



## **Muswell Hill Primary School Blended Learning Policy and Practice**

### **To be read in conjunction with Remote Learning Online Safeguarding Child Protection Addendum**

#### **September 2020**

From September 2020, all pupils will be back at school full-time. Returning to school is vital for children's education and wellbeing. On their return to school, children will be taught primarily in class groups (this class group is known as a 'pod'). There will also be some teaching across pods within a year group (this is known as a 'bubble'). Where children are learning within a bubble they will be seated and play with their pod peers as much as possible. Each year group in school will have a teaching team which is made up of class teachers, specialist teachers and support staff. Student teachers on initial teacher training teaching placements will be allocated and remain within a designated pod. The Leadership Team and non-class-based teachers have been assigned to each year group to support additional Maths and/or English teaching. Adults leading Outdoor Learning (e.g. Forest School or Physical Education), Art and Music will be able to cross pods and bubbles but will maintain 2m social distancing. Peripatetic music teachers, volunteers and other professionals will return to school to work with individual children and will maintain social distancing where possible.

#### **Our curriculum expectations for all are:**

- All pupils will continue to receive a high-quality education.
- The curriculum will continue to be broad and ambitious: all pupils will continue to be taught the full range of subjects.
- To create time to cover the most important missed content. In Reception, teachers will assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary. In Key Stage 1 and 2, teachers will prioritise identifying gaps and re-establishing good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and develop their knowledge and vocabulary.
- Modify the curriculum if needed so teaching time prioritises addressing significant gaps in pupils' knowledge.
- To prioritise within subjects, the most important components for progression which pupils may struggle to pick up again later.
- To retain all subjects.
- We will consider how all subjects can contribute to the filling of gaps in core knowledge, e.g. through an emphasis on reading.
- Any remote education, where needed, will be high quality and will align as closely as possible with in-school provision. We will continue to build on our capability to educate pupils remotely, where this is needed.

- We will plan on the basis of the educational needs of pupils, informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills.
- Relationships, Sex and Health Education will be taught from the autumn term. PSHE knowledge and skills from the previous academic year will be taught first as a priority with an emphasis on Mental Health and wellbeing.
- Catch-up support for all pupils to make up for lost teaching time, with extra support for those who need it most. The school will continue to use the research-based Education Endowment Foundation (EEF) for effective interventions which will form part of any catch-up support.
- Where necessary, we will move curriculum areas within and between terms as designated on our current Curriculum Overviews in order to support timetabling, ensuring government guidance is followed and for connections in learning to be made.

At Muswell Hill we understand that children above all else during distance times require regular social contact, families require regular daily support and clear learning tasks.

In the event of a local or national lockdown a weekly timetable will be posted on the school website by 6.30pm on Friday in order for parents to plan their week.

Lessons will be posted daily on Seesaw.

### **When teaching remotely, the DFE expect schools to:**

- Plan a programme that's of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers
- Set assignments so that pupils have work each day in a number of different subjects, and monitor pupils' engagement with these assignments
- 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
- Provide frequent explanations of new content, delivered by a teacher in your school or through curriculum resources and/or videos
- Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks, and set a clear expectation on how regularly teachers will check work
- Enable teachers to adjust the pace or difficulty of what's being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- Avoid an over-reliance on long-term projects or internet research activities

To monitor and evaluate our remote provision from over lockdown, our leaders used the KISS framework:

- **Keep** – what current aspects of remote education should we keep on doing next time?
- **Improve** – what current aspects of remote education can we improve next time?
- **Start** – what can we start doing to improve remote education next time?
- **Stop** – what should we stop doing to improve remote education next time?

