Blended Curriculum Policy

This policy meets all statutory requirements outlined in the DfE expectations for remote learning.

	Version 2.0
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Contents

1. Context

What is the blended curriculum?

Our blended curriculum model is one where subject specialist knowledge and skills can be delivered both through traditional classroom teaching or the delivery of lessons remotely, using online educational tools. Online teaching can involve a combination of the setting of remote work tasks for students to complete independently or can involve the delivery of teacher led virtual lessons through our educational platform, MS Teams.

Remote work refers to learning that takes place when a student is not able to come to school, for example when self-isolating or during a period of school closure. The DFE states that students in KS3 and KS4 should receive a minimum of 5 hours of remote work a day in these circumstances. These hours will include both direct virtual teaching and time for students to complete tasks or assignments independently. Our school ambition is to try to provide as many hours of teacher led virtual lessons as is possible. When this is not possible remote work is set as independent tasks or activities for students to get on with independently.

Why do we need a blended curriculum model?

Across the course of the last two academic years, the way in which we have delivered the curriculum has changed significantly. Following extended periods of school closure across 2020 - 2021, We have been regularly required to adapt to a situation where significant numbers of both staff and students were required to self-isolate and teach/learn from home. Throughout this time, our curriculum delivery has had to respond to different needs to ensure that all students are learning and that student progress continues to accelerate.

What is the blended curriculum policy?

This policy outlines how we deliver this complex curriculum model and what the expectations are for all stakeholders in a variety of different learning circumstances. It details specific processes in relation to the blended learning model, covering details about how teachers should deliver virtual lessons from home, how teachers should set remote work for students at home and what we expect from all stakeholders to ensure this process is smooth and effective.

2. Aims

The aim of this policy is to set out the expectations for all members of the school community with regards to the blended curriculum model. This includes teachers and students who have been asked to self-isolate, bubble/year group self-isolating in line with guidance from PHE or procedures for the event of a full school closure .

The policy should:

- Ensure consistency in our approach to the setting of remote work for all members of the school community who are not in school in all circumstances.
- Provide clear expectations for teaching staff with regards to delivering high quality interactive remote learning opportunities.
- Ensure a thorough approach to curriculum delivery in all circumstances so that all students stay on track with their learning
- Ensure that high quality, interactive remote learning opportunities mirror in-school provision as closely as possible.

3. Values and ethos

Our overarching aim as a school is to ensure the highest quality subject rich teaching and learning in all circumstances, both within the school and through lessons delivered remotely.

Subject specialist knowledge is an essential part of lesson delivery and where possible and appropriate we should strive to ensure that all lessons are delivered by a subject specialist teacher and provide interactive teaching and learning strategies.

Our absolute priority is to ensure that students continue to experience a subject rich, high quality curriculum with engaging and interactive opportunities in line with normal classroom expectations regardless of how they are learning.

4. Blended Curriculum Offer

Where staff or students are absent, we should strive to ensure that lessons continue to be delivered as remote work through live virtual classroom teaching. Virtual lessons should be delivered through MS Teams. The lessons should be scheduled at least a day in advance to provide prior warning to students and allow them time to prepare.

This could mean that:

- if a member of staff is still in school, but the class are not, the lesson should where possible be taught virtually, in line with the timetable and students should join the lesson from home. (See appendix 1 for further guidance)
- if the teacher was at home but the class was in school, where possible, the lesson should be taught virtually with a cover teacher supervising the class. (See appendix 2 for further guidance)
- if some but not all students in a class are required to self-isolate at home, a teacher may be delivering lessons to half their class in school, whilst also teaching virtually to a number of students self-isolating at home.In some cases, classes may be collapsed to allow one teacher to deliver the virtual lesson in school and other teachers to deliver lessons in school.
- if both students and staff are required to be at home during a local or national lockdown, all lessons should be delivered virtually online, using MS Teams, in line with the normal school timetable.

Each week, we ensure remote work has been provided for all year groups, regardless of whether or not there are students absent from a particular year group in school. This remote work is to be completed by students where live virtual lessons are not possible, but is also to be completed by students working from home where only small numbers are isolating or where absence is due to another reason, but the students is still able to complete remote work. Our aim is to provide remote work that allows independent tasks or activites to be completed. Work should be set on a weekly basis for each year group for every subject via MS Teams. The planning of this work should be collaborative and should be delegated across colleagues within a department.

Remote work should be uploaded onto Ms Teams every Monday morning by 9am. Remote work should be commensurate with the number of lessons within in the normal school timetable.

Remote work should provide as many subject rich, interactive teaching experiences as possible. The use of technology to provide additional interactive opportunities can and should be considered, these options might include:

- A lesson PowerPoint with voice note explanations
- A lesson pre-recorded on MS Teams that can be played as a video by the cover teacher

Remote work should be marked, using rubrics through the MS Teams assignment function and returned to students. Work that is not completed should be followed up by the class teacher in line with normal school expectations.

