



PATHFINDER
SCHOOLS
Inspiring greatness

A PATHWAY TO BLENDED LEARNING

September 2020; updated January 2021

This document details the Pathfinder Schools Vision for the development of Blended Learning, resources for staff and information on our provision for remote education during national or local restrictions and school-level partial closures.

Blended Learning Pathway

At Pathfinder Schools, we have agreed we will use Microsoft 365 as the common platform to facilitate our online learning environment. This provides us with a safe and consistent way to share content, including:

- Conducting live online lessons
- Posting pre-recorded video lessons
- Communicating with students and parents
- Setting assignments and engaging students in feedback
- Students interacting with add-on Apps

Microsoft 365 Suite	Students	Teachers within a school	All schools' staff across Pathfinder Schools	Families and carers
Microsoft Teams	Class Collaboration Peer Collaboration Assignments	Class Collaboration Professional Learning Student Assignments	Staff Collaboration Live Meetings	Regular email updates on students' learning
Outlook Email	Formal communications	Formal communications	Formal communications	Formal communications
Stream	Safe and secure video recordings	Safe and secure video recordings	Safe and secure video recordings	
OneDrive	Personal file-storage	Personal file-storage		
SharePoint	School and system websites	Shared file store School websites	Shared file store School and system websites	
Forms	Surveys, quizzes	Surveys, feedback tools	Surveys, feedback tools	Surveys, feedback tools
Learning Tools	Immersive Reader Microsoft Translator	Microsoft Translator for student and parent communications	Microsoft Translator for parent communications	Microsoft Translator for parent communications

As we continue to embed MS Teams as a tool to facilitate remote learning, in order to ensure continuity in learning during Covid-19 restrictions, we are also looking long-term at how we build a sustainable model that will complement and enhance learning in the classroom. Current circumstances aside, teaching our students how to embrace digital technologies in order to set the pace, time, place and pathway of their own learning is a valuable future-ready skill.

Recent research, conducted by [NFER](#), highlighted some key considerations for schools in their preparations moving forward, notably point 9, p.8:

9. Schools need to take an evidence-informed approach to preparing for local lockdown.

Our research (Lucas et al., 2020) and other sources (EEF, 2020e) have identified a number of strategies that are positively associated with higher levels of pupil engagement and curriculum learning, and a reduced need for catch up.

In preparing their remote learning plans, schools should give these considerations.

They include:

- *making sure that the school has an effective platform for sharing work with pupils and receiving submitted work, such as a virtual learning environment (VLE);*
- *making provision for online lessons, and for interactions between pupils and teachers and between pupils and other pupils;*
- *providing activities that involve consolidating learning;*
- *using strategies that focus on helping pupils to become independent learners (metacognitive approaches);*
- *and engaging with parents, especially in primary schools.*

Schools should focus on how much is possible (rather than how much they should be constrained) within the limitations of safeguarding guidelines.

The research provides some suitable pointers in preparing our contingency plan and establishing the foundations upon which to grow our Blended Learning offer. We have completed the first step by establishing Microsoft Teams as our Virtual Learning Environment (VLE). We will now explore how we fully utilise the features of the VLE to enable high quality online learning.

Learning Continuity Strategy

The Pathfinder Schools Trust has reviewed what worked and what was less successful during the period of lockdown and has drawn on this knowledge to enhance the remote learning offer further. This document represents the overarching contingency plan which each school adapts for their own unique settings. Access to remote learning in the Early Years is different to that for older pupils and therefore expert teams across Pathfinder Schools Trust will collaborate to build exemplars and models of best practice. In the meantime, schools adapt the approach to remote learning as appropriate, embracing age-appropriate apps and resources.

Pathfinder School Principles for Remote Learning

The overarching principle for remote learning expectations is that our children remain connected with their school community and learning continues.

When teaching and learning remotely we will:

1. Endeavour to connect with our classes every day via online video meeting and be available throughout the day to check in.
2. Ensure that classes have a clear timetable and structure for their day.
3. Ensure that classes have access to new learning connected with their prior knowledge.
4. Ensure that classes have access to consolidation materials where they can practise and apply their previous learning
5. Assessment will be formative and ongoing (detail below).
6. Feedback will be given regularly.
7. All children will be supported in actively engaging with the remote learning materials.

(See EYFS Principles for Remote Learning in the Early Years Appendix 1)

All plans have been developed in response to the **DfE** guidance for full re-opening of schools, as well as being integrated with our longer term vision for blended learning.