Please see below for the teaching offer available to all pupils from September as part of our blended learning policy:

Teaching offer	Responsibility?	How?
<p>1. Whole class pod teaching (in main class group) + bubble/phase teaching (where relevant)</p>	<p>Pod class teacher and other bubble staff (e.g. Specialist Teachers, support staff).</p>	<p><b>School based</b>            The children will access a broad and balanced curriculum of both Core Subjects and Foundation Subjects.            For the first two weeks of term a specific whole school curriculum has been designed. The remainder of Autumn 1 involves revisiting key concepts and aspects of learning required to build future knowledge and engage with their year group curriculum from Autumn 2. From week 3 to week 7, teachers will assess children’s gaps and knowledge via formative assessment models. At the start of Autumn 2, staff will use summative assessments to identify any further curriculum components of learning that children may require further adjustments for.            Teachers will follow the relevant year group curriculum for all foundation subjects and a greater focus will be put into children making links and connections between and across subjects, secure key vocabulary and key knowledge. Children will have access to two PE sessions weekly. Sports coaches will work across pods within bubbles to support children with focused outdoor active play at lunch times, during breakfast club and MASC on Friday afternoon.</p> <p><b>Remote Learning</b>            Children will still be expected to work on their Home Learning Projects for their year group in line with the school’s home learning policy. Learning from these projects must be posted on Seesaw. Children will be given homework weekly to support the foundations of learning e.g. reading/reading comprehensions, spellings and maths fluency.</p>

		Children will be provided with a reflection task to do on Friday afternoons alongside their homework. This will be posted on Seesaw.
2. Inclusion and catch-up support - additional English and Maths teaching in small groups and/or 1:1 specialist tutoring (as determined by the school).	AHTs Specialist Teachers and/or support staff linked to the Year Group	<b>School based</b> 1:1 and/or smaller teaching groups will allow personalised feedback to be given to children and will be focused on gaps in learning identified by assessment for learning and baseline assessment data. Teaching interventions will be planned and delivered by the school and EEF guidance on effective interventions will be followed ( <a href="http://maximisingtas.co.uk/assets/content/ta-guidance-reportprint-1.pdf">http://maximisingtas.co.uk/assets/content/ta-guidance-reportprint-1.pdf</a> p.22) The school will communicate with parents about any catch-up support their child is accessing and report regularly on progress. <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/#closeSignup">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/#closeSignup</a> <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/</a>
3. Children who are shielding or have a family member who is extremely clinically vulnerable  <b>The Phase AHT will check on attendance for their phase daily to identify who these children are and notify the class teacher with immediate effect.</b>	AHT/Class teacher	<b>Remote learning</b> From Day 2, on receipt of the information, children shielding will be able to access the school-based teaching via Seesaw once all new children and classes are updated. They are expected to access this daily for the learning/lessons for that school day. It is imperative that teachers contact parent/carers to check out what level of learning is the most helpful. The choices would be to email the work as opposed to posting on Seesaw and/or make a couple of telephone calls to maintain personal contact. Class teachers will liaise with parents/carers to establish how much teaching and learning and allocated learning time the child will be able to manage being mindful of pupil wellbeing and to establish an appropriate offer for home learning. Core subjects will be based on White Rose and Oak Academy to ensure videos are available to model for the parents/carers and children alike. Parents/carers who do not have access to technology should contact their Phase Assistant Head via class emails or place a telephone call to arrange a loan. Children who are shielding or have a family member who is extremely clinically vulnerable will have priority access to technology.
4. Children who are isolating due to a family member having	bvnh	<b>Remote learning</b>