5. Expectations for all teachers

It is the expectation that all teachers would seek to ensure that the school timetable is maintained remotely and that virtual lessons are delivered in line with the timetable as far as possible in all circumstances. The sequence of the curriculum must remain the same and assessment calendars should be maintained.

In doing this, we should endeavour to secure curriculum expectations in line with the following:

- ✓ The curriculum remains on track for all students both in school and at home
- ✓ Subject specialist teachers are leading lessons to provide expert knowledge wherever possible
- ✓ All students are engaging with lessons every week in line with their normal timetable
- ✓ Interactive learning experiences are made possible to engage and motivate students
- ✓ Homework continues to be set and marked in line with the normal school calendar
- ✓ All students are assessed in line with subject assessment calendars

✓ All students are being challenged/supported when work is not done
✓ Student work is marked, and feedback is given by class teachers

Further to these central expectations, detailed guidance documents for subject specialist teachers (appendix 1) and cover teachers (appendix 2) have been created to provide further clarification on how to deliver virtual lessons and how to prepare remote work.

6. Expectations for self-Isolating Staff

Staff who are required to self-isolate are expected to carry out duties remotely, as long as they remain well. This means that if you were a teaching member of staff you would use MS Teams to upload remote lessons and lead live virtual lessons in line with your timetable, commensurate with the number of lessons over the course of a week, in line with the scheme of work. You would continue to mark and assess students work and give feedback to students. You would continue to set homework for students using SMH.

7. Staff absence due to illness

If staff are unwell, they will not be expected to lead virtual lessons, but instead will be asked to set normal remote cover work in line with staff absence policy.

What happens when there are large numbers of staff absent due to illness?

If a large number of staff are not able to attend school, in some cases it may be necessary to collapse classes and provide a lecture style lesson to a large group of students. These lessons would require a member of staff leading a lesson from the front of the classroom, with students taking notes or completing independent tasks.

Teachers isolating from home can be used to lead virtual lessons if they are well and able to do so.

8. Role of Heads of department:

Heads of department coordinate subject specific leadership across the school. Alongside teaching responsibilities, heads of department are responsible for:

- Overseeing the short and long term curriculum for subject areas and adapting these plans to meet the needs of virtual learning.

- Working with teachers teaching their subject remotely to make sure that all work set is appropriate and consistently in line with expectations.

- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other

- Monitoring the remote work set by teachers in their subject – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set

- Alerting teachers to resources they can use to teach their subject remotely

9. Role of senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school

- Monitoring the effectiveness of remote learning – explain how they'll do this, such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents

- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

10. Role of IT staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work

- Helping staff and parents with any technical issues they're experiencing

- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer

- Assisting pupils and parents with accessing the internet or devices

11. How does remote provision work?

If a small group of students are sent home/asked to remain at home and work remotely the following steps should be taken to ensure that the teaching of the curriculum remains on track:

- Curriculum based tasks and activities should be set in the form of remote work via MS Teams for each subject/year group each week. This work should be uploaded onto MS Teams by 9am on Monday morning. This work should be shared across a department team to ensure the workload is manageable.
- Virtual lessons are taught as far as is possible, in line with the timetable to secure interactive teaching.
- Interactive teaching strategies should be used to enhance remote work to enable an interactive approach to teaching, for example embedding voice notes onto PowerPoint slides and videoing explanations/demonstrations of core concepts.
- Students work should be set as an assignment on MS Teams. Work that is submitted should be marked and commented on by teachers.
- Attendance to virtual lessons and submission of remote work should be tracked and monitored, with follow up where students fail to engage.
- Form tutor contact and checking in to support socialisation, well-being and safeguarding. Weekly contact to support relationships between home and school and the return to school.

If a haf year group/bubble or significant number of a particular year group are required to isolate at home and work remotely the following steps should be taken to ensure that the teaching of the curriculum remains on track:

- Virtual lessons are taught as far as is possible, in line with the timetable to secure interactive teaching. This may require some collapsing of the timetable so that a number of teachers deliver lessons in school, whilst other teacher are reallocated to deliver a virtual lesson to those isolating at home.
- For example, where one class of 7X band are required to isolate at home, but two classes remain in school, two teachers will deliver normal lessons and the third teacher will be released to deliver the virtual lesson to any students isolating.

Additional strategies might also be used to further support large numbers of students isolating:

- Interactive teaching strategies should be used to enhance remote lessons to enable an interactive approach to teaching, for example embedding voice notes onto PowerPoint slides and videoing explanations/demonstrations of core concepts.
- Form tutor contact and checking in to support socialisation, well-being and safeguarding. Weekly contact to support relationships between home and school and the return to school.
- Students work should be set as an assignment on MS Teams. Work that is submitted should be marked and commented on by teachers.

