Blended Learning Model
2020-2021

Oakley School
Skills for Life and Independence

As a response to the pandemic, our school has adopted a range of strategies to support our pupils' learning and progress. Our **Blended Learning Model** has been created to enable pupils to access the Creative Curriculum and Recovery Curriculum in school or from home. We are achieving this by:

In School Learning – We will try to provide consistency for all pupils with staff who are familiar to pupils; however, there may be interruptions for pupils should staffing levels change due to periods of staff self-isolating/being unwell. Pupils will be in class groups with peers and work alongside other classes in each Phase. The pupils in school will follow the Curriculum (Creative or Recovery) and this will be decided based on what learning is most appropriate for pupils at that time. They will continue to have their therapy provision met.

Remote Learning is planned by the Class Teacher/Team and in conjunction with the School Therapy Team and follows the whole Phase topic for the term. The Class Teacher/Team will support families with their child's learning and share a suggested timetable of activities for the pupils to follow while they are at home. These activities will mirror those taught at school and pupils will engage in the same learning whether they are at home or school. It is important that when pupils are at home they continue to have structure and routine to help them to thrive. All pupils, who have been advised to self-isolate or in the event of a partial/full school closure, will be expected to complete Remote Learning tasks. The length and time spent completing these activities will vary in relation to each pupil's ability and needs and parents' availability/ability to support them. Pupils will have group sessions in order to encourage social interaction to support their wellbeing and mental health.

Families are asked to provide pictorial, written or verbal feedback on how their child is engaging in their learning at home. If possible, pictorial evidence via Class Dojo is the most effective way for the Class Team to track pupil engagement and progress. Pupil Progress and engagement for pupils, both in school and at home, is tracked, recorded and monitored by the Class Teacher/Team. Parents and Carers are encouraged to seek advice and support from the Class Teacher/Team if they are finding the Remote Learning difficult. The Class Teacher will carry out welfare checks on pupils who are self- isolating or at home due to a partial/full school closure and report any concerns to a Designated Safeguarding Lead (DSL).

Communication: Parents/Carers can expect their child's Class Teacher/Team to use Class Dojo, Teams calls with pupils – classes, small groups and individuals and phone calls home to promote learning, social interaction and wellbeing checks. There will be a minimum of one phone call per week whilst pupils are at home and in some instances more regular contact. Class Teams will arrange to see pupils on screen at least once a week, via TEAMs, so that we can say hello, monitor their well-being and safeguard all our pupils during periods of remote learning.

Working with families: Our intention is to work in partnership with families by effectively supporting pupils, responding to family circumstances, meeting the individual pupil needs and making reasonable adjustments in order that pupils can successfully access Remote Learning. We are aware of pressures on families when supporting Remote Learning, including supporting other siblings, working from home and access to resources/technology. We will work collaboratively to find the right balance of activities that will be fun, engaging and be accessible for pupils.

Digital Access: Our preferred option is to use Microsoft Teams for video calls, but we will try to accommodate other platforms if possible. The Leadership Team will review all requests for technology to support Remote Learning. We are supporting families with devices to ensure all pupils are able to successfully access the curriculum.

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Safeguarding Protocols: Our Staff will be using their school emails to access TEAMS and if they have any concerns, they will notify a school Designated Safeguarding Lead. Key areas to highlight:

- Live lessons or pre-recorded sessions will be risk assessed by the staff members, e.g. numbers of pupils/adults, suitability of the lesson content, time of the session to meet the needs of the pupils and to take any appropriate actions to minimise any harm.
- Staff or Parents/Carers must not record any live sessions.
- Pre-recorded sessions may be more suitable for pupils and families who need flexibility about when they can learn at home.
- Live sessions will require pupils to have their cameras on for social interactions, however we will not insist on any pupil having their camera switched on who is not comfortable doing so.
- Any 1:1 live online sessions would need to be arranged in advance with Parent/Carers consent. Preferably a Parent or Carer will be near their child to support if required to do so.
- Professional Boundaries continue to be very important at this time and adults should always maintain professional relationships with pupils/families and staff will be reminded of professional expectations and who to go to for support and advice and know how to respond in the event a pupil/parent makes any form of a disclosure or a welfare concern.
- It is best practice to have at least two adults present when working with pupils, this may be staff and a parent (both on and offline).
- School staff should only contact pupils during normal school hours or at times agreed by the school's Leadership Team.
- Staff will make any phone calls from a blocked number unless they are using a school mobile/landline. When staff are accessing pupil/family contact details they will comply with the General Data Protection Regulations (GDPR).

Examples of how we will support our pupils with Remote Learning

**The Remote Learning Provision will vary slightly across each Phase as all home learning is personalised, differentiated and adapted to meet pupil needs.*

- Planning grids are uploaded on Class Dojo or Learning Packs are sent home. This planning includes maths, English, well-being, EHCP outcomes and life skills learning activities.
- Mirrored learning – Pupils are engaging in the same learning, whether they are in school or at home. English and maths are planned to focus on key skills that can be embedded across the curriculum.
- Planned activities are skills based and will utilise resources at home. Visual supports can be shared to support pupils at home – these can be viewed on a screen or printed at home.
- Remote Learning has a range of personalised approaches, such as: practical activities, worksheets, online learning platforms, 1:1 or paired TEAMs learning with a member of staff.
- Regular videos of activities lead by a member of staff are shared with pupils learning at home (either pre-recorded and uploaded to Class Dojo or live via TEAMs). Examples may include a story, Attention Oakley activity, a treasure hunt style activity, fine motor skills activity or a social skills activity.
- TEAMs calls are set up for: 1:1 sessions, small groups and differentiated according to pupil needs. Depending on the needs of each Class, some classes may hold a daily TEAMs meeting to encourage pupils to engage socially, maintain a connection with their peers and regularly monitor their wellbeing. In other Phases, these TEAMs calls may be once or twice a week.
- Feedback on pupils' progress is given through TEAMs meetings and shared via Class Dojo. Pupil progress is monitored and recorded by each pupil's Class Team.
- A phone call home (via phone or TEAMs) from a member of the Class Team at least once a week.
- A TEAMs call at least once a week to see each pupil and share an activity with them.
- NHS therapy sessions via TEAMs, for pupils who are entitled to have them.

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