Caerleon Comprehensive School | Ysgol Gyfun Caerllion

BLENDED LEARNING POLICY

This document is an Official School Policy of Caerleon Comprehensive School. This Policy was formally adopted by Caerleon Comprehensive School in January 2023.

Revision	Type	Author	Approved by
A	Adopted	LEP/ASG	T & C subcommittee meeting 26/1/23

Annotation Key for this Document

LEP   Mrs Lucy Purcell, Headteacher

ASG   Mr A Gardner, Assistant Headteacher

Blended learning is something that as a school we have had to quickly upskill both ourselves and the learners with. This has resulted in our provision evolving over the course of recent years accordingly. All blended learning provision to learners is completed through the Google infrastructure, with the majority of departments utilising Google Classroom or Google Classroom and Google Sites combined. Below is a copy of the protocols.

In the event of a whole school closure:

- **If** a whole school closure is longer than one day, then on day two, staff will partially enact blended learning protocols for students, by providing general work through google classroom for students to access.
- If a whole school closure is longer than three days, then the full blended learning protocols will be enacted, with students experiencing a combination of live lessons and set work. Wellbeing protocols regarding blended learning will also be enacted.

In the event of staff absence:

- When a member of staff is absent for a short period of time, cover will be set within the department and a cover supervisor will deliver the work to the class. Depending on the situation, 6th form lessons may or may not be covered by a cover supervisor. 6th form students may be asked to work independently in the event of a staff absence.
- When a member of staff is absent for a significant period of time, the school will seek to employ a replacement teacher for the relevant time period. Ideally this teacher will be qualified to teach within the subject specialism of the absent teacher, though sometimes this is not possible. The substitute teacher will receive guidance from the relevant department on the teaching and assessment involved in the role.
- Only in very high cases of staff absence, which can not reasonably be covered, will year groups be sent to work from home.
- Caerleon Comprehensive has a policy of not asking teaching staff to cover others' lessons, except in very rare and exceptional circumstances. We aim to use cover supervisors to cover all lessons where possible, so that teaching staff can focus on teaching and learning for their own classes.

In the event of learner absence:

- If a student is absent their parents/carers should follow the absence reporting procedures.
- For usual short term absences where a student is unwell, it would not be expected that students undertake school work. Their teachers will advise them on copying up when they return to school.
- For less usual absences, that may require students to be off school for

quite some time, and where parents/carers would like them to complete work at home, this can be discussed with the students' head of year and a bespoke plan put in place.
- When parents/carers take their child out of school for a holiday, this will be unauthorised and the school would not provide catch up work in these circumstances.

In the event of Industrial Action

- In the event of a teacher/support staff strike, the Headteacher will decide, in conjunction with the Chair of Governors, if it is safe to open the school to some/all students.
- The Headteacher will communicate any partial or whole school closures with parents/carers at the earliest opportunity.
- No live lessons or cover work will be provided to students for classes of striking teachers.
- Lessons of striking teachers can not be covered by other colleagues.

Blended Learning Protocols

How often to post:

All year groups should follow their own timetable.

All posts should be scheduled using the schedule function. All posts are to appear at the appropriate time of the day for the start of the lesson in line with school timings.

Google Classroom codes will be posted to the school website.

Please note for all Key Stages if you choose to undertake a Live lesson, then the lesson would need to start at an appropriate time, and all protocols will need to be followed.

Classrooms - what should each post contain?

Departments to have control over how they set up Google Classrooms - this can be a centralised year group classrooms with clear topics, or individual classrooms.

Departments can make individual class Google Classrooms if required to reduce time with the admin element of group classrooms,(selecting students) if this benefits your department. This has to be agreed by all in the department for consistency. Codes would need to be disseminated to students and Jo accordingly.

Google classroom posts should be a combination of blended learning approaches over a sequence of lessons at the teacher discretion. This should include a prerecorded element (as explained later), or a live element (if the individual teacher chooses this). This should be based on the teacher's professional judgement for what will work best for the class.

For clarity if choosing to engage in a live element this can be defined as?

