Holly Park School

Blended Learning Policy

Statement of intent
At Holly Park we understand the need to continually deliver high quality education, including during periods of remote working – whether for an individual child or many.

In the event of unforeseen long-term school closure, Holly Park is committed to providing a continuity of education to all of its pupils. Within the ever-changing circumstances we are currently living through, we must be prepared for local or national lockdowns or individuals and/or classes having to self-isolate for a period of time. We will ensure that our curriculum is inclusive and accessible to all. This policy outlines how we will deliver blended learning education.

This policy will remain under constant review and is dependent on the length of any closure, the personal circumstances of each child and the availability of teaching professionals who are well and able to participate with remote learning. The extent to which this policy can be implemented is very dependent on the continued ability of all teachers and staff to deliver remote learning. The implementation of this policy may, for example, be affected by illness within the staff team.

Holly Park fully understands that each family has different circumstances and therefore will be able to access and engage with home learning according to their circumstances.

We would want any blended learning we provide to be carefully sequenced, kept simple, contain not too much subject matter, deliver important knowledge and concepts, include examples and modelling and be mindful of what can be achieved at home.

This policy aims to guide and support families and not to set rigid expectations of learning that happens at home, often under challenging circumstances. We appreciate that many parents are working from home and are unable to teach their child to the same extent as would be delivered in school by professionals.

Our aim is to provide home learning which can be accessed as independently as possible by children whilst at home. However, children will require some parental support to help them to access the learning.

This policy aims to:
• Minimise the disruption to children's education and the delivery of the curriculum.
• Ensure provision is in place so that all children have access to high quality learning
• Protect children from the risks associated with using devices connected to the internet.

• Ensure robust safeguarding measures continue to be in effect during the period of remote learning.

• Ensure all children have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.

What is blended learning?

Remote education is a broad term encompassing any learning that happens outside of the classroom, with the teacher not present in the same location as the pupils.

Digital remote education is often known as online learning, this is remote learning delivered through digital technologies.

Blended learning is an approach to education that combines traditional classroom in school learning with learning from home if needed. Blended learning is a mix of face-to-face and remote methods.

*We aim to be able to implement blended learning from the second day of any closure.

This plan will be applied in the following circumstances:

- Regular weekly homework
- A year group or class closure
- Whole school closure

Blended learning is not available to:

- Children whose families have chosen not to attend school due to personal perceptions of the risk whilst schools remain open.
- Children who are absent from school for illness

High Quality First Teaching

We want our blended learning provision to include the following:

- Clear expectations
- Feedback
- Follow the curriculum
- Challenge and support
- Progression
- Improve skills and knowledge
- Age related expectations

We plan to teach the same curriculum remotely as we do in school wherever possible and appropriate.

We may need to make some adaptations in some subjects. For example, due to resources that may not be available at home especially for practical tasks.

Roles and responsibilities

The governing body is responsible for:
• Evaluating the effectiveness of the school's blended learning arrangements.

The Headteacher is responsible for:
• Ensuring that staff, parents and children adhere to the relevant policies.
• Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with blended learning.
• Ensuring that there are arrangements in place for monitoring incidents associated with blended learning.
• Overseeing that the school has the resources necessary to action the procedures in this policy.
• Arranging any training staff may require to support children during the period of remote learning.
• Facilitating ongoing staff meetings if necessary
• Sharing information with families about the school expectations
• Informing families about how to access the learning
• Ensuring specific pupil groups receive appropriate support e.g Pupil Premium and SEND
• Consider screen time for staff and pupils

The Designated Safeguarding Lead is responsible for:
• Ensuring that children identified as being at risk are provided with necessary information and instruction, as required.
• Ensuring that staff are regularly reminded to report safeguarding concerns
• Attending and arranging, where necessary, any safeguarding meetings that occur during the blended learning period.
• Identifying vulnerable children who may be at risk with the blended learning approach.

The SENDCO is responsible for:
• Ensuring that children with an EHCP continue to have their needs met while learning from home, and liaising with the parents and other organisations to make any alternate arrangements for children with an EHCP or Support Plans.
• Ensuring that the provision put in place for children with SEND is monitored for effectiveness throughout the duration of the remote learning period.

The Computing Leaders are responsible for:
• Overseeing that any ICT equipment used for remote learning is resilient and can efficiently recover lost data.