For members of support staff, duties would be reviewed. For example, Teaching Assistants could still attend virtual lessons in line with their timetable and lead interventions remotely.

In the event of a whole school closure, all lessons should be taught virtually, on MS Teams, in line with the normal school timetable.

- Independent remote work tasks should be set using MS Teams for the first day of closure to enable teachers to prepare lessons and adapt teaching to a suitable format.
- On the second day of closure, lessons should be taught virtually on MS Teams, in line with the normal school timetable.
- Lessons should be scheduled on MS Teams at the beginning of each week, or a minimum of 24 hours in advance so that all students can clearly follow their timetable.
- Lessons should follow the normal school curriculum and provide ambitious and engaging activities for students to complete
- Assessment calendars should be closely followed
- Work should be marked and feedback given in line with whole school policy, with two pieces of depth marked work completed per half term.
- Attendance of lessons should be tracked, monitored and where absence becomes a concern, follow up is required through contact home and use of pastoral systems.

12. What steps can teachers take to be prepared?

To make sure that teachers are ready for a range of different scenarios; the following steps are recommended:

- ensuring you have copies of textbooks and materials needed to support and plan teaching at home
- ensuring you have easy access to schemes of work and teaching resources, for example downloading resources onto a hard drive or 'cloud'
- having a hard copy of your timetable at home
- having a hard copy of class lists, including tutor group list
- ensuring you have copies of key documents needed to support and enable your role at home
- establishing working areas at home with adequate desk space
- review your home ICT equipment and access, including WIFI
- review telephone access
- review your remote login and ensure this is working securely
- check your login details for CPOMS, SMH and Class charts
- review confidence and familiarity with techniques such as adding voice notes to PowerPoint presentations and inserting videoed clips of teacher explanations
- continue to build confidence with MS Teams so that you can maximise its potential
- checking stationery equipment
- discuss with family members/house mates how you might approach home working again, based on the experiences of the summer term

13. When might virtual lessons not be appropriate?

Although our ambition is to provide as many virtual lessons as possible for students completing remote work, this is sometimes not appropriate or possible. For example, if a teacher is unwell or not in school for personal reasons, they will not be expected to lead virtual lessons, but instead will be asked to set normal remote cover work.

Additionally, if there are technical problems which do happen from time to time, it may not be possible for a remote lesson to run, in which case self-isolating students should continue to complete the remote work that has been set on MS Teams.

Other circumstances may also mean that the lesson itself is not suitable to be delivered virtually and class teachers use their professional judgement to make this decision based on the learning activities that need to be completed during the course of the lesson. For example, across a sequence of three lessons, two may be delivered as taught virtual lessons and one may be set as an independent piece of remote work where students have an opportunity for an extended writing task or independent research task.

14. Expectations for students

In order to ensure that remote work is completed to the highest possible standards, we expect students to follow the below guidelines to ensure that they are working in line with our whole school expectations:

- All students should check their MS Teams calendar at the start of each day to identify if a lesson is being delivered virtually and be prepared to join at the appropriate time.
- All students should check the relevant class/subject/year group remote work folder on MS Teams at the start of each day. They should download the resources and tasks from each subject channel in line with normal timetabled lessons for that day and in line with teacher guidance.
- Students should then aim to complete remote work set and join virtual lessons throughout the day in line with their normal school timetable.
- Written work should be completed in line with normal expectations and submitted as an assignment through MS teams so that teachers can review it.
- All written work from remote learning should be printed and brought into school at the end of the self-isolation period to stick into books or add to folders to form an essential part of the learning journey.

Further to this, if students are participating in virtual lessons they should also ensure they follow the steps outlined below:

- Students should check their MS Teams calendar every morning of their self-isolation period to establish when a virtual lesson is being delivered during the course of a day.
- If a lesson is scheduled, it is compulsory that they join the lesson and take part in the learning as they would do normally in school.
- Students should make sure they are ready to join the meeting promptly at the beginning of the lesson.
- Behaviour should be in line with normal classroom expectations throughout the duration of the lesson.
- Students should ensure that paper and writing equipment is ready and to hand so that tasks can be completed appropriately.
- Students should ensure that the microphone is on mute, to reduce interruption in the classroom. The hands up or chat function should be used to ask a question where appropriate (in line with normal lesson expectations).
- A student taking part in a virtual lesson should be expected to take detailed notes, and complete tasks and activities in line with normal classroom expectations.
- Once completed the work should be submitted as an Assignment on MS Teams, using the remote work assignments section.
- As with all work completed during isolation, the student should print out the work completed during the virtual lesson and bring it to school ready to stick into classwork books.