Tackling barriers to remote learning continues to be a priority for us and we are working to find ways to:

- improve connectivity in our schools
- provide devices where necessary
- ensure engagement of all students particularly those groups most at risk of falling behind
- develop the digital expertise of our staff teams
- engage with parents and carers to enable them to support their child to learn at home

The **DfE** expectations for contingency planning are as follows:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum

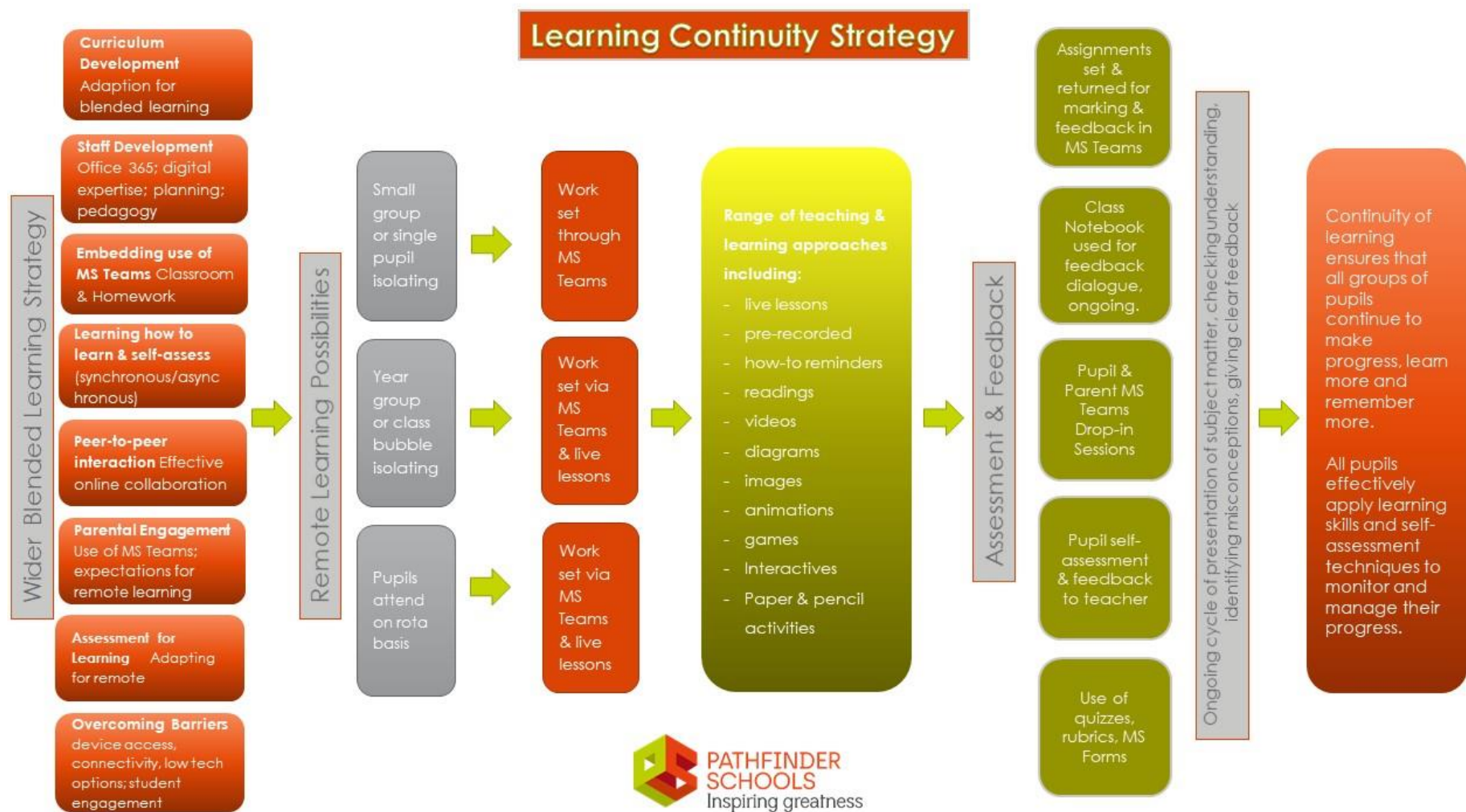
Restricting Attendance During the National Lockdown: Schools January 2021

