

Enfield Heights Academy  
Blended Learning Strategy/Remote Education Strategy  
Updated: January 2021

At CHAT we are committed to providing high quality blended learning and remote education for all children through our home learning approach and our Covid-19 strategy.

Our aim is to ensure:

- All children have access to the internet, when this becomes more freely available through government initiatives.
- All families have at least one device for home learning and where possible all children have their own device.
- Our online opportunities provide a learning experience that is appealing and delivers successful learning outcomes and a curriculum that follows classroom learning.

Across all primaries there is a mix of online and paper home learning that takes place on a weekly basis as part of our homework policy. To facilitate our online approach, CHAT currently use DB Primary as their online learning platform and children are allocated their own username and password. In class, teachers also use this platform to deliver the Computing curriculum and as a result, children are very familiar with the system. This will support their ability to use the learning platform at home. We have an online learning champion in each school, who is responsible for supporting teachers in their use of DB Primary.

As a trust, we are currently looking into the number of children and families who have no access to the internet and do not have a device at home and therefore can't access home learning or blended learning. The trust is committed to the equality of opportunity for all and is in the process of developing a strategy that will ensure all households have access to online learning. In the meantime, we are sending home paper packs to children who can't access online learning.

In the event of a bubble or full lockdown, all primary schools move immediately to remote learning through using DB primary and Zoom. Our remote education reflects the school curriculum and follows the carefully planned knowledge and skills sequencing documents. Remote learning includes daily reading, phonics, maths, English and Topic lessons which cover the wider the curriculum. Our specialist teachers for French continues to support learning in these areas through DB Primary and Zoom, we have weekly PE and Science challenges and subject leaders have various challenge weeks. Remote learning starts at 9am for KS2 and 9.30 for KS1 every day with live, class registration. During registration the class teacher explains the day's learning which is followed by face to face group teaching and feedback sessions.

When an individual child is self-isolating or waiting for test results we have opted for a blended approach to home-learning; where paper packs are sent home with some face to face sessions and use of DB Primary. This is to ensure we minimise the impact on teacher workload whilst also ensuring children make progress at home.

The action plan and strategy below outline the approach we are taking that will prepare us for effective remote learning in the event of a lockdown or blended learning if a child is prevented from attending school due to Covid-19.

<b>Blended Learning/Remote Learning Expectations</b>	
Bubble closes due to a positive test.	<p><b>Class teachers</b></p> <ul style="list-style-type: none"> <li>• Before lockdown, teachers must show children what the expectations of home learning will look like and ensure all children have their log in details.</li> <li>• Provide them with class whiteboards and pens.</li> <li>• Provide children with several levelled reading books to take home.</li> <li>• Office to email parents where necessary their usernames and passwords.</li> <li>• Move straight onto DB Primary from first day of bubble closure.</li> <li>• Replicate daily in school routine online. E.g. reading, writing, maths and learning journey work.</li> <li>• There must be no need for parents to print anything.</li> </ul> <p><b>Online Learning</b></p> <ul style="list-style-type: none"> <li>• Online learning for children will differ depending on the age and stage of the child. The length of time children are expected to work remotely will also differ depending on their age. Broad guidelines for time spent on remote learning are:               <ul style="list-style-type: none"> <li>- EYFS: Up to 3 hours (not all screen time)</li> <li>- KS1: Up to 3 hours (not all screen time)</li> <li>- KS2: Up to 4 hours (not all screen time)</li> </ul> </li> <li>• There will be a mixed approach to online learning from the class teacher: live lessons (via Zoom), recorded lesson, small group teaching or feedback, PowerPoint and independent tasks uploaded to DB Primary.</li> <li>• Teachers will deliver differentiated lessons and work and will provide personalised learning for SEND pupils.</li> <li>• Teachers' assessment for learning will determine the type of feedback and marking to be given. Pupils will receive a variety of feedback such as: written feedback, face to face feedback, work acknowledgement and online stickers.</li> <li>• All children, who have access to remote learning, must join class registration at 9am where the day's learning will be outlined.</li> </ul>

- First day calling will take place by the teacher/office to understand pupil absence from online learning.
- PowerPoint and PDF is the most user friendly approach which work on most devices.

#### **Paper Based Learning**

For those children with no access to the internet or who are unable to use the internet due to age or need the following expectations apply.