- A live element can be traditional face to face Google Meet with your camera on.
- A live element can be a Google Meet with your audio on - their audio at your discretion
- A live element can be a Question and Answer session utilising Google Meet
- A live element can be a text based chat function to support and feedback during the lesson using the chat function of Google Meet.

Please adhere to the live lesson protocol guidance when undertaking any live lesson element.

If undertaking live lessons please give adequate notice to the class of the live lesson. If this is a regular feature the suggestion is to add this to the classroom header. If this is not possible please use the stream to give 24 hour notice, or add the information at the end of the previous post to the students to inform. Remember that a live lesson is not a lecture and teachers should therefore not be expected to talk for the whole lesson. Think of how you can chunk the lesson and consider how you would use the time. e.g starter and explanation of new content (15 mins); set them up on a task to complete - e.g 40 mins with supported Q&A, with differentiation; 5 minute teacher-led plenary/next steps.

Pre recorded element - For the pre-recorded video element that pupils can access at any time to suit them from a member of staff. For year group Classrooms there is no requirement that each individual teacher produces a pre-recorded video and duplicates work. The pre-record element does not have to show the member of staff's face; this can be a voiceover on a presentation or a PDF for example. Please note if undertaking a Live lesson there is no need to pre record content as well. Training on how to record screens can be found here :Find information on Meet, Loom, Screencastify.

When using pre-record/pause/play lessons please consider the length of time needed to complete the tasks attached to make sure that all work can be completed in the specified time limits.

In addition to the above please consider the use of "nothing new; time to review" for classes as appropriate, based on engagement and student voice. Please provide suitable alternative tasks to complete independently for students to access for these lessons for those who have completed the work that relates to the subject area but still want to do something related to the subject.

Naming conventions - please ensure that naming conventions for topics, and sequenced lessons are easy to follow and clear to help students access the correct work easily.

Topics - work should be organised under topics and not placed on the stream

Content - it is suggested that posts include a range of tasks. This should focus on clear knowledge and quality instructions. New tasks and content should be scaffolded. Content and skills should build on students prior learning. Assessment opportunities and feedback opportunities should be made clear to the students to ensure effective communication and manageable workloads. State where you want the work to be completed.

Time frame- specify how long students should spend on average to complete the work set in the instructions.

Format - Hhw is the work to be presented to the students? For example: clear notes, Screencastify/video or presentation etc. Remember Google Docs will work better on the devices than Microsoft for integration if you are designing new materials. If you are asking students to complete work online use Google software for this.

Submission/completion - how and where would you like the work to be completed - for example, in their books? On a Google Doc? Do you want to see the work, or is it independent notes? How much should they be producing - guidelines on quantity expected. Please consider teacher workload and fall in line with school/departmental feedback policies.

Deadline - set indication of when the work needs to be completed by, even if this is by the end of the term. If

you assign a deadline on the piece of work it will appear in the students To do list when they access the Google Classroom. If setting deadlines consider an appropriate time - a lot of students are still working at 3.00pm if they started later. Suggestion is 7.00pm.

Assessments

Utilise self marking Google forms where appropriate to check knowledge. Consider utilising DIRT based activities to provide impactful pertinent feedback in line with your departmental policy. Clarify with students the work that will be marked and that will not based on department assessment calendars. Utilise Rubrics and self assessment activities where possible.

How to improve engagement

Share students' work as exemplars to post exemplar responses where possible.

Where possible differentiate tasks to allow all students to access work, particularly in instructions if you have ALN learners in the Classroom. Consider the use of surveys to engage and check understanding. Utilise rubric features to help develop assessment opportunities and AfL. Consider the use of online attendance trackers on Classrooms to monitor. Consider a mechanism to highlight engagement, for example via Sims achievement points or a department letter.

Engagement logs

There is a school wide centralised spreadsheet to monitor levels of engagement, and to allow a stepped communication process to students and parents where necessary using teachers professional judgement, and where workload allows.

If engaging in the process please follow these steps:

1. Teachers email students directly if there are any engagement concerns.

2. If this does not increase engagement please email Sarah Olphert for a communication to be sent from the school with the student's name and the subject.