In developing their remote education, we expect schools to	Pathfinder Schools will
Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject so that pupils can progress through the school's curriculum.	Adapt existing school medium-term plans to remote teaching so that pupils can continue to make progress within the agreed curriculum structure.
Select a digital platform for remote education provision that will be used consistently across the school in order to allow interaction, assessment and feedback and make sure staff are trained and confident in its use.	Use MS Teams to facilitate remote education provision for all pupils from KS1 onwards. For younger pupils, platforms such as See Saw will be used to support the learning of this group. For secondary pupils, platforms such as Seneca, Kerboodle, GCSE Pod, Maths watch, My maths and Times tables rockstars may be used to support learning. Blended Learning Champions are supported by the DSI to facilitate training in the use of MS Teams across the school and regular BLC meetings will be used to share practice and build expertise. A minority of schools will currently facilitate their remote education via Purple Mash and Class Dojo as their school infrastructure is being upgraded.
Overcome barriers to digital access for pupils by distributing school-owned laptops accompanied by a user agreement or contract	Maintain up-to-date surveys of pupil access and provide devices supported by our Pathfinder user agreement for loan devices.
Providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work	Use MS Teams as the main platform for communication with pupils. Here, they can access resources, engage in live sessions and post questions about their work.

	Printed materials will be provided as appropriate and/or as required.
It may also be that some pupils who have difficulty engaging in remote education may be considered to be vulnerable children, and therefore eligible to attend provision in person.	Be proactive in contacting families to discuss levels of engagement and keep provision under continuous review. Family needs will be considered on a case-by-case basis. We will liaise with the families of pupils with SEND, where they may not be able to access remote education without adult support, to adapt provision as required.
Have systems for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern	Maintain registers of attendance at live sessions and monitor which pupils have logged into Teams and returned was as required. We will be proactive in communicating with families to devise solutions to ensure engagement.
Identify a named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education	Have a named senior leader in every school who will liaise with the DSI and BLCs to ensure high quality remote education.
Publish information for pupils, parents and carers about their remote education provision on their website by 25 January 2021.	Publish the information for parents and ensure they are kept well-informed about our approaches.

DfE Expectations: what schools need to consider when teaching pupils remotely	How we will meet the expectations
<p>set meaningful and ambitious work each day in an appropriate range of subjects</p>	<p>Pupils and staff are trained in using MS Teams to access tasks set by teachers in the posts, files and assignments tabs. Pupils will have access to work in English, Maths and Foundation Subjects each day.</p>
<p>The remote education provided should be equivalent in length to the core teaching pupils would receive in school and will include both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently. The amount of remote education provided should be, as a minimum:</p> <ul style="list-style-type: none"> • Key Stage 1: 3 hours a day on average across the cohort, with less for younger children • Key Stage 2: 4 hours a day • Key Stages 3 and 4: 5 hours a day 	<p>Have a clear structure to the remote learning day, sharing the timetable and learning tasks with parents and pupils daily. All schools adhere to the time allocation appropriate to the phase and will structure learning to include both recorded and live teaching time. There will be opportunities for pupils to connect with their teachers online, each day.</p>
<p>Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject</p>	<p>Lesson sequences that teachers have already planned will be adapted on a continuous basis, to use on MS Teams. This will include live and pre-recorded lessons, presentations with explanations, links to online resources. .</p>
<p>Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos</p>	<p>Teachers can record explanations in front of a whiteboard, as a voice over or hold drop-ins and 'ask the expert' sessions. Resources are available at Oak National Academy and BBC Bitesize Daily.</p>

Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work	Continued use of LI and SC will provide the basis for good quality feedback and student self-assessment. Microsoft forms may be used to create quizzes and self-marking assessments.
Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding	Small group, live lessons will enable good interaction and feedback both from and to the student, particularly important for those with SEND. Class Notebook provides students with their own space to share their work with teachers, ask questions and respond to feedback.



Pathway to Blended Learning

The contingency plan provides our 'here and now' response to potential closure which is enhanced by the work that we do in the first column titled 'Wider Blended Learning Strategy'. A detailed annual action plan has been developed and summarised here, in our Blended Learning Program Logic Model. Obj 1 to 5 indicates the link to the detailed action plan.