- Arranging the procurement of any equipment or technology required for staff to teach remotely.
- Ensuring that all school-owned devices used for blended learning have suitable anti-virus software installed, have a secure connection, can recover lost work, and allow for audio and visual material to be recorded, where required.
- Ensuring that any programs or networks used for blended learning can effectively support a large number of users at one time, where required.
- Supporting staff with remote learning and providing training as necessary

Class Teachers are responsible for:
- Adhering to this policy at all times during periods of blended learning.
- Providing remote learning to their class or year group
- Being available between the hours of 8.30am and 3.30pm.
- If teachers are unable to work for any reason during this time, for example due to sickness, they should report this using the normal absence reporting procedures.
- Ensuring that work set is either revision of previous work done in school, follows the curriculum or immerses the children in a topic
- Being authentic in approach – be kind, caring, positive and show humour
- Work is shared using Google classroom or the school website
- Reporting any health and safety incidents to the DSL and asking for guidance as appropriate.
- Reporting any safeguarding incidents to the DSL and asking for guidance as appropriate.
- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about blended learning, to the Headteacher.
- Reporting any defects on school-owned equipment used for remote learning to the Computing Lead.
- Adhering to the Staff Code of Conduct and the Staff Acceptable Use Policy at all times.
- Ensuring that the provision and planning put in place are accessible for children with SEND and is effective throughout the duration of the remote learning period.
- Using their staff laptop from home
- Their own internet connection at home

Teaching Assistants and Nursery Nurses are responsible for:
- Being available between their contractual hours.
- If they are unable to work for any reason during this time, for example due to sickness, they should report this using the normal absence reporting procedures.
- Supporting any remote teaching by the class teacher (if they are at home) by logging into Google Drive, setting up the visualiser, joining a zoom invite, playing pre recorded videos etc

- Reporting any health and safety incidents to the DSL and asking for guidance as appropriate.
- Reporting any safeguarding incidents to the DSL and asking for guidance as appropriate.
- Taking part in any training conducted to meet the requirements of this policy
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about blended learning, to the Headteacher.
- Reporting any defects on school-owned equipment used for remote learning to the Computing Lead.
- Adhering to the Staff Code of Conduct and the Staff Acceptable Use Policy at all times.

Parents are responsible for:
- Adhering to this policy at all times during periods of blended learning.
- Supporting children with independent learning at home.
- Ensuring their child completes the activities set for them and that it is completed on time and to the best of their child's ability.
- Reporting any technical issues to the school as soon as possible.
- Ensuring that their child has access to blended learning material
- Ensuring their child uses the equipment and technology used for blended learning as intended.
- Ensuring their child follows the Pupil Computing Acceptable Use Policy
- Seeking help if they need it from school staff
- Alerting teachers if children are not able to complete work
- Making the school aware if their child is sick and unable to complete work
- Being respectful and patient when raising any concerns

Children are responsible for:
- Adhering to this policy and behaviour policy at all times during periods of blended learning.
- Following the Acceptable Use Policy at all times
- Ensuring they are available to learn from home during school hours and that their schoolwork is completed on time and to the best of their ability.
- Reporting any technical issues to their teacher as soon as possible.
- Ensuring they have access to blended learning material and notifying a responsible adult if they do not have access.
- Notifying a responsible adult if they are feeling unwell or are unable to complete the schoolwork they have been set.
- Ensuring they use any equipment and technology for remote learning as intended.

What should my child expect from immediate remote education in the first day or two of children being at home?
There will be no work set on the first day of a school closure. From day 2 the school will provide learning.

What Platform will we be using for remote learning?
We will be using Google Classroom. Google Classroom is one of the main apps from the GSuite for Education - a set of education productivity tools from Google It is more used by tens of millions of students and children and teachers around the world. Children will use their Google Classroom accounts to complete activities, communicate with their teachers and learn 21st century digital citizenship skills.

Google Classroom provides a secure learning intranet for our children and staff. Children will use a Gmail login to access our system servers and the intranet and internet in school. With school Gmail, emails cannot be shared with external email accounts, only with others within Holly Park school's Google domain. Google require basic information to set up these accounts, your child's year group and name.

Google Cloud does contain much of the electronic work that your child completes in school. By logging in at home, using the same login as at school, your child can continue working on projects started in school, often using one of the main apps of GSuite, Google Classroom.

Our child accounts will have a particular set of security settings to reflect the fact that the system is being used by a child - they have a much higher security setting than our staff for example. We take advice on these settings from companies that advise us, including LGFL and Google.

The school does not then retain any data. Google accounts will be deleted when a child leaves Holly Park.

What platform will we use for any live sessions?
There are unlikely to be any live sessions for a short period of closure (a few days) For longer periods of closure, we will use Google Meet. Google Meet is a video-communication service developed by Google as a way to host video meetings. Google Meet is available on the web, and phones and tablets for Android and iOS. If using via an Ipad or Iphone, the Google Meet app needs to be downloaded first. Google Meet sessions are joined by participants through a code that is created by the class teacher. This code is shared via Google Classroom for children to be able to join the meeting. This ensures the meeting is secure for the children and staff.

If an uninvited guest tries to join a Google Meet video call, they will only be granted entry when the host (school staff) approves the request.