If a student is unable to join a virtual lesson, due to illness, technical difficulties or other issues, they should complete the remote work that has been set instead. Again, this should be submitted as an assignment on MS Teams for teachers to review and should be brought into school on return from isolation.

15. Role of parents

If a child is asked to self-isolate and continue learning remotely, we recommend that all parents follow the recommended steps outlined below to ensure they are best placed to support their child in their remote learning.

- Students should have a suitable working area at home with adequate desk space and where he/she can concentrate and not be disturbed
- Students should have suitable writing equipment, paper, pens, ruler, calculator etc so that they are well prepared for working at home
- Students should have easy access to a computer, with microphone, speaker and camera so that he/she can easily join virtual lessons.
- Parents should consider purchasing copies of the recommended revision guides to support studies and provide a point of reference if students need help outside of lesson hours.
- Students should be provided with support in using the school computer of SMH and MS Teams.

We advise that all parents spend time going through the expectations and guidance so that students are well supported in their remote work.

16. Monitoring and quality assurance

We believe in a range of monitoring exercises to generate a collaborative culture of whole school improvement. The purpose of monitoring our blended curriculum provision is to collect specific evidence about the success of remote work and its impact on student progress. This information can then be used to further develop our blended curriculum offer.

Monitoring of our blended learning offer can come through a range of different reviews:

- using the MS Teams insights function to track student engagement and attendance
- staff and student voice/surveys to identify the successes and areas for development
- collaborative reviews of remote work to identify models of best practice and share with the school community.
- monitoring reviews of virtual lessons to identify successes and areas for development

17. The role of other stakeholders.

- ✓ Parental, student and staff surveys will be used to collate opinion and evaluate our practice.

- ✓ Governors are responsible for monitoring the approach to the school's blended curriculum policy to ensure that the quality of education remains the highest of standards. Termly presentations are shared with governors to review the blended curriculum offer and share action plans for improvement.

18. Training and development

In order to further support the development of our blended curriculum and our provision of remote work, a focus of CPD for this academic year will be based on the innovative use of technology to support teaching and learning. Specific training will be provided through:

- Teacher learning Communities

- Whole Staff technology training

- Weekly sharing of top tips through the staff notices

- Termly sharing of new strategies and best practice models through the teacher toolkit

Each CPD opportunity is supported with an opportunity for teachers to give feedback and identify their own training needs to further support improvement moving forwards.

An MS teams virtual helpdesk is available for all staff with helpful video clips and tutorials on how to use all functions of MS teams.This also provides a supporting toolkit showing best practice remote work. This references how to organise the work, how to set independent tasks as well as models of good independent tasks and project work.

19. Links with other policies

This policy is linked to our:

- Behaviour policy

- Safeguarding policy

- Working from home policy

- Data protection policy and privacy notices

- Home-school agreement

- E-Safety

- Internal assessment policy
- Teaching and learning policy

Appendix 1
Guidance for the subject teacher.

If you are a self-isolating subject teacher leading live virtual lessons from home (KS4 and year 9 lessons to be prioritised), you should do the following:

1.) Plan and prepare a suitable, easily adaptable virtual lesson in line with curriculum sequence and normal school timetable. The lesson should have clearly labelled titles, learning objectives, starter tasks, and a range of learning activities in a clearly set out PowerPoint, similar to the example below:

2.) Ensure the lesson format includes the following:

- 1 slide briefly summarising the lesson and activities for the cover teacher
- 1 slide with your seating plan copied onto it
- 1 slide with your starter activity. This should require no resources and should last 5-10 minutes for students to independently do in silence. This is the cover teachers designated opportunity to connect with you via live stream after settling the class in the correct seating plan

3.) Ensure that assessment calendars are closely followed and revision tasks are set in line with the normal subject assessment calendar.

4.) Mark and assess the classwork accordingly, in line with subject/whole school expectations and organise for work to be handed in, collected and returned.

5.) Ensure that teachers covering your lesson are well informed and are linked to the correct MS team to join the meeting and access the lesson resources.

6.) Liaise with HOD or other supporting teachers to ensure exercise books and additional resources are in the correct place for each lesson.

7.) Take control of instruction as soon as you are connected and live. Explain each slide and task and lead on all areas of the lesson that involve subject specialist knowledge. Use this opportunity to engage students with interactive activities and targeted questioning.

8.) Ensure that lesson PowerPoints are adaptable and easy to follow should the virtual delivery not work. Although this is unlikely, you should always be prepared for this as technology/sound etc can sometimes fail. The lesson must be easy to follow if a cover teacher needs to deliver it without your expertise on the subject.

9.) Aim for minimal printed resources. If resources are needed, they should be emailed to Linda/department HOD 2 days in advance clearly stating which building its needed in and stored in an easy to find place like your department pigeon hole. You must cc your Line Manager/Head of Dept so they are aware and able to support in school. If you know who the cover teacher is for the specific lesson, include them too.