Pathfinder Schools Blended Learning Program Logic Model						
Context		Implementation		Outcomes		
Needs	Inputs	Activities	Outputs	Short-term	Intermediate	Impact
<p>M365 and MS Teams in place and being used by Teachers in most schools.</p> <p>Primary students not yet actively using MS Teams. Individual pupil access established.</p> <p>Range of expertise in use of Microsoft Tools.</p> <p>Establish high impact learning strategies with students.</p> <p>Challenges with connectivity and accessible devices (home & school)</p>	<p>Funding to engage external expertise. (Obj1-5)</p> <p>Lead expert in each school. (Obj3,4, 5)</p> <p>Dedicated training time for knowledge input sessions & team collaboration. (Obj3, 4, 5)</p> <p>Central team time to support implementation. (Obj1-5)</p> <p>Enhance infrastructure & meet hardware requirements Home access survey (Obj1,2)</p>	<p>Trust-wide vision, guide & safe use agreements established.</p> <p>Coaching for lead expert to drive & support BL development.</p> <p>Expert teams to devise content, progressions and rubrics & share best practice.</p> <p>Teacher teams engage in inquiry to implement new learning & train students</p> <p>IT Tech Support Trust-wide development. Strategy for student support. Provision to train parents</p> <p>Provision to train students in MST & metacognition</p>	<p>Shared understanding and clarity in Trust BL pathway.</p> <p>Staff confidence & expertise improves.</p> <p>Good quality content engages students.</p> <p>Teachers drive the improvement agenda.</p> <p>Hardware and infrastructure barriers reducing.</p> <p>Students are motivated and engaged in online learning demonstrating skills in self-regulation.</p>	<p>School-based expert is championing and facilitating the BL journey.</p> <p>All teachers trained in the basics of MS Teams; have set up class; trained students; can set assignments.</p> <p>Pathfinder Schools Learning Continuity Strategy developed.</p> <p>Teachers equipped for school closure.</p> <p>Homework set and returned via MS Teams.</p> <p>All students accessing blending learning opportunities and engaged agents in the learning process</p>	<p>Teachers using ClassNotebook, Rubrics and agreed suite of apps.</p> <p>Teachers pre-recording & conducting live lessons.</p> <p>Blended Learning approaches integrated into daily planning & enhancing classroom practice.</p> <p>Teachers actively teaching skills in metacognition.</p> <p>Students are active owners in the process.</p> <p>Parents are confident that provision is supporting their child.</p> <p>All students needs are catered for.</p>	<p>Students make good progress and demonstrate high agency. They engage positively and actively with face-to-face and remote learning approaches.</p> <p>Subject Teams have produced high quality content which ensures students are highly motivated and engaged.</p> <p>Students' clear understanding of how to learn ensures they are active partners in the learning process.</p> <p>Parents well-equipped to support learning at home.</p>

Successful Blended Learning

Blended learning is an approach which combines our classroom teaching with online and digital learning tools, ensuring continuity in student learning through the assistance of an **online learning environment**. The model is designed on a digital platform with the goal of ensuring interaction and engagement with and of students in and beyond the classroom. The **Christensen Institute** offer the following definition of Blended Learning:

'Blended Learning is a formal education program in which a student learns:

- 1. At least in part through online learning, with some elements of student control over time, place, path, and/or pace;*
- 2. At least in part in a supervised brick-and-mortar location away from home;*
- 3. And the modalities along each student's learning path within a course or subject are connected to provide an integrated experience. '*

There are many **definitions** of Blended Learning so it is essential that a school team spends some time establishing a whole-school shared-understanding of the terminology and have consistently agreed approaches.

A Blended Learning model will draw on the best of **teaching and learning practices** in the classroom in partnership with digital technologies. A highly effective model, according to **Catlin Tucker**, will enhance:

- Personalisation: learning journey for each student established
- Agency: students are equipped with the tools, skills and knowledge to monitor and manage their own learning
- Authentic Audience: students have the opportunity to engage with a global audience
- Connectivity: opportunities for genuine collaboration to enhance the learning experience
- Creativity: equipping them with future-ready skills through access to a range of digital tools and opportunity to express their learning in a range of modalities.

Alongside considering how we mobilise our MS Teams Learning Platform and begin to engage our students in a virtual classroom, we must also give due consideration to how we develop them as learners. The EEF **Rapid Evidence Assessment Distance Learning** noted:

'Pupils learning at home will often need to work independently. Multiple reviews identify the value of strategies that help pupils work independently with success.'

For example, prompting pupils to reflect on their work or to consider the strategies they will use if they get stuck have been highlighted as valuable.'