Google's Privacy Policy for GSuite can be found here:
https://policies.google.com/privacy/update

What will blended learning look like?
Blended learning will look different depending on the reason for the blended learning as outlined below

Remote Learning for Homework
Our aim is to ensure that children and parents remember how to access our online learning platform. We feel that it is essential that pupils know how to log in in case of an unexpected closure. Some homework at Holly Park will be issued weekly via our online platform - Google Classroom. Homework will be matched to our curriculum with the aim to consolidate classroom based learning. Homework on Google Classroom in KS2 will be based on either maths or SPAG. The task itself may not be done and sent back via Google Classroom but the task instruction will be there.

Google Classroom also offers opportunity for very creative homework to be set and returned such as powerpoint or videos. This may also be used at times.

We encourage parental support with remote learning but also understand that every family has time constraints. Pupils will spend some time in school learning how to access the Google Classroom platform.

Not all of our homework will be set via Google Classroom. For example – KS2 will still do weekly Maths or SPAG homework in CGP work books..

Whole School, Year Group or Class Closure

In the event of an extended school closure for a period of time (a class, a year group or the whole school) the school's remote learning offer will be adapted. As long as they are available, teachers will be available to oversee their interactive classrooms and will:

- Upload a pre-recorded video, each morning, to share the daily timetable and talk through attached links and activities. Children in EYFS will access their learning through the school website.
- Provide some feedback, where it is possible, on the work that is uploaded and sent back to teachers on Google Classroom
- Teachers will monitor work on Google Classroom and the stream between the hours of 9am and 4pm. Work posted after 3.30pm may not receive any comment.
- Not respond to comment and feedback from parents – Google Classroom is for pupil and teacher interaction only.
- Set summative assessment tasks in the form of quizzes as appropriate.
- Conduct video calls through Google Meet with smaller groups if possible – usually where a bubble closure may go on beyond ten days (no more than one per week per child), where they will use this for PHSE and social interaction between pupils and to formatively assess the children's understanding against the week's learning objectives. This is not for teaching but for social connection.
- Upload work daily in maths, English and foundation subjects

However, for the first day of any closure, teachers will not be expected to do a video or set work – so that they can spend the first day collecting all of the materials together and planning and preparing for the next day when remote teaching will begin.

Remote learning will begin from day two.

The following amount of time should be set aside for home learning:
Nursery – 2 hours a day
Reception – 2 hours a day
KS1 – 3 hours a day
KS2 – 4 hours a day

Class teachers will make one phone call to each family over a prolonged closure period.

We expect the daily work time to be between 9am and 3.30pm. Families may adjust the times to suit their particular circumstances.

Teachers will monitor work between 9am and 4pm daily.
Teachers will upload work and activities the night before in order to support parents so that parents can look at it and download any resources needed ready for the next day.

There is an expectation from the DFE, Barnet and the school that ALL pupils will engage with remote education. Our expectations of parental support is that they set up clear routines to support their child's education that fit with their own life style and work commitments, that they set up a suitable work area for children, that they have good daytime routines e.g breakfast, bedtimes, break times, screen times. It is our expectation that parents monitor what their children are doing and that they check that work is being submitted and is of a good quality. We do not expect parents to do the work for their child.

Class teachers will monitor the work being done. They will call parents if work is missing or children are not engaging to try to support parents. Texts and emails will be sent out to remind parents of the importance of engaging with remote learning, If problems with engagement persist, the school will report names of thiose not engaging to the Barnet Education Welfare Officer (EWO) to follow up.

During a prolonged closure, the school will ask parents if any child does not have access to a suitable device as we may be able to loan equipment.
If any child does not have access to internet – work will need to be posted home via the school office. Pupils can post or email the work back if they cannot access Google classroom

We will make every attempt possible to align the home learning with the broader Holly Park curriculum. However, we will adapt the Holly Park curriculum where necessary in order to ensure that learning is as accessible as possible from home.

The daily timetable will contain English and maths activities. There may be some links to pre-recorded teaching videos so that children can access their learning at any time they choose and as independently as possible rather than live lessons. These videos may be a combination of videos of Holly Park teachers, White Rose maths videos, Penpals Handwriting videos. Videos made by Holly Park staff will be a combination of videos where the teacher is visible and videos where the teacher's voice can be heard over a powerpoint presentation.

The ideas and activities will be varied including a combination of teacher videos, practical tasks, links to other websites, and worksheets.

Blended learning tasks will be posted onto Google Classroom every morning for Year 1 to Year 6 for that day with the expectation if the children are well to complete the tasks and post their learning onto Google Classroom the Friday of that week.

Learning will most likely be revision and consolidation of work that has already been done in school so far.

For KS2 there may be grammar and punctuation activities based on the CGP books. There will also be spelling activities based on the half term spelling plan.

The class may be given work based around texts that the teachers have chosen.