If you are a self-isolating subject teacher setting remote cover work from home you should do the following:

1.) Plan and prepare a suitable, easily adaptable lesson in line with whole school cover expectations. The slides should include a class seating plan, learning objectives, starter tasks, and a range of learning activities that a cover teacher can easily follow.

2.) Ensure that teachers covering your lesson are well informed and are linked/invited to join the correct MS Team to access the lesson and resource. Resources should also be saved in the cover folder in T Docs where possible.

3.) Liaise with HOD or other supporting teachers to ensure resources and exercise books are in the correct place for each lesson.

4.) Ensure that assessment calendars are closely followed and revision tasks are set in line with the normal subject assessment calendar.

5.) Mark and assess the classwork accordingly, in line with subject/whole school expectations and organise for work to be handed in, collected and returned.

6.) Aim for minimal printed resources. If resources are needed, they should be emailed to Linda/department HOD 2 days in advance clearly stating which building its needed in and stored in an easy to find place like your department pigeon hole. You must cc your Line Manager/Head of Dept so they are aware and able to support in school. If you know who the cover teacher is for the specific lesson, include them too.

Appendix 2

Guidance for the cover teacher:

If you are a cover teacher supporting the delivery of a live virtual lesson (priority for KS4 and year 9 lessons) you should do the following:

1.) Collect a camera from lower or upper reception prior to the lesson and set up in the classroom.
2.) Ensure microphone, sound, camera and whiteboard are working effectively.
3.) In the event of a problem, for example if the camera/microphone/sound doesn't work, contact AA On Call and AA IT stating which classroom you are in and the issue.
4.) Collect students from line up at the correct time. It's your responsibility to check bubble/staggered times
5.) Bring the class in, put the seating plan on the board, get students in the correct seat. This is important due to our internal Track and Trace system.
6.) Take the register on arrival to the lesson on SIMS
7.) Once students are settled, open the lesson ppt and get the students started on the starter activity. While they are doing this, open your MS Teams calendar or the conversations section of the Team to begin connecting with the teacher.
8.) Handover to the class teacher on MS Teams
9.) Control class behaviour – ensuring all students are listening and engaged, support with targeted questioning, help answer any questions, liaise with the subject teacher where necessary to ensure smooth delivery of the lesson.
10.) Monitor quality and quantity of work, check on QMS
11.) Facilitate questioning where it is required.
12.) End meeting and collect in work as required.
13.) In the event of technology failing, deliver the lesson to the best of their ability, using the resources/PowerPoint provided by the class teacher.

If you are a cover teacher supporting the delivery of remote cover work set by a class teacher (mainly for KS3 lessons) you should do the following:

1.) Open the correct cover lesson from MS teams/TDocs AACover.
2.) Collect students from line up at the correct time. It's your responsibility to check bubble/staggered times
3.) Bring the class in, put the seating plan on the board, get students in the correct seat. This is important due to our internal Track and Trace system.
4.) Take the register on arrival to the lesson on SIMS
5.) Deliver the lesson to the best of their ability, using the resources/PowerPoint provided by the class teacher

**Appendix 3: How to organise your cover for the isolation period**

As self-isolation may require a few days or weeks' worth of cover, you will be expected to keep your cover work centrally organised, using your own personal 'Cover Team' that can be used by anyone delivering your lessons.

This means:

- Creating an MS Team group to store all your lessons in an organised space. Include your Line manager/Head of Department and AA Cover, for example:
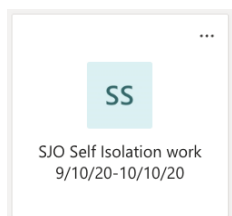

- In this team, in the 'Files' section, add your lessons in an organised, clearly label folder for each lesson, for example:
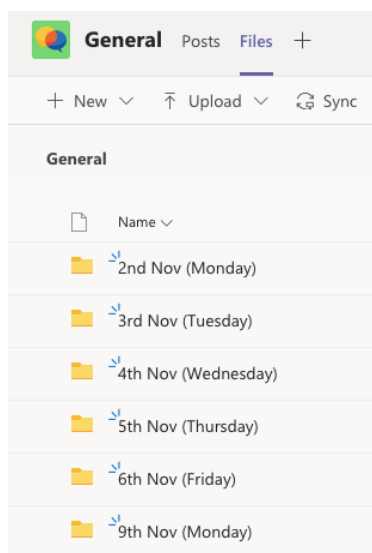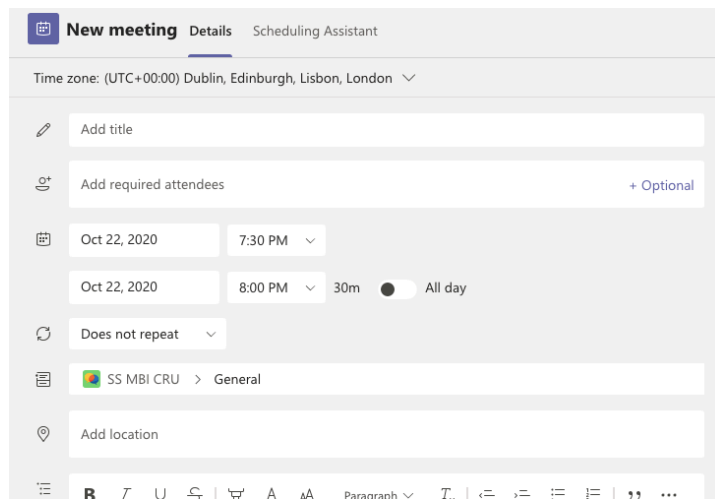

