*	R.E. scripture detective work + creative task	BREAK	English live lesson*	English writing task	Maths live lesson*	LUNCH	Finishing off work from the morning	Well-being bingo activity.	General questions Check in*
Tuesday	Arithmetic *	Purple Mash tasks		English live lesson*	English writing task	Maths live lesson*		Finishing off work from the morning.		Topic*
Wednesday	TT test*	Topic based learning		English live lesson*	English writing task	Maths live lesson*		Finishing off work from the morning.		R.E. discussion*
Thursday	Optical illusion + SPAG*	Maths + Computing		English live lesson*	English writing task.	Maths live lesson*		Fitness* Please check the time for your group + finishing of topic or R.E. work		
Friday	Thinking scientifically*	Science activities.		English live lesson*	English writing task.	Maths live lesson*		Completing any due assignments + art5		Collective worship *

Year 6 Remote Learning Timetable

Day	8:45am	9am	9:30am	10 – 10:15am	10:15am	11:00am	11:45	12:30pm		2:00 - 2:40pm
Monday	Registration & Morning Prayer	English	Complete English Work	BREAK	Complete Maths independently	Mark Work	Lunch Prayer & LUNCH	Science		Mark Work & End of Day Prayer
Tuesday	Registration & Morning Prayer	English	Complete English Work	BREAK	Complete Maths independently	Mark Work	Lunch Prayer & LUNCH	RE		Mark Work & End of Day Prayer
Wednesday	Registration & Morning Prayer	English	Complete English Work	BREAK	Complete Maths independently	Mark Work	Lunch Prayer & LUNCH	Topic		Mark Work & End of Day Prayer
Thursday	Registration & Morning Prayer	English	Complete English Work	BREAK	Complete Maths independently	Mark Work	Lunch Prayer & LUNCH	Fitness Group 1 12:30pm – 1pm	Fitness Group 2 1pm – 1:30pm	Mark Work & End of Day Prayer
								Group 2 Independent Work	Group 1 Independent Work	
Friday	Registration & Morning Prayer	RE / Topic	Complete Work	BREAK	Complete Maths independently	Mark Work	Lunch Prayer & LUNCH	Other Art/Computing/Mathletics/ Purple Mash/ TTRS		Mark Work & End of Day Prayer

Protocol for on-line remote lessons/discussion groups between Teachers and Parent(s)/Carer(s) and Student;

Terms and Conditions:

Students will:

1. Be appropriately clothed – not in nightwear etc.
2. Be in a communal area of the house, e.g. lounge, dining room, kitchen.
3. Have appropriate equipment required.
4. Join 1 minute before the start time – the Teacher will admit the student as soon as they are ready.
5. Not take any photographs of other children on the screen during the live session.
(If the teacher has any concerns that any of the above are not in place, they will end the session with immediate effect)

Parent(s)/Carer(s) will:

1. Receive a letter/email asking for their consent to allow their child/ren to take part in the on-line group session.
2. Be asked to read a copy of Our lady of Lourdes safeguarding policy, this can be found at;
<https://www.ololcatholicmat.co.uk/documents/policies/>. Each school has their own Safeguarding policy which can be found on their individual websites. There is an 'Addendum' to the Safeguarding policy in place for the current school closure and this can also be found on the above website.
3. Contact the Head Teacher and schools senior Designated Safeguarding Lead (DSL) within 28 days of the lesson taking place if they have any concerns about the lesson or M. Dales (Trust Safeguarding Lead) m.dales@ololcatholicmat.co.uk
4. Ensure that they are present during any on-line remote session for all Primary age pupils.
5. Ensure that consent has been given in writing where no parent(s)/carer(s) will be present for on-line remote group sessions; **this is for any pupils under the age of 18 and who attend Secondary school.**
6. Be responsible for the behaviour of their child during the on-line remote session.
7. Not make any negative comments on group 'chats' or other social media platforms. Any concerns should be raised separately with their child's headteacher.
8. Not take photographs of other children on the screen during the live session.

Staff will:

1. Email an outline of the session content to parent(s)/carer(s) before the session takes place via secure group email.
2. Book the sessions in advance with parents and create the meeting in Teams Calendar.
3. Explain to parents that any safeguarding issues arising during the session will be shared with the schools DSLs and Headteachers; teachers reserve the right to terminate the remote group sessions for safeguarding or behaviour concerns.
4. Be appropriately clothed for the lesson.
5. Be in a communal area e.g. lounge, dining room, kitchen.
6. Have any equipment required for the session ready.
7. Use appropriate professional language throughout the session.

The On-Line Session:

1. Staff will initially mute all - staff can use this to temporarily mute people at any time during the session. Staff can also remove people from the meeting from view if needed.
2. Join the lesson 5 minutes before it is due to start to ensure that the safeguarding settings are in place:
 - Background is on 'blur'
 - Record is on.
3. The staff member will set the lesson to 'record' and block 'inbound video'.
4. When the students join, the 2 people symbol will be displayed on the toolbar, the staff member will then admit each student to the on-line group session.
5. At this point, the staff member will ask for verbal confirmation that the students are ready for the on-line group session and have met the expectations; verbal confirmation from an adult is preferable for all Secondary students under 18 and **essential** for Primary school students.
6. Once confirmation has been received, the staff member will allow incoming video and start the lesson. If at any point during the lesson the staff member feels uncomfortable, they will disable the video and potentially abandon the lesson; any concerns will be reported to the Head teacher.
7. At the end of the meeting, the member of staff will remove all people from the meeting.