Along with this, there will be a list of immersion ideas which will help pupils to immerse themselves in the topic that the children are currently doing at school. It may involve - listening to music, watching a video, making something, researching etc. This immersion will not be specific individual daily tasks but activities to do across the closure which will immerse a child in the school based topic and allow them to gain lots of information and facts that they can bring to their learning back at school on their return.

Children will be expected to post work back onto Google Classroom daily NOT to print out and bring back to school UNLESS the teacher specifies this.

For Reception and Nursery there will be a weekly overview posted on the year group pages of the school website explaining the weekly tasks and there will also be daily videos posted to support phonics and handwriting. The ideas will be varied and stimulating including a combination of teacher videos, practical tasks, links to other websites, and worksheets.

If a year group bubble is closed or the wider school for a prolonged period, then the daily assemblies will be posted on the Google Classroom for pupils to access from home. This is for Y1 to Y6.

Live teaching will not be made available during a period of closure. This decision has been made for several reasons, most importantly the following:

- Video streaming requires all students in every household to be online, separately but simultaneously, for long periods during the normal school day. Not all of our families have the hardware, and/or a sufficiently reliable internet connection to enable this to happen, nor do they have enough hardware for all their children to be online simultaneously.
- The above technology requirements also apply to our staff team.
- Also, even if sufficient numbers of staff are well at any one time many staff are also in a position whereby they are managing their teaching load alongside their own family commitments during normal working hours.
- There are also numerous issues relating to safeguarding and online learning. To give just one example, official guidelines recommend that ideally any streamed lessons should be delivered in teams of at least two staff. It is difficult to consider how this would be feasible for us, even at a limited level, in any circumstances.
- It is also not realistic to recreate a classroom experience for 30 children via video streaming. There is little scope for engagement, monitoring or meaningful interaction, all of which severely curtails the learning experience for children involved.
- It is not desirable for young children to spend hours every day in front of a screen, whether for education or recreational purposes, as it can have a detrimental effect on their sleep, concentration and wellbeing. Young children need a broad range of activities, with time spend outside wherever possible.
- Online lessons are not desirable as a tool for primary children, as the teacher-pupil interaction is not easily replicated in this way. The bulk of tasks should be flexible lists of activities that can be chosen by pupils and families to do at convenient times.

- Pre-recorded lessons are the Teaching Union's preference, as a great alternative to live lessons. They allow the teacher to explain key ideas and methods, modelling writing, maths, drawing and so on, and can be paused where necessary and watched at a time that suits the pupil and their family.
- Teachers teaching live from home, especially those with caring responsibilities can be very difficult.

There is NO requirement or expectation from Ofsted that there will be live teaching.

Whilst home education is a requirement, how it is done is not specified and is up to each individual school. Schools must do what is best for them - what is practical and suits staff capacity etc.

The NEU teaching union advice is that teachers should not do live lessons during any bubble closure or lockdown.

Holly Park will remain committed to providing regular assessment opportunities for our pupils. Class teachers will provide regular summative assessment opportunities for the children through quizzes, which will be uploaded on to Google Classroom.

The class teacher will be available for pupils to interact with, using the classroom chat area, at given times throughout the day. These check-ins are designed for the children to interact with their teachers; if a parent would like to contact a member of staff they should do so through the office. Class teachers will then provide feedback on work that has been uploaded and sent back to them through Google Classroom.

We recognise that home learning requires a level of parental support for children – particularly of Infant age.
Google Classroom was chosen as our online learning platform as it is easy to access, it is safe and accessible from a variety of devices.
If requested (due to lack of electronic devices) the school will provide paper pack versions of the home learning that can either be posted to families or collected from school if safe to do so. Please note that if you have symptoms of COVID-19 you must not come to the school.
If there is no work posted on Google Classroom or by phone in the case of families with packs, then the family will receive a phone call from the class teacher or member of SMT to establish what is happening at home with the learning.

Support for Pupils with EHCPs
Our SENCO will be available by telephone to contact parents and carers to check in and to offer support. Teaching Assistants who work with EHCP children will contact parents and pupils daily at home to discuss the learning if the child is not in school.

Feedback
All learning activities need to be completed. Some will need to be sent back via Google Classroom. These must be:

- Finished when returned to the class teacher.
- Returned on or before the deadline set by the class teacher.
- Completed to the best of the child's ability.
- The child's own work.
- The work will be acknowledged or marked with a comment from the class teacher between 9am and 4pm.

Assessment for learning activities alongside quizzes may be used to help assess progress of children.

Wider School Closure – Local Or National Closure (With a HUB)

The whole school isolating in the event of a localised, national or institutional lockdown following government/public health advice.

Procedures will be similar to that of a single year group or class closure however, there may be some specific differences due to the fact that in this scenario the school may be open for Key Worker children and EHCP and vulnerable children. This means that at any one time 50% of the staff will be in school whilst the other 50% will be providing home learning.