- Teachers will provide children with a paper copy of the weeks' learning and activities and the teaching slides.
- Teachers will call the child to explain the learning and touch base with the child at least another twice in the week to support with learning.
- Where appropriate personalised SEND work and paper learning will be created weekly and sent home. Children must have telephone contact three times a week if there is no access to the internet.
- Teacher's continue to plan weekly with their teams to ensure consistency across the year groups.

#### **Teaching Assistants**

- Take home a laptop
- Phonics and reading support for targeted children will continue through zoom calls throughout the day on a one to one or small group basis.
- Daily group zoom for phonics in YR, Y1, Y2.
- Live lessons for catch up for identified children.
- Prepare and send home any additional paper learning packs for children as agreed with the class teacher.

#### **AHT**

- Ensure that all children who have no access to online have the appropriate paper home learning sent home.
- Work with teachers in their allocated year groups and ensure all children are accessing their learning. Ensure that online and paper learning is high quality and children are making progress.
- Weekly zoom meetings with their year groups to offer support and monitor quality of learning and pupil responses.
- Call any child/parents where the teachers have concerns in regards to work being completed.

#### **HT**

- Monitor the implementation and quality of the blended learning/remote learning, making sure high quality learning is taking place.
- Ensure all children are accessing online or have high quality paper learning.

	<ul style="list-style-type: none"> <li>• Monitor the quality of zoom interactions between teachers and children.</li> <li>• Provide learning at home tips and keeping safe and healthy and videos for children.</li> <li>• Work with the safeguarding team to monitor vulnerable children not in school and carry out weekly phone calls and personal welfare checks where needed.</li> </ul>
Local or National Lockdown.	<ul style="list-style-type: none"> <li>• All actions as above.</li> <li>• Arrange for a key worker and vulnerable children hub to run within each school.</li> <li>• Hub children must log in at 9am for registration and spend the morning accessing DB Primary learning at the hub as allocated by the class teacher.</li> <li>• Hub staff will support children's online learning and will help children upload work for their class teacher. They will also ensure that children attend additional zoom interventions throughout the school day.</li> <li>• Hub staff have flexibility to offer a range of activities in the afternoon to meet the needs of the children. There should be a focus on developing children's mental health and well-being. The afternoon sessions are also a great opportunity for the Hub staff to help children catch up with focused one to one or small group support.</li> <li>• SEND bubbles within the hub are closely monitored to ensure quality of learning taking place.</li> <li>• SEND team monitor closely the quality of work SEND children receive at home.</li> <li>• Headteachers will ensure that all available devices and internet are given to families that require it and offer support in using the equipment.</li> <li>• Heads will meet virtually each week to review impact of blended learning and the ongoing quality of provision in the hub.</li> <li>• The school will open for reading book exchange on a given day and with all Covid-19 safeguards in place to ensure children have access to both online books and levelled school reading books.</li> </ul>
Child Shielding	<ul style="list-style-type: none"> <li>• Teacher to set weekly paperwork that matches their needs and also to upload work onto DB Primary.</li> <li>• Teacher to have a zoom meeting on Monday to explain home learning and a follow up Zoom meeting on Wednesday to support with learning and address misconceptions.</li> <li>• Teaching assistant to support in the organisation of the work to be sent home.</li> <li>• Paper packs to be returned for the teacher to look over and give feedback on.</li> </ul>
Teacher unable to work due to Covid-19 whilst class bubble is closed.	<ul style="list-style-type: none"> <li>• SLT member to step in and cover online learning for the teacher who is sick.</li> <li>• SLT member to work with the year group, where possible, to understand the weekly plans and expectations.</li> </ul>