Scheduling your lessons:

Schedule your virtual lesson 'meetings' beforehand, in correspondence with your school timetable. Meetings should be scheduled including the Team where your work is stored (from the step above).
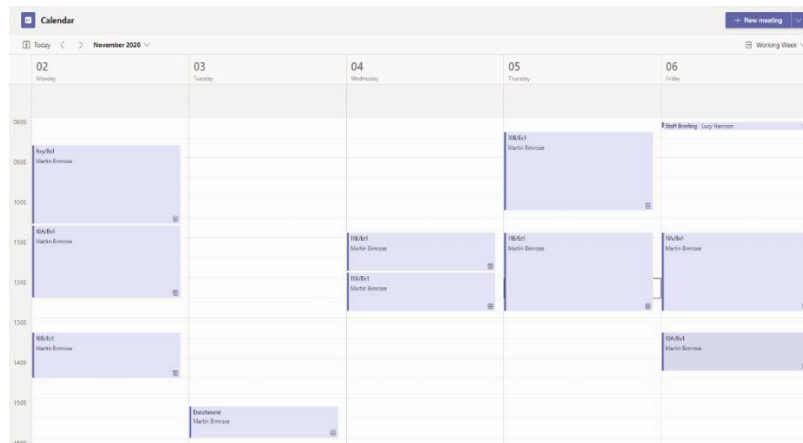
1.) To do this press the icon in the top right hand side of your Team:
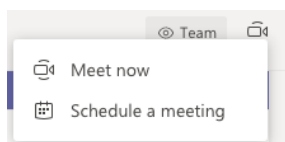
2.) Then press 'Schedule a meeting'
3.) Then select the time/date of your lesson:

When completed, your calendar should look like the example below, completed with all your lessons for the week when isolating:
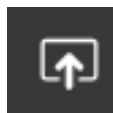

Once the daily cover e-mail has been shared in the morning, you will be expected to add the teachers covering your lesson into your team, or e-mail them the link to join. If you know who the cover teacher is in advance, add them to the group before the day so they can view the resources. Line Managers and HODs are responsible for overseeing this.

**How to start the lesson:**

In order for the virtual lesson to begin, you will need to Sharing your screen:
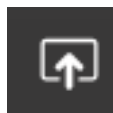
- After starting the virtual meeting, click [icon] to begin sharing your screen
- Avoid sharing your 'Desktop'. Instead, open your lesson PowerPoint, then click on your ppt under the 'Window' section

- This means:

 ➤ The visuals on the board will be better quality than sharing your Desktop

➢ Your camera or microphone can be disabled if desired at points, for example, whilst students are completing a silent activity or if your doorbell rings or an emergency at home arises

➢ If you have embedded video links on your slides, the cover teacher in class can open it without you needing to send it to them separately. If you were to play these from home, the sound may not work in class or the video may lag in time

➢ It means the cover teacher can go back and forth on your slides if needed. It gives them more control in class.
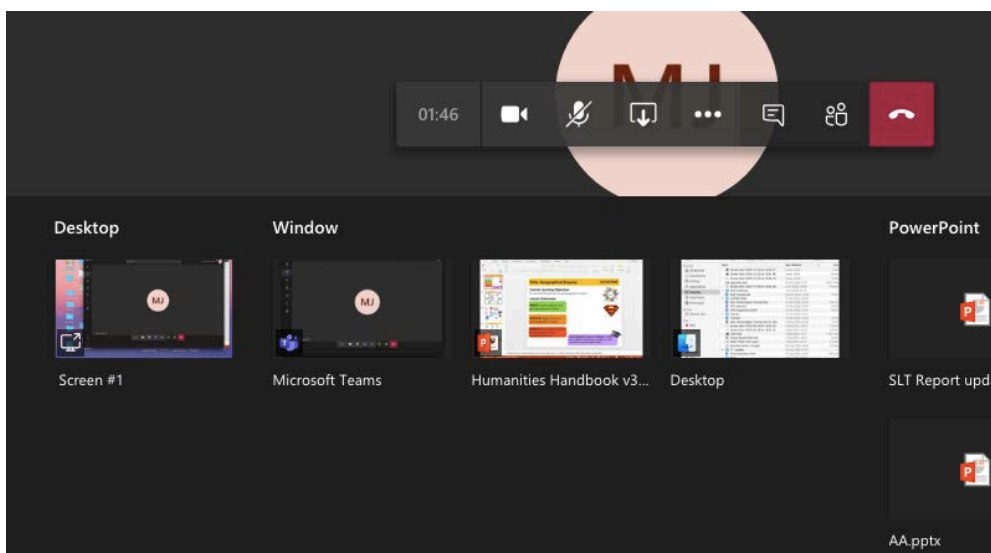
Safeguarding: Ending the meeting:

