Thomson House School

Thomson House School Blended Learning Plan

Agreed by: Education Committee

Date: Oct 2020

Review Cycle: Every 3 Years

Review Date: Oct 2023

1. Introduction

Thomson House School has a holistic approach to education. We recognise that, due to COVID-19, some children may have to remain at home, self-isolating, for periods of time. The school's intention is to continue to support any child who is having to remain at home by providing a consistency of provision through online education, support with learning, support for mental and physical well-being and support for parents. This blended learning plan states how the school will blend learning at school with learning at home using the same platforms and the same resources.

2. Aims

This Learning Plan aims to:

- Ensure consistency in the approach to remote learning for all pupils (Inc. SEND) who aren't in school using quality online and offline resources and teaching videos;
- Ensure that children are fully conversant with Google Classrooms and online resources from working with them regularly in school;
- Provide clear expectations for staff in the delivery of high quality interactive remote learning;
- Provide clear expectations for parents with regards to teaching, learning and safety online;
- Ensure the continuous delivery of the curriculum, support for motivation and support for engagement;
- Provide for physical, emotional and mental wealth in addition to the academic side of school life;
- Continue the good communication between staff and parents (e.g. with curriculum evenings; parent workshops and parent consultation evenings)
- Support attendance which has a direct correlation to attainment
- Provide appropriate guidelines for data protection

3. Who is this plan applicable to?

This plan is applicable to every child/member of staff unable to attend school either because:

- they are awaiting COVID-19 test results; or
- the household has been required to self-isolate; or
- a year group bubble is self-isolating due to one or more members of the bubble having tested positive for COVID-19; or
- Have been asked by THS to self-isolate; or
- The whole school is closed / lockdown

This plan is applicable to parents of children / members of staff unable to attend school - to understand the expectations of the school.

This plan is applicable to staff in school – to understand the requirements of delivering consistency of provision online.

This plan is applicable to senior leaders – to monitor compliance and delivery of this plan.

This plan is applicable to the Governors – to hold leaders to account.

Remote learning is not expected to be completed by a child if they are at home and unwell.

4. Resources used to deliver the curriculum remotely

The teaching teams will use the following means to deliver learning remotely; in line with what is already used in the classroom and for home learning:

- o Google Classrooms will be provided for each class / all year groups - in each class there will be clear instructions from the teachers for the learning to be completed each day;
- o Live maths lessons for YR to Y6 through Google Meets;
- o Live English lessons for YR to Y6 through Google Meets;
- o CGP books for SPAG (Spelling, Punctuation and Grammar) from Y2-Y6;
- o Online phonics resources / Phonics Play / Live lessons through Google Meets for YR to Y2;
- o Times Tables Rock Stars will be used for times tables practise for Y2-Y6;
- o Letterjoin will be used for handwriting practise – pencils / pens will be sent home for YR-Y6;
- o Purple Mash will be used for Science, Computing, Topic and Reading Comp for YR to Y6;
- o Oak National Academy and BBC bitesize will be used where necessary for YR to Y6;
- o Recorded video with online resources will be used for science, topic and other non-core lessons;
- o Physical activities will be suggested in the instructions given by teachers

In each Google Classroom there will also be:

- o A remote learning planning document for the week
- o Curriculum online resources
- o Additional support documents
- o A suggested timetable for those at home
- o Class Dojo - used by teaching teams to reward and engage;
- o Staff Code of Conduct for online conference calls, phone calls, recorded and filmed video
- o End User Agreements for Google Classroom, Letterjoin, Purple Mash, Class dojo etc

Other means of delivering a normal school day remotely:

- o Google Meets / Zoom will be used for assemblies;
- o Small group support for children who need it, from the SEND team / Assistant Teachers
- o Reading books to be sent home weekly
- o All parents' meetings will take place via Google Meets or via Zoom
- o Staff CPD and admin meetings will take place via Google Meets or via Zoom.

5. Home and School Partnership

Thomson House School is committed to working closely with families and recognises that each family is unique. Because of this, remote learning may be different for different families - to suit their needs.

- o The school will provide instructions for parents on how to use Google Classroom and where possible, provide personalised resources for some children.
- o The school will provide training for parents on Google Classrooms via a parent workshop.

- o The school will provide a recommended timetable to maintain a 'school day' structure.
- o THS will encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration.
- o Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact school office promptly and alternative solutions may be available. These will be discussed on a case-by-case basis.
- o In line with the school's 'digital charter' we encourage parents to follow the 'digital 5 a day' framework which provides practical steps to support a healthy and balanced digital diet.
- o All children have signed an 'Acceptable Use Policy' at school which includes e-safety rules and this applies when children are working on computers at home.

6. Roles and responsibilities

To note: the responsibilities below relate to where a whole class/year group bubble is isolating and would be reduced when it is fewer children isolating and most of the class are in school.

Teachers

When providing remote learning, teaching teams will be available daily between 9.00am and 3.00pm.