<b>Monitoring</b>	
Quality of remote learning	<ul style="list-style-type: none"> <li>• The Senior Leadership Team will drop into live lessons each week to observe the quality of remote learning. This will involve a reading, maths, writing and learning journey lesson. The teachers are given feedback and best practise is shared across the school.</li> <li>• The Senior Leadership Team will carry out pupil conferencing with three children each. This is to find out how the children the children are coping, what's going well and what can be improved.</li> <li>• The Senior Leadership Team meet with their year group teams weekly to discuss what has gone well and how they can continue to improve remote learning for their children.</li> <li>• The senior leadership team meet weekly to review the remote education offer, impact on children's learning, celebrate successes and plan how to improve further.</li> <li>• The SendCo will monitor the provision for SEND pupils online and give support and advice where needed.</li> <li>• Inclusion leader and Sendco to monitor the quality of interventions and support teaching assistants through feedback and practical support.</li> </ul>
Quality of learning in the school hub	<ul style="list-style-type: none"> <li>• Weekly meetings for all staff working in the hub to assess what's going well and even better if. This is an opportunity to ensure we are closing the gap for children working in the hub.</li> <li>• SLT in school to pop into the hall and see what learning is taking place, assess difficulties and discuss good practice.</li> </ul>
Broad curriculum and sequenced learning	<ul style="list-style-type: none"> <li>• SLT weekly meeting with their year groups to ensure the remote education reflects the in-school curriculum as much as possible.</li> <li>• AHT ensures that the specialist teacher continue to deliver French</li> <li>• Pacing sheet meeting will continue as normal to plan the following half term's learning and ensure the skills and knowledge are planned and delivered remotely.</li> </ul>
Pupil engagement in learning	<ul style="list-style-type: none"> <li>• The trust will send out parent questionnaires to assess the view on our remote learning and schools can further improve based on feedback.</li> <li>• SLT discuss pupil engagement with teachers on a weekly basis and take action to ensure all children are engaging fully with remote learning.</li> </ul>

<b>Safeguarding</b>	
Safeguarding concerns	<ul style="list-style-type: none"> <li>Throughout the period of remote learning, class teachers or teaching assistants will continue to report any concerns through Safeguard My School. These will be picked up and dealt with by the school's/trust Safeguarding teams.</li> <li>Any concern that puts children in immediate danger must be called into the headteacher immediately.</li> </ul>
First day calling and attendance	<ul style="list-style-type: none"> <li>The school office will continue to contact children who have not attended the Zoom morning register to find out the reason for absence.</li> <li>Parents will be asked to call the school if their child is unable to attend remote learning, stating the reason for non-attendance.</li> <li>Attendance to remote learning will be monitored by the class teacher. Any concerns regarding a pupil's well-being or participation will be reported to the Senior Leadership teams.</li> <li>Children who we have not been able to get in contact with are sent a letter, from the Headteacher, outlining the next steps to be taken if no contact is made.</li> <li>Home visits by the Senior Leadership Team and/or the Safeguarding Team will take place to families where no contact has been made.</li> <li>The Trust Education Welfare Officer continues to work with each school to track and support children and families to ensure continued access and participation in remote learning in line with our attendance policy.</li> </ul>
SEND	<ul style="list-style-type: none"> <li>All SEND pupils with an EHCP are offered a place in the school hub.</li> <li>Those who do not wish to attend are given personalised learning packs and resources to be used at home.</li> <li>A member of the Inclusion Team will make weekly contact with SEND/EHCP families, working from home, to offer continued support and advice.</li> <li>Provision for SEND pupils (without an EHCP) will be closely monitored by the inclusion team and discussed with class teachers and the Senior Leadership Team.</li> </ul>
Vulnerable Children	<ul style="list-style-type: none"> <li>All vulnerable children who are on the CP/CIN will be offered a place in the school hub.</li> <li>All children on our vulnerable children's list will be contacted weekly by the Safeguarding Team or members of the SLT.</li> <li>Any new concerns will be reported through Safeguard My School and children may be added to the vulnerable children's list and discussed in weekly meetings.</li> </ul>
Pupil and staff well-being	<ul style="list-style-type: none"> <li>The remote education curriculum has a focus on mental health and staying physically and mentally active.</li> <li>A blended approach with live lessons allows children the opportunity to see their friends and have direct contact with their teacher.</li> <li>Whole school assembly weekly assembly to celebrate good work, Headteacher's Award, class with best attendance and engagement and birthdays</li> </ul>

	<ul style="list-style-type: none"> <li>• CEO sends a weekly message to all staff with a focus on well-being.</li> </ul>
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<b>Online Safety</b>	
Online parent, teacher and pupil training	<ul style="list-style-type: none"> <li>• The Trust will arrange updated online safety training for each school to support children, staff and parents to stay safe online.</li> <li>• Monthly newsletter sent to parents on remote learning, offering advice and helpful tips on how to stay safe online and support with remote learning.</li> <li>• Parents are encouraged to report any issues with online learning to the school.</li> </ul>
Online Behaviour	<ul style="list-style-type: none"> <li>• Teachers set clear guidance on online behaviour during live lessons and during use of messaging platforms.</li> <li>• Poor behaviour during live online lessons or misuse of messaging platforms will be dealt with in line with the school's behaviour policy.</li> <li>• The school will communicate with children regularly about how to keep children safe online.</li> </ul>
Staff and pupils using video and audio communication	<ul style="list-style-type: none"> <li>• Communicate in groups.</li> <li>• Wear suitable clothing.</li> <li>• Be situated in a public living space with and an appropriate background. Inform family members when you are on a live lesson.</li> <li>• Use appropriate language at all times.</li> <li>• Always remember they are visible.</li> <li>• Mute yourself until your teacher asks you to unmute.</li> </ul>
School owned equipment	<ul style="list-style-type: none"> <li>• Chrome books and laptops given to pupils for remote learning must have appropriate anti-virus software installed.</li> <li>• All parents and children will sign for the use of loaned school equipment.</li> <li>• The school will provide Wifi access to parents who require it. However, will not take responsibility for access to the internet off site.</li> </ul>