The person who organised the meeting or is first to open the meeting must be the one to end the meeting.

- At the end of the meeting, close the meeting properly to ensure we cannot reconnect with the member of staff at home.
- DO NOT end the meeting by pressing the red telephone button. This is the equivalent of walking away from someone during a physical conversation. This does not technically end the meeting.
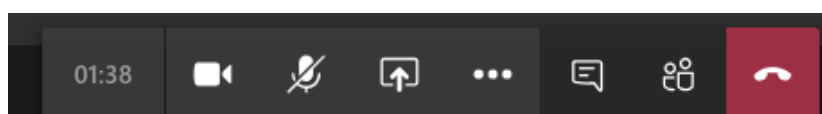
- Instead, press the ellipses (three dots '…') then press 'End meeting'
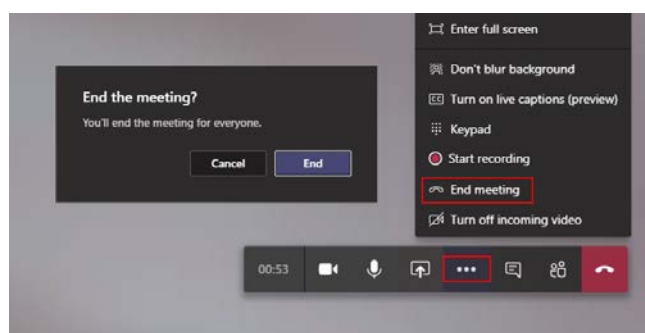
Guidance for parents

Parental Update on the blended Curriculum

Over recent weeks, there have been a number of confirmed cases of COVID-19 across the school community, affecting different year groups, and leading to groups of students and staff having to self-isolate for 10 to 14 days.

It therefore feels like a sensible time to provide an update on our comprehensive blended curriculum model and to share what we have put in place to ensure that all students both in lessons and self-isolating at home remain on track in their curriculum learning.

To support the constantly changing circumstances, we now have a fully developed blended curriculum model where students can be taught at home through a range of different learning experiences that mirror the normal school timetable. For example, if a student has been asked to isolate for 10-14 days they could be asked to complete remote work that has been set on MS Teams or attend a virtual lesson that is being live streamed from a teacher in school.

Across the course of this half term, we have adapted our blended curriculum offer through careful planning and guidelines for both students and staff to ensure that high standards of teaching and learning are prioritised as well as the health and safety of all members of our community.

Regardless of whether learning in school or from home, we are striving to ensure that:

- ✓ The curriculum remains on track for all students both in school and at home
- ✓ Subject specialist teachers are leading lessons to provide expert knowledge wherever possible
- ✓ All students are engaging with lessons every week in line with their normal timetable
- ✓ Interactive learning experiences are made possible to engage and motivate students
- ✓ Homework continues to be set and marked in line with the normal school calendar
- ✓ All students are assessed in line with subject assessment calendars
- ✓ All students are being challenged/supported when work is not done
- ✓ Student work is marked, and feedback is given by class teachers

How does our blended curriculum model work?

If a small group of students are sent home/asked to remain at home and work remotely the following steps are taken by subject teachers to ensure that the delivery of the curriculum remains on track:

- Curriculum work is set in the form of remote learning via MS Teams for each subject/year group each week. This work is commensurate with the normal number of lessons a student would receive in school during that week. This remote work is uploaded onto MS Teams by 9am on Monday morning. Students are expected to complete this work during their normal timetabled lesson and submit it as an 'Assignment' on MS Teams.
- Virtual lessons are taught as far as is possible, in line with the timetable to secure interactive teaching. In most circumstances this is live streamed from a teacher in their normal classroom, but on occasion this has also been live streamed from a teacher also isolating at home.
- Interactive teaching strategies are being used to enhance remote lessons, where virtual lessons are not possible to enable an interactive approach to teaching. For example

embedding voice notes onto PowerPoint slides to provide clear guidance to students and better support their understanding of the work they are completing.