The following amount of time should be set aside for home learning:
Nursery – 2 hours a day
Reception – 2 hours a day
KS1 – 3 hours a day
KS2 – 4 hours a day

We expect the daily work time to be between 9am and 3.30pm. Families may adjust the times to suit their particular circumstances.

Teachers will monitor work between 9am and 4pm daily.

Teachers will upload work and activities the night before in order to support parents so that parents can look at it and download any resources needed ready for the next day.

There is an expectation from the DFE, Barnet and the school that ALL pupils will engage with remote education. Our expectations of parental support is that they set up clear routines to support their child's education that fit with their own life style and work commitments, that they set up a suitable work area for children, that they have good daytime routines e.g breakfast, bedtimes, break times, screen times. It is our expectation that parents monitor what their children are doing and that they check that work is being submitted and is of a good quality. We do not expect parents to do the work for their child.

Class teachers will monitor the work being done. They will call parents if work is missing or children are not engaging to try to support parents. Texts and emails will be sent out to remind parents of the importance of engaging with remote learning, If problems with engagement persist, the school will report names of those not engaging to the Barnet Education Welfare Officer (EWO) to follow up.

In the event of an extended school closure the school's remote learning offer will be adapted. As long as they are well and not on duty in the Key Worker Hubs, teachers will be available to oversee their interactive classrooms and will:

- Upload a pre-recorded video, each morning, to share the daily timetable and talk through attached links and activities. Children in EYFS will access their learning through the school website. The pre recorded video may be done by any teacher in the year group – for the whole year group.
- Provide some feedback, where it is possible if they are not in the Key Worker Hub, on the work that is uploaded and sent back to teachers on Google Classroom. Feedback for work may come from any teacher in the year group – as the class teacher may be in the Key Worker Hub.
- Teachers will monitor work on Google Classroom between the hours of 9am and 4pm. Work posted after 3.30pm may not receive any comment.
- Not respond to comment and feedback from parents – Google Classroom is for pupil and teacher interaction only.
- Set summative assessment tasks in the form of quizzes as appropriate.
- Conduct weekly video calls through Google Meet with smaller groups. These will begin after a couple of weeks of national lockdown - they will be for PHSE and social interaction between pupils and to formatively assess the children's understanding against the week's learning objectives. This is not for teaching but for social connection. Children should be in fixed groups and sessions should be timetabled at the same time each week.
- Upload work daily in maths, English and foundation subjects
- Make sure that every child in their class receives a regular phone call from a member of school staff either from – TAS or NNs daily, SENCo weekly, LAC teacher weekly, PP support teacher fortnightly, learning mentor weekly, DHT weekly or class teacher fortnightly. Children only need to receive a call from one of the staff members in this list.
- Not make phone calls to children who are in the Hub

During a local or national lockdown the school will ask parents if any child does not have access to a suitable device, as we may be able to loan some equipment.
If a child has no device AND no internet we may be able to invite them in to our school Key Worker Hub depending on numbers.
If a child does not wish to join the Hub then work will need to be posted home or emailed home via the school office. Pupils can post or email the work back if they cannot access Google classroom

We will make every attempt possible to align the home learning with the broader Holly Park curriculum. However, we will adapt the Holly Park curriculum where necessary in order to ensure that learning is as accessible as possible from home.

The daily timetable will contain English and maths activities. There may be some links to pre-recorded teaching videos so that children can access their learning at any time they choose and as independently as possible rather than live lessons. These videos may be a combination of videos of Holly Park teachers, White Rose maths videos, Penpals Handwriting videos. Videos made by Holly Park staff will be a combination of videos where

the teacher is visible and videos where the teacher's voice can be heard over a powerpoint presentation.

The ideas and activities will be varied including a combination of teacher videos, practical tasks, links to other websites, and worksheets.

Blended learning tasks will be posted onto Google Classroom every morning for Year 1 to Year 6 for that day with the expectation if the children are well they should complete the tasks and post their learning back onto Google Classroom between 9am and 3,30pm. Children are encouraged NOT to print it out and save it up for bringing back to school on their return,

Learning will most likely be revision and consolidation of work that has already been done in school so far.

For KS2 there may be grammar and punctuation activities based on the CGP books. There will also be spelling activities based on the half term spelling plan.

The class may be given work based around a text that the teachers have chosen. Along with this, there will be a list of immersion ideas which will help pupils to immerse themselves in the topic that the children are currently doing at school. It may involve - listening to music, watching a video, making something, researching etc. This immersion will not be specific individual daily tasks but activities to do across the closure which will immerse a child in the school based topic and allow them to gain lots of information and facts that they can bring to their learning back at school on their return.

Children will be expected to post work back onto Google Classroom daily NOT to print out and bring back to school UNLESS the teacher specifies this.