3. If this still does not improve engagement please add name to the spreadsheet for HoY/SLT to contact home.

Each time a live meet occurs an automatic register will be taken. This will be uploaded to a centralised place in Google Drive. There is no direction to take registers for these online lessons. Please use the Meet logs as a tool to analyse if workload allows.

In addition here are the protocols for live lessons:

Distance learning protocols - Live lessons

Where the teacher decides to use live lessons as part of their distance learning offer, the teacher should take care to follow the guidelines below:

1. Only Google Meet or Microsoft teams (through Hwb) to be used for live lessons
2. Links to live lessons sent out through Google Classroom to ensure only those within Caerleon Infrastructure have access to the lessons
3. All live lessons to be recorded for safeguarding purposes.
4. Ensure that:
    a. Sit against a neutral background - use blur background tool when conducting a livestream/lesson with students
    b. Live stream in a suitable location that is appropriate and safe - living room, study, kitchen for example.
    c. Dress professionally – no pyjamas!
    d. Double check that any other tabs you have open in your browser would be appropriate for a child to see, if they're sharing their screen
    e. Use professional language
    f. Set up privacy settings on Google Meet to control access to Meets and functionality as required.
    g. Follow same safeguarding procedures during online live streaming/lessons as you would in a school setting. Report any safeguarding incidents to safeguard leads in school.
5. State on instructions whether you want pupils to be on mute with webcams off, to cut risks. Default will be to have microphones muted unless the teacher advises otherwise. Discuss roles and responsibilities with learners at the outset of all lessons.
6. Notify the school's senior management team, learners and parents/carers of any scheduled lessons, cancelled lessons or changes in arrangements
7. Students are to be aware of the learner agreements and to act appropriately at all times. This information has been sent to parents and students for them to sign permissions
8. Teacher are to ensure that they keep themselves up-to-date with all relevant policies and procedures, including online safety, safeguarding and data protection policies
9. Prevent a one-to-one situation at the end of an online class by disconnecting all participants at the close of the lesson.

It is important that all learners are aware of the Google Classroom codes. Departments should set up their Google Classrooms as is most appropriate for each department. However, departments are responsible for ensuring continuity in clarity of layout of GCs, naming conventions, use of the 'Classwork Tab' for setting assignments/material. Please share the appropriate codes to the learners as early as possible. If departments choose to use the *Invite Guardians* function of the GC, please ensure that the email used for the parent/carer is *Priority 1* contact on SiMs. Other email addresses should not be accepted.

If there is a lockdown the Google Classroom codes will be shared with the learners and added to the school website. Likewise, if learners are absent for extended periods of time due to Covid or illness, they will be directed to the GC. Please ensure that the sheet below is correct and amend as needed.

[Google Classroom Codes](#)

The school has undertaken many professional learning sessions with a blended learning focus over recent years. To access some of the videos and other useful resources please click the link below:

https://docs.google.com/document/d/10usvWDG8KuyIeVEvZTnrs2FWuPf1N1YGDa2UVK0EBwU/edit?usp=sharing

Wellbeing Protocols in a Blended Learning Situation

Form Tutor Check Ins and Assemblies.

The Form Tutor will hold online check in sessions for the whole form during the usual registration period - the frequency of these will be determined at the time and learners will be messaged beforehand.

Year group assemblies will run as per the usual assembly rota.

Vulnerable Learners

A list of vulnerable learners will be generated and the pastoral team will lead on making contact with learners - this could be via a telephone call, email or Google Meet. All interactions will be recorded centrally.

Policies Equality Statement

At Caerleon Comprehensive School, we serve a diverse community and take account of a wide range of needs. In accordance with the Equality Act (2010), our policies and learning and teaching strategies fulfill our duty to serve people according to their needs and promote equality. In order to embed fairness in all aspects of school life, we take account of equality as we formulate, develop and update school policies and plans.

Our vision and values promote inclusivity and equality and tackle discrimination. We have high expectations for all our pupils and staff. Our equality statement is guided by core principles:

- All learners are of equal value;
- We recognise and respect difference;
- We foster positive attitudes and relationships and a shared sense of community and belonging;
- We observe good practice in recruitment, retention and staff development;
- We aim to reduce and challenge barriers to equality at every opportunity.