Teachers are responsible for:

- o Setting meaningful and ambitious work each day on Google Classrooms – Subjects will be set across year groups if the whole year group bubble is self-isolating;
- o Teaching a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with clarity about what is intended to be taught and practised in each subject;
- o Providing live English and Maths lessons which follow the normal timetable for the class;
- o Using assessment for learning techniques to inform future planning;
- o Providing timely and meaningful feedback on work - all completed work must be uploaded by 1pm to be guaranteed teacher response and comments by 5pm;
- o Commenting on science and non-core tasks submitted by 3.30pm each day in the chat stream (highlighting good work);
- o Ensuring that pupils use the live chat stream for questions or for clarifying understanding ONLY;
- o Keeping in touch with pupils who absent from school - and their parents;
- o Raising any concerns around the level of engagement of a child to the parents via phone or email, to assist engagement;
- o Reporting any concerns shared by parents or pupils to SLT – for any safeguarding concerns, refer immediately to the DSL.
- o Informing SLT if they are unwell or unable to work, in line with current absence reporting requirements.

Assistant Teachers

ATs are available between 9.00-12.00am for supporting teaching and learning under the guidance of the class teacher. Some of the Assistant Teachers will be available from 1.30-3.30pm for SEND small group support.

ATs are responsible for:

- supporting the class teacher in teaching (small groups)
- answering queries on the chat stream
- emotional and pastoral support for some children
- academic challenge for some children
- giving feedback where required
- reporting any concerns shared by parents or pupils to SLT – for any safeguarding concerns, refer immediately to the DSL.
- informing SLT if they are unwell or unable to work, in line with current absence reporting requirements.

Subject Leaders

Subject leaders are responsible for:

- Working with teachers to make sure all work set is appropriate and consistent;
- Working with SLT in monitoring the remote work set by teachers in their subject;
- Alerting teachers to resources they can use to teach their subject remotely.

Senior Leaders

Senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school including daily monitoring of provision and daily monitoring of pupil engagement.
- Provide training sessions for staff on Google Classrooms and other technical requirements.
- Working with teachers to make sure work set has deadlines at an appropriate distance away from each other;
- Monitoring the effectiveness of remote learning – through regular meetings with teachers and subject leaders, reviewing work set, asking for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Designated Safeguarding Lead

The DSL is responsible for:

- managing and dealing with all safeguarding concerns
- ensuring compliance with guidance when staff are hosting online video conferencing
- ensuring that pupils are adhering to the Acceptable User Policies.

For further information, please see the THS Child Protection and Safeguarding Policy.

IT Technicians

IT technicians are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff / parents with any technical issues which they are experiencing

- o Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer (SBM)
- o Assisting pupils and parents with accessing the internet or devices

SENDCO

The SENDCo is responsible for:

- o Ensuring that pupils with EHC plans 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 EHC plans and IHPs
- o Identifying the level of support required for some children whilst they are at home.
- o Ensuring the progress of children identified as having special educational needs.
- o Ensuring the progress of children identified as having English as an Additional language (EAL)

School Business Manager (SBM)

The SBM is responsible for:

- o Ensuring value for money when arranging the procurement of equipment or technology.
- o Ensuring that the school has adequate insurance to cover all remote working arrangements.
- o Ensuring compliance with GDPR and Data Protection regulations

Pupils and parents

Parents and their children are responsible for:

- o Completing work to the deadline set by teachers
- o Seeking help if they need it, from teachers or assistant teachers via the live chat stream
- o Alerting the school if the pupils are unable to complete the work due to a lack of understanding
- o Making the school aware if their child is sick and unable to complete the work
- o Be respectful when raising concerns to staff
- o Understanding that teachers will only respond / communicate with parents within working hours

Governing Board

The governing board is responsible for:

- o Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- o Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

7. Troubleshooting – who to contact if there are issues.

- o Issues with the work set – contact your child's Class Teacher / Assistant Teacher via email or via the chat stream

- Issues with the engagement or motivation of your child – let your child's class teacher know via email or chat stream.
- Concerns over the support your child is receiving if they have special educational needs, contact Mrs Hannah Hannington on Hannah.hannington@thomsonhouseschool.org
- IT issues – contact the office team on: admin@thomsonhouseschool.org
- Safeguarding / Child Protection – Ms Vicky Amor on: Victoria.amor@thomsonhouseschool.org
- Escalating concerns beyond the class teacher, contact:
  Mrs Jackie Sanders on Jackie.sanders@thomsonhouseschool.org for Vernon Road; or
  Ms Vicky Amor on: Victoria.amor@thomsonhouseschool.org for the Sheen Lane site.
- Data protection issues - Ms Rebecca Richards on Rebecca.richards@thomsonhouseschool.org
- Concerns about health - contact NHS 119
- Issues with workload (for THS staff only) - contact the Deputy Heads or Mrs Letch

8. Data protection

Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:

- Use CPOMS to securely record parental contact or concerns about a child.
- Use Scholarpack to securely access parental contact details
- Use school laptops to conduct remote learning video calls and communications
- Use the VLE (Virtual Learning Environment) to access school documents

Processing personal data

Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen. However, staff are reminded to collect and/or share as little personal data as possible online.

Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

9. Links with school policies

This plan has been written with due consideration to:

- o THS Child Protection and Safeguarding Policy
- o THS Behaviour Policy
- o THS Data Protection Policy
- o THS Online Acceptable User Policy
- o THS E-Safety Policy
- o Staff Code of Conduct

Monitoring and Review

This plan will be monitored termly by senior leaders and reviewed by the Education Committee every three years.

Date: October 2020

Review date: October 2023