<p>Covid-19 symptoms (if Covid-19 test result is negative, children who are not unwell can return to school)</p> <p>or</p> <p>5. Children who are isolating for 10 days due to a positive Covid-19 test and are well enough to engage with home learning</p> <p><b>The Phase AHT will check on attendance for their phase daily to identify who these children are and notify the class teacher with immediate effect.</b></p>		<p>From Day 2, on receipt of the information, children isolating will be able to access the school-based teaching via Seesaw once all new children and classes are updated. They are expected to access this daily for the learning/lessons for that school day. It is imperative that teachers contact parent/carers to check out what level of learning is the most helpful. The choices would be to email the work as opposed to posting on Seesaw and/or make a couple of telephone calls to maintain personal contact. Class teachers will liaise with parents/carers to establish how much teaching and learning and allocated learning time the child will be able to manage being mindful of pupil wellbeing and to establish an appropriate offer for home learning. Core subjects will be based on White Rose and Oak Academy to ensure videos are available to model for the parents/carers and children alike.</p> <p>Parents/carers who do not have access to technology should contact their Phase Assistant Head via class emails or place a telephone call to arrange a loan.</p>
<p>6. Children who are isolating for 14 days because their pod has been closed due to a positive Covid-19 test of a member in the pod or local lockdown</p>	<p>AHT/Class teacher</p>	<p><b>Remote learning</b></p> <p><b>Timetable posted for the week – subjects/lessons per day.</b></p> <p><b>Day 1:</b> All children on day 1 will work on an activity from their home learning projects. They can complete an ongoing task or start a new task. Depending where they are at with their learning, children can choose to post any evidence on Seesaw to show their work. Children will be directed to a reading, maths and grammar activity on IXL to either revise a unit of work or carry out an activity to gain a baseline into their next unit. There will be a list on the website for each half term that parents/carers can refer to. <b>(The purpose of day 1 is to allow teachers and parents to set up their own working/childcare arrangements and organise their technology ready for the following day.)</b></p> <p><b>From Day 2. Work will be posted on Seesaw at 9am with an introduction video from their teacher to the day. In essence, a verbal visual timetable as practiced in class.</b></p> <p><b>Teacher/Child/Peer Contact</b></p> <p>There will be a daily morning voice recording to introduce the learning for the day. There will be demonstration videos to model activities or teaching concepts.</p>

		<p>The morning greeting will inform children and parents/carers what work is to be posted on Seesaw at the end of the day. <b>Work should be posted daily by 4pm.</b> Learning posted after 4pm will not be looked at unless there is a prior agreement made between parents/carers and the class teacher.</p> <p>Throughout the day children should use Seesaw to contact their teacher with any questions or difficulties as if putting their hand up in class. The aim is for children to feel like they are working within a school day and this also frees up teachers to then prepare for the following day.</p> <p>There will be three live Zoom sessions per week. Teachers will decide on group size appropriate to their class, age and manageability. Friday’s class zoom will include the Golden Learner and weekly shout outs.</p> <p>The zoom sessions will be timetabled to allow multiple family households to share one device throughout the day. Proposed timetable at the end of this document – please be aware staggering year groups is not quite so simple as we have siblings and twins in parallel classes.</p> <p><b>Curriculum</b> See detailed breakdown for each phase inserted below.</p> <p><b>Marking and feedback</b> Teachers will check the learning set on a daily basis. All work or posts will be acknowledged. Growth Mindset/Learning Powered responses, e.g. effort, concentration, planning, synthesising, empathy, applied technique, strategy etc. Teachers will mark in depth one piece of literacy each week and children will receive a detailed response and moving on points. Maths will be checked and any misconceptions addressed personally or with a group of children or retaught to the whole class. Teachers will mark in depth one additional piece of learning from another subject area (depends on their curriculum at the time) and children will receive a detailed response and moving on points.</p>
7. Children who are isolating for 14 days whose pod has been closed due to a positive Covid-19 test	AHT/Specialist Hub Support Teachers/Support staff	<p><b>Remote learning</b> Work and videos will be uploaded onto Seesaw by 5pm previous day. These videos will be pre-recorded videos, i.e. not live, and will focus on Reading, Writing and Maths. The school</p>