For Reception and Nursery there will be a weekly overview posted on the year group pages of the school website explaining the weekly tasks and there will also be daily videos posted to support phonics and handwriting. The ideas will be varied and stimulating including a combination of teacher videos, practical tasks, links to other websites, and worksheets.

If the government expectation is that a nursery should remain open then there will be no online learning as staff cannot be fully in school and also doing online learning.

If the wider school is closed then the daily assemblies will be posted on Google Classroom for pupils to access from home. This is for Y1 to Y6.

Live teaching will not be made available during a period of closure. This decision has been made for several reasons, most importantly the following:

- Video streaming requires all students in every household to be online, separately but simultaneously, for long periods during the normal school day. Not all of our families have access to the hardware, and/or a sufficiently reliable internet

- connection to enable this to happen, nor do they have enough hardware for all their children to be online simultaneously.
- The above technology requirements also apply to our staff team.
- Even if sufficient numbers of staff are well at any one time many staff are also in a position whereby they are managing their teaching load alongside their own family commitments during normal working hours.
- We have to manage staff between our key Worker Hub and the remote provision. Adding daily live lessons to this would add an extra strain.
- Teachers teaching live from home, especially those with caring responsibilities can be very difficult.
- There are several issues relating to safeguarding and online learning.
- If a teacher shares a powerpoint or another screen on Google meet – then the teacher cannot see the children. This presents a safeguarding issue.
- We are happy that using the Google Classroom for Reception to 6 provides a safe place for teachers and children to be in contact about the learning.
- However even with secure sites such as Google Classroom there have been cases reported of pupils sharing log in details and strangers attending or screen bombing teaching sessions
- It is also not realistic to recreate a classroom experience for 30 children via video streaming. There is little scope for engagement, monitoring or meaningful interaction, all of which severely curtails the learning experience for children involved.
- It is not desirable for young children to spend hours every day in front of a screen, whether for education or recreational purposes, as it can have a detrimental effect on their sleep, concentration and wellbeing. Young children need a broad range of activities, with time spend outside wherever possible.
- Online lessons are not desirable as a tool for primary children, as the teacher-pupil interaction is not easily replicated in this way. The bulk of tasks should be flexible lists of activities that can be chosen by pupils and families to do at convenient times.
- Online teaching does not replace classroom teaching and it is still not possible to differentiate on screen. Quiet children get lost and don't engage.
- A live online lesson with 30 children would not be a great experience for anyone and would be heavily teacher dominated and led – this does not reflect good classroom practice
- It is hard to manage 30 pupils behaviour on a screen
- Live teaching would require parents to be in the room at all times – this does not suit working parents. Pre recorded lessons can be watched at a time to suit individual families
- Live teaching is difficult for the class teacher as there are many distractions in the background on pupil screens
- We do not believe that online lessons would have any greater impact than the pre-recorded lessons combined with Google meets would have
- Pre-recorded lessons are the Teaching Union's preference, as a great alternative to live lessons. They allow the teacher to explain key ideas and methods, modelling

writing, maths, drawing and so on, and can be paused where necessary and watched at a time that suits the pupil and their family.

There is NO requirement or expectation from Ofsted that there will be live teaching.

Whilst home education is a requirement, how it is done is not specified and is up to each individual school. Schools must do what is best for them - what is practical and suits staff capacity etc.

The NEU teaching union advice is that teachers should not do live lessons during any bubble closure or lockdown.

Holly Park will remain committed to providing regular assessment opportunities for our pupils. Class teachers will provide regular summative assessment opportunities for the children through quizzes, which will be uploaded on to Google Classroom.

The class teacher will be available for pupils to interact with, using the classroom chat area between 9am and 4pm, throughout the day. These check-ins are designed for the children to interact with their teachers.

If a parent would like to contact a member of staff, they should do so through the school office. The office will be open for phone calls in a national or local closure between 9am and 4pm. Out of these hours the answer machine will be on.

We recognise that home learning requires a level of parental support for children – particularly of Infant age.
Google Classroom was chosen as our online learning platform as it is easy to access, it is safe and accessible from a variety of devices.

Support for Pupils with EHCPs
Our SENCO will be available by telephone to contact parents and carers to check in and to offer support. Children with EHCPs will be encouraged to come into school. If parents choose not to send their child in then the Teaching Assistants who work with EHCP children will contact parents and pupils daily at home to discuss the learning if the child is not in school.

Feedback
All learning activities need to be completed. Most will need to be sent back via Google Classroom. These must be:
• Finished when returned to the class teacher.
• Returned on or before the deadline set by the class teacher.
• Completed to the best of the child's ability.
• The child's own work.
 • The work will be acknowledged or marked with a comment from the class teacher between 9am and 4pm
• Feedback during a national or local closure may be given by any staff member in the year group as 50% of staff will be working in the Key Worker Hub each day,

Assessment for learning activities alongside quizzes may be used to help assess progress of children.