If a half/whole year group or bubble of students are requested isolate or to remain at home and work remotely the following steps would be taken to ensure that the teaching of the curriculum remains on track:

- Remote learning work is set using MS Teams for the first day of self-isolation, to enable teachers to prepare virtual lessons accordingly. Tasks should be submitted by students on MS Teams 'Assignments' and the work should be marked by the class teacher and returned as normal.
- On the second day of isolation, where possible, lessons are taught virtually on MS Teams, in line with the timetable. Teachers usually teach from their normal classroom and live stream to students self-isolating at home (whilst also teaching to students in classrooms where necessary).

If a child is self-isolating but also unwell, they would not be expected to participate in a virtual lesson. They may wish to complete the remote work set as soon as they are feeling better to keep on track with their learning.

When might virtual lessons not be appropriate?

Although our ambition is to provide as many virtual lessons as possible, this is sometimes not appropriate or possible. For example, if a teacher is unwell or not in school for personal reasons, they will not be expected to lead virtual lessons, but instead will be asked to set normal remote cover work.

Additionally, if there are technical problems which do happen from time to time, it may not be possible for a remote lesson to run, in which case self-isolating students should continue to complete the remote work that has been set on MS Teams.

Other circumstances may also mean that the lesson itself is not suitable to be delivered virtually and class teachers use their professional judgement to make this decision based on the learning activities that need to be completed during the course of the lesson.

What is the expectation for students?

In order to ensure that virtual lessons and remote work are completed to the highest possible standards, students should follow the below guidelines to ensure that they are working in line with our whole school expectations:

- All students should check their MS Teams calendar at the start of each day to identify if a lesson is being delivered virtually and be prepared to join at the appropriate time.
- All students should check the relevant year group remote work on MS Teams at the start of each day. They should download the resources and tasks from each subject channel in line with normal timetabled lessons for that day.
- Students should then aim to complete remote work set and join virtual lessons throughout the day in line with their normal school timetable.
- Written work should be completed in line with normal expectations and submitted as an assignment through MS teams so that teachers can review it.

- All written work from remote learning should be printed and brought into school at the end of the self-isolation period to stick into books or add to folders to form an essential part of the learning journey.

Further to this, if students are participating in virtual lessons they should also ensure they follow the steps outlined below:

- Students should check their MS Teams calendar every morning of their self-isolation period to establish when a virtual lesson is being delivered during the course of a day.
- If a lesson is scheduled, it is essential that they join the lesson and take part in the learning as they would do normally in school.
- Students should make sure they are ready to join the meeting promptly at the beginning of the lesson.
- Behaviour should be in line with normal classroom expectations throughout the duration of the lesson.
- Students should ensure that paper and writing equipment is ready and to hand so that tasks can be completed appropriately.
- Students should ensure that the microphone is on mute, to reduce interruption in the classroom. The hands up or chat function should be used to ask a question where appropriate (in line with normal lesson expectations).
- A student taking part in a virtual lesson should be expected to take detailed notes, and complete tasks and activities in line with normal classroom expectations.
- Once completed the work should be submitted as an Assignment on MS Teams, using the remote work assignments section.
- As with all work completed during isolation, the student should print out the work completed during the virtual lesson and bring it to school ready to stick into classwork books.

If a student is unable to join a virtual lesson, due to illness, technical difficulties or other issues, they should complete the remote work that has been set instead. Again, this should be submitted as an assignment on MS Teams for teachers to review and should be brought into school on return from isolation.

What steps can you take to support your child?

If your child is asked to self-isolate and continue their learning at home, it is advisable to follow the recommended steps outlined below to ensure they are best placed to continue to learn:

- Make sure your child has a suitable working area at home with adequate desk space and where he/she can concentrate and not be disturbed
- Make sure that your child has suitable writing equipment, paper, pens, ruler, calculator etc so that they are well prepared for working at home
- Make sure your child has easy access to a computer, with microphone, speaker and camera so that he/she can easily join virtual lessons.
- Consider purchasing copies of recommended revision guides to support your child's studies and provide a point of reference if they need help outside of lesson hours. (An additional attachment has been sent with this email to remind you of the recommended revision resources. Please note that you will only need to purchase guides relevant for your child's key stage, subject choice and course level, please do speak to your child to confirm this.)
- Have a hard copy of your child's timetable at home so that you know what work they need to be completing and can check in at regular points throughout the day to make sure they are on track.
- Make sure that your child knows their login details for school emails, SMH and MS Teams. Make sure they are working and that your child confidently knows how to use each one.

Please do go through this information carefully with your child to support them in the case of them needing to self-isolate.

If students do need additional help with their learning, or feel that they wish to complete additional work, they should email their class teacher in the first instance.