of the class teacher where the class teacher is not well enough to work		have found that pre-recorded videos are more accessible for a full range of abilities and allow for a fully inclusive curriculum. These videos will either feature AHTs, Specialist Hub Support teachers or be a series of links to lesson or videos accessed from online portals, e.g. Oak Academy, White Rose Maths. Common misconceptions will also be addressed within videos. Where possible the parallel class teacher will share their materials for foundation subjects. English will be an allocated an Oak Academy Unit as the staff will be unable to personalise literacy lessons without the class teacher. Maths will be via White Rose but will link to the current year group unit/concept being taught. This of course will not be able to happen in the day if teachers continue to teach their own class. The AHT/Specialist Teachers will respond to children via Seesaw and focus on connecting and feedback.
8. Children whose class teacher is unwell with non-Covid symptoms	AHT/Specialist year group support Teachers/Support staff	<b>School-based</b> AHT/Support Teachers and/or Support staff will follow and teach from the Hub's planning with support from the other class teachers. (Depending on numbers and the current situation it may be the school will need to bring in a supply teacher.)
9. Children whose teacher has to isolate for 14 days due to a family member being unwell with Covid-19 symptoms	AHT/Year Group Support Teachers/Support staff	<b>School based</b> AHT/ Support Teachers and/or Support staff will follow and teach from the year group's planning with support from the other class teachers. There will be some contact sessions via Zoom with class teacher during school hours/week.
10. Children whose teacher has a child at home who is isolating for 14 days due to their child's school pod being closed	AHT/Year Group Support Teachers/Support staff	<b>School based</b> AHT/ Support Teachers and/or Support staff will follow and teach from the year group's planning with support from the other class teachers. There will be some contact sessions via Zoom with class teacher during school hours/week.
11. Children who are self-isolating for 14 days due to a 'track and trace' contact testing positive for Covid-19  <b>The Phase AHT will check on attendance for their phase daily to identify who these children are and notify the class teacher with immediate effect.</b>	Class teacher	<b>Remote learning</b> From Day 2, on receipt of the information, children isolating will be able to access the school-based teaching via Seesaw once all new children and classes are updated. They are expected to access this daily for the learning/lessons for that school day. It is imperative that teachers contact parent/carers to check out what level of learning is the most helpful. The choices would be to email the work as opposed to posting on Seesaw and/or make a couple of telephone calls to maintain personal contact. Class teachers will liaise with parents/carers to establish how much teaching and learning and allocated learning time the child will be able to manage being mindful of pupil wellbeing and to establish an appropriate offer for home

		learning. Core subjects will be based on White Rose and Oak Academy to ensure videos are available to model for the parents/carers and children alike.  Parents/carers who do not have access to technology should contact their Phase Assistant Head via class emails or place a telephone call to arrange a loan.
12. Class teacher who is self-isolating for 14 days due to a 'track and trace' contact testing positive for Covid-19	AHT/Year Group Support Teachers/Support staff	<b>School based</b> AHT/ Support Teachers and/or Support staff will follow and teach from the year group's planning with support from the other class teachers. If the teacher is well enough there will be some contact sessions via Zoom with class teacher during school hours/week.
13. Children who are unwell with non-Covid symptoms	N/A	Normal attendance and sickness policies apply. No remote learning will be in place.

## Curriculum Subject Explanation and Sources

**Maths:** White Rose Home Learning

**English:** Finish current unit planning. This would then be followed by Oak or Wordsmith Unit or other as appropriate, e.g. CLPE, Pie Corbett BBC Bitesize.

**Reading:** Y1-Y2 & Y3 depending on the time of year, children with additional needs. Reading Planet banded titles. Parents will be asked to record their child reading and post on Seesaw once a week.

**Reading:** Y4-6 children will be asked to record themselves reading and post weekly. Texts or scans of their Guided Reading Books will be posted on Seesaw. Comprehension questions linked to their text or a stand-alone progress checker comprehension will be provided. To support Guided Reading: one reading session for the week teaching a reading a key skill via their class text or story book or teaching a strategy to support comprehension and inference.

Y6 may introduce exam techniques depending on which stage in the term or school year it is.

**Phonics:** EYFS and KS1 daily phonics work set by teachers.

**Science and Humanities:** A teacher led decision about the topic/subject material. Where appropriate, Oak Academy lessons with a critical eye to ensure there is appropriate curriculum coverage and to avoid duplication. Y3-Y6 may be based on the HEP curriculum materials with teacher adaptations.