Teachers will contact parents if they notice that a child is not completing the activities

Depending on the length of a National or Local closure there may be other whole school activities set for all pupils based on PHSE, special days etc. If a period of closure is extensive then there may also be virtual trips set.

Contingency Plans
Our contingency plan if we do not have enough staff available to provide online learning to a year group will be:
To direct parents to some of the following -
Oak National Academy – English, Maths, Science (30 mins each)
BBC Lessons for foundation subjects (20 mins each)
School Assemblies
Whole school activities
Daily reading (30 mins)

Wellbeing
During any period of blended learning we will also consider the wellbeing and pastoral care of the children.
There will be whole school assemblies recorded each day. These will be accessible through the school website. These will link with learning, school values, Picture news, Rights, celebrate pupil work and build a sense of community.
Members of the pastoral team will arrange regular contact with identified pupils and their parents
Weekly class group meet ups on Google classroom at agreed times may be dedicated to class wellbeing e.g. a class game, circle time etc
Teachers and teaching assistants to check in with pupils' wellbeing as and when needed via phone call.

Safeguarding
The school will always follow the statutory safeguarding guidance 'Keeping Children Safe in Education' and the Holly Park Safeguarding and Child Protection Policy which has been updated to include an appendix for safeguarding procedures in relation to remote working. If anyone has a concern about a child, they should act on it immediately by contacting the school either by phone or by email.

The school's DSL (designated safeguarding lead) Maria Michael (DHT)

The Deputy DSLs are Ann Pelham (HT) Eve Mehtar (AHT) Emily Sampson (AHT) Sarah Walton (Lead practitioner) Diana Kelly (SENDCO) and Andrea Needham (Pipil Support Officer)

Any live video sessions on Google Classroom present new safeguarding risks for our pupils. To ensure we create a safe online environment for all of our pupils, we have created Live

Video Safeguarding Expectations which we expect all children and their parents/ carers to follow.

• The DSL, SENCO and Deputy Head will identify 'vulnerable' children (children who are deemed to be vulnerable or are at risk of harm) prior to the period of blended learning.
• They will arrange for regular contact to be made with vulnerable children, during the period of remote learning.
• Phone calls made to vulnerable children will be made using school phones where possible or with numbers blocked.
• They will arrange for regular contact with vulnerable children once per week.
• The DSL will keep in contact with vulnerable children's' social workers or other care professionals during the period of remote working, as required.
• The DSL will meet (in person or virtually) with the relevant members of staff to discuss new and current safeguarding arrangements for vulnerable children who are learning from home.
• All members of staff will report any safeguarding concerns to the DSL immediately.
• Children and their parents will be encouraged to contact the DSL if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying. The school will also signpost families to the practical support that is available for reporting these concerns.

Live Video Safeguarding Expectations (For PHSE, circle time & social reasons)

Pupil conduct and expectations
- The school will ensure that pupils are aware of the Acceptable Use Agreement – Pupils. This is contained in the admission pack which parents sign as they join the school.
- Pupils will be reminded that they should take part in live online lessons in an appropriate setting, e.g. a quiet space with a neutral background. Any devices should be used in communal areas of your home e.g. in your lounge or kitchen, **but not in bedrooms.**
- Pupils should attend sessions each week and be on time
- Pupils should have their cameras on at all times
- Pupils must wear suitable clothing.
- Pupils will be reminded not to record live online lessons on their devices. Screenshots or sharing of any footage is strictly forbidden.
- Pupils will be reminded not to speak during live online lessons unless they are prompted to do so or have a question about the lesson.
- Pupils will be reminded to adhere to the school's Behaviour Policy at all times during live online sessions, as they would during a normal school day.
- The school will ensure that any pupils who breach the code of conduct will be removed from online sessions and parents contacted.
- Pupils must keep their microphones muted during live video meet ups, until invited to unmute and speak by their teacher.

- A chat function will not be in use and the children should not attempt to write anything in chat.
- Any unacceptable behaviour during a live video meet up will be dealt with in accordance with the school's Behaviour Policy. Unacceptable behaviour may result in a child being asked to leave a meet up immediately.
- Pupils must leave the live video meet up immediately on being instructed to do so by their teacher at the end of the session.

Parent/ Carer Expectations:
- Parents will be provided with a copy of the school Blended Learning Policy and the Live Online Session Home school Policy
- Parents will make sure their child attends the session and is punctual for all live sessions
- Parents/ carers must stay in the room with their child for the duration of the session but should NOT be seen on the screen by other children.
- Parents/ carers must ensure that their child wears suitable clothing, as should anyone else in the household who may pass by the screen.
- Language used by anybody in the household must be appropriate, including any family members in the background.
- Parents/careers will not use Google Classroom to contact a member of staff and will instead use the school office email address.
- Parents/ carers should refrain from interacting with the session. If you have any questions of queries about online sessions or online learning in general, please contact the school office by phone or by emailing office@hollypark.barnet.sch.uk
- Parents/carers should contact the school's Designated Safeguarding Lead (Maria Michael) if they have any safeguarding concerns.