Appendix 1

<b>Blended Learning/ Remote Learning Action Plan</b>
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Event	Actions	Who	When	Impact
Pre-lockdown actions	<ul style="list-style-type: none"> <li>• Record RWI lessons/buy RWI online lessons</li> <li>• Time for YGLs/PhLs to research online resources e.g. Oak Academy</li> <li>• Record procedural maths videos for children/parents</li> <li>• Record story telling</li> <li>• Prepare SEND paper packs for children with greatest needs</li> <li>• Class audit of access to the internet and use of devices- highlighting those in need of paper copies/ Device loan scheme</li> <li>• Survey of quality of home learning during lockdown.</li> <li>• Purchase chrome books and arrange loan scheme to be advertised to parents</li> <li>• Record 'how to ' videos for parents and children on DB Primary and Zoom</li> </ul>	<ul style="list-style-type: none"> <li>• Matt Clifford /RWI leaders</li> <li>• HTs</li> <li>• Sara Tilley/NR</li> <li>• CT</li> <li>• CT with SENDco support</li> <li>• Office/CT</li> <li>• Matt Clifford to send to HTs</li> <li>• CEO</li> <li>• Computing Lead</li> </ul>	<ul style="list-style-type: none"> <li>05/10/20</li> <li>12/10/20</li> <li>28/09/20</li> <li>09/10/20</li> <li>02/10/20</li> <li>22/09/20</li> <li>Autumn</li> <li>Ongoing</li> </ul>	
Children sent home with symptoms and are waiting for test results.	<ul style="list-style-type: none"> <li>• SLT to produce year group paper packs and give to the office for the child/siblings to work on at home for up to 3 days- week one pack.</li> </ul>	<ul style="list-style-type: none"> <li>• SLT</li> <li>• Office</li> </ul>	23/09/20	



	<ul style="list-style-type: none"> <li>• Office staff to discuss with the teacher which year group pack is suitable for their ability.</li> <li>• All teachers to have year group learning packs and are familiar on the work being sent home.</li> <li>• Learning Journey work to be uploaded onto DB Primary</li> <li>• SEND pupils with complex needs will be given individualised work by the class teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Office</li> <li>• Class teacher</li> <li>• Class teacher/ Sendco</li> </ul>		
<p>Child sent home with symptoms but parents refuse to get them tested.</p>	<ul style="list-style-type: none"> <li>• Children must self-isolate for 10 days.</li> <li>• Year group paper pack sent home by the office. The office must talk to the class teacher to give the appropriate level of work home.</li> <li>• Covering letter attached to pack explaining the expectations of work to be completed and a clear timetable for daily school work identified.</li> <li>• Class teacher will also upload Learning Journey (wider curriculum) work onto DB Primary for the child to access at home.</li> </ul>	<ul style="list-style-type: none"> <li>• Office</li> <li>• CT/AHTs to follow up</li> </ul>		

	<ul style="list-style-type: none"> <li>• Arrange virtual face to face contact with the child twice a week. If there is no internet at home then phone calls are appropriate.</li> </ul>			
January National Lockdown	<ul style="list-style-type: none"> <li>• All schools to review the effectiveness of their online learning and complete DFE remote education assessment tool.</li> <li>• Discuss gaps in remote education and actions taken to further improve in weekly HT and CEO meetings.</li> <li>• Buy enough devices and internet to support families in accessing online learning.</li> <li>• Support families in being able to use the online tools to access learning from home – website, how to videos, bi-weekly remote learning newsletter</li> </ul>	<ul style="list-style-type: none"> <li>• HT/SLT</li> <li>• CEO/HT</li> <li>• HT</li> </ul>	15/01/21	
			Weekly	
			Ongoing	