**Art:** Lessons posted on Seesaw from either Toby (Art Specialist) or the class teacher depending on which year groups are being supported at that point in the term.

**DT:** Lessons posted on Seesaw from either Rebecca (if in some form of lockdown) or the class teacher depending on which year groups are studying DT at that point in the term.

**PE:** Lessons posted on Seesaw from either the PE coaches (if in some form of lockdown) or the class teacher depending on which year groups are working with the PE coaches at that point in the term.

**MFL:** Lesson links will be posted via Seesaw. Literacy Leader of Learning to arrange with Specialist Teacher.

Work will be posted daily on Seesaw ready for 9am with an introduction from the teacher as to the learning for the day and expectations made clear as to which would need to be posted by 4pm.

**RRS:** Lessons and presentations about the article of the week will continue across the school and appear on children's timetables.

**Golden Learners:** Staff will ensure they are linking to BLP, emotion coaching and meta-cognition, best mistake to learn from – not the best piece. Adhere to policy, aims and vision. Teachers from the same year group will decide on the theme for 'Shout Outs' and consider an appropriate time to introduce children 'Noticing' what others are doing. Teachers will communicate clearly to children what we are looking for to celebrate each week.

**Draft Zoom Proposed Time Table (teachers offer groups of 15 – think about siblings in the same year group offer alternative timings) - Teachers post the following week’s timetable by 6.30pm on Friday**

<b>Days of the week/Timings</b>	<b>Year Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Monday</b>	<b>8.45 RED-RUBY</b> <b>/9.05 RUBY-RED</b>	<b>11.00 ORANGE-AMBER</b> <b>/11.20 AMBER-ORANGE</b>	<b>9.30 YELLOW-GOLD</b> <b>/9.50 GOLD-YELLOW</b>	<b>9.30 GREEN-EMERALD</b> <b>/9.50 EMERALD-GREEN</b>	<b>10.15 BLUE-SAPPHIRE</b> <b>/10.35 SAPPHIRE-BLUE</b>	<b>10.15 COBALT-INDIGO</b> <b>/10.35 INDIGO-COBALT</b>	<b>8.45 VIOLET-AMETHYST</b> <b>/9.05 AMETHYST-VIOLET</b>
<b>Tuesday</b>							
<b>Wednesday</b>	<b>9.45 RED-RUBY</b> <b>/10.05 RUBY-RED</b>	<b>12.00 ORANGE-AMBER</b> <b>/12.20 AMBER-ORANGE</b>	<b>10.30 YELLOW-GOLD</b> <b>/10.50 GOLD-YELLOW</b>	<b>10.30 GREEN-EMERALD</b> <b>/10.50 EMERALD-GREEN</b>	<b>11.15 BLUE-SAPPHIRE</b> <b>/11.35 SAPPHIRE-BLUE</b>	<b>11.15 COBALT-INDIGO</b> <b>/11.35 INDIGO-COBALT</b>	<b>9.45 VIOLET-AMETHYST</b> <b>/10.05 AMETHYST-VIOLET</b>
<b>Thursday</b>							
<b>Friday</b>	<b>12.45 RED-RUBY</b> <b>/13.05 RUBY-RED</b>	<b>15.00 ORANGE-AMBER</b> <b>/15.20 AMBER-ORANGE</b>	<b>13.30 YELLOW-GOLD</b> <b>/13.50 GOLD-YELLOW</b>	<b>13.30 GREEN-EMERALD</b> <b>/13.50 EMERALD-GREEN</b>	<b>14.15 BLUE-SAPPHIRE</b> <b>/14.35 SAPPHIRE-BLUE</b>	<b>14.15 COBALT-INDIGO</b> <b>/14.35 INDIGO-COBALT</b>	<b>12.45 VIOLET-AMETHYST</b> <b>/13.05 AMETHYST-VIOLET</b>