Staff conduct and expectations:

- Staff will be aware of the requirements set out in the Staff Code of Conduct and will ensure they understand their responsibilities with regard to conduct during live online lessons. All teachers will act in accordance with the expectations set out in the school's Staff Handbook and the Staff Code Of Conduct document.

- The school will ensure that staff read, sign and return the Technology Acceptable Use Agreement – Staff annually.

- Staff will only use school-provided email addresses, phone numbers or accounts to communicate with pupils when conducting live online sessions.

- Staff will use school-owned devices for conducting live online sessions, where possible.

- Staff will not share personal information whilst conducting live online lessons.

- Staff will ensure they conduct their live online session from an appropriate location – either the classroom, or if this is not possible, from a quiet area in their home which has a neutral background. For example in a school classroom or in a lounge/ kitchen

at home, **but not in bedrooms.**

- Staff will communicate with pupils within school hours

- Staff will only communicate and conduct live online sessions through channels approved by the school.

- Staff will keep a log of anything untoward that happens during live online lessons and report it. E.g. pupil behavioural issues, any incident in their own home that pupils may witness, technical glitches, inappropriate language, parental interference or bad language etc and ensure it is properly documented in line with the school's Records Management Policy and reported to either the Deputy Head or Computing lead as appropriate depending on the nature of the problem.

- Live sessions should be kept to a reasonable length of time – 30 mins.

- Teachers will group their class into 3 groups of 10 children for meet ups as a minimum. Teachers may prefer to have 4 groups. Please note that children cannot move between groups.

- Teachers will create a weekly timetable for the meet ups and this will be communicated to parents/ carers via the school office and our school messaging service. The time will stay fixed.

- Teachers will keep an attendance register of pupils so we can follow up on pupils who do not attend

- Teachers will enter the live video meet up at the designated start time, and only if they are certain there is more than one pupil present. **Teachers should never be alone with a child in a live video meet up.**

- Teachers will set the behaviour expectations for the children at the beginning of the meet up. They will mute all children's microphones and only unmute children when they are invited to speak.

- Teachers will deal with any unacceptable behaviour in accordance with the school's Behaviour Policy. If a child is behaving inappropriately, the teacher may need to ask the child to leave a session immediately.

- If a teacher feels that a child/ parent or carer is not following the Live Video Safeguarding Expectations, they will ask the child to leave the meet up immediately.

- Language must be professional and appropriate at all times.

- Teachers will ask all pupils to leave the live meet up at the end of the session and then end the meeting.

- Members of the school's Senior Leadership Team may attend a selection of meet ups and monitor class areas on Google Classroom to ensure that the Safeguarding Expectations are being adhered to by children, parents and staff.

1. Pupils with SEND

1.1. The school will ensure pupils with SEND receive any additional support with live online sessions where needed, e.g. from an additional member of staff within the live online session who can follow up later with the child

1.2. Staff will be sensitive to the needs of any pupils who may be sensitive to certain topics or issues that may arise during live online sessions.

Monitoring

It is the responsibility of the Governing Body to monitor the effective deployment of this policy. This responsibility has been delegated to the Teaching & Learning Committee.
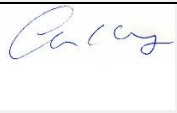
This policy will be reviewed biannually.

Document Control

Revision History

Version	Revision Date	Revised By	Revision
1.0	Autumn 2020	Ann Pelham	Written in response to COVID 19
1.1	Autumn 2020	Govs T&L	Reviewed & ratified
1.2	Spring 2021	Govs T&L	Reviewed & ratified
1.3	Spring 2022	Govs T&L	Reviewed & ratified
1.4	Autumn 2023	Govs T&L	Reviewed & ratified

Signed by

	Name	Signature	Date
Headteacher	Ann Pelham		December 2023
Chair of Governors	Clare Hegarty		December 2023

Distribution

Shared with
• Staff via school server • Staff via weekly briefings • Parents via Website • Governors via committee meetings

Date for next review
Autumn 2025

This policy must be read in conjunction with the following school policies:
• Child Protection and Safeguarding Policy
•   Live Online Session Home learning Policy
• Special Educational Needs and Disabilities (SEND) Policy
• Behaviour Policy
• Accessibility Policy
• Marking and Feedback Policy
• Curriculum Policy
• Assessment Policy
• Online Safety Policy
• Health and Safety Policy
• Attendance Policy
• ICT Acceptable Use Policy Pupils and Staff
• Staff Code of Conduct
• GDPR Data Protection Policy

Appendix

Google Meet Guidelines

1.   Pupil conduct and expectations

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