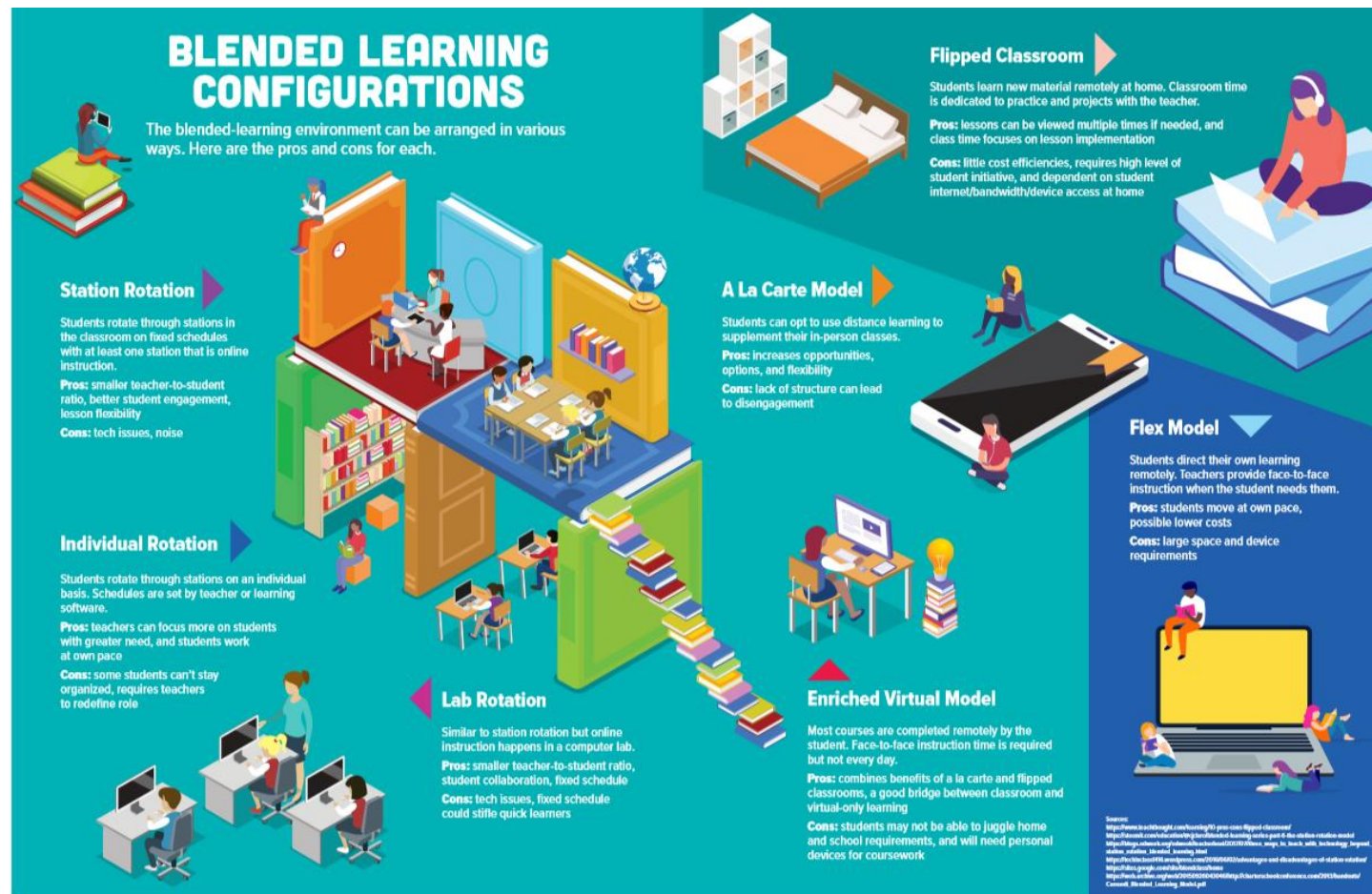
Wider evidence related to metacognition and self-regulation suggests that disadvantaged pupils are likely to particularly benefit from explicit support to help them work independently, for example, by providing checklists or daily plans.'

School teams should collaborate to review what **specific learning strategies** their students will need to enable to work remotely with confidence. This might include agreeing a set of stuck strategies that are adaptive to remote learning, a template or checklist to enable reflection, how to work collaboratively online. These are specific skills that have to be explicitly taught so that we have a shared understanding of the sorts of things great online learners do and how they do them.

Blended Learning Models

There are a number of ways Blended Learning can be structured in the classroom including models such as **Station Rotation and Flipped Classroom**.

This might be something to explore in more detail once MS Teams Classroom is established.



Blended Learning Champions

Our journey towards achieving our goals in Blended Learning will only be achieved through highly effective professional development and learning. The professional development can take place in school-based sessions where we acquire new knowledge and the professional learning will occur when we apply that new knowledge in the classroom or within staff teams. The process is most effective when educators collaborate to try things out, review how well it worked, refine it and try it out again. This way, we develop approaches that are tailored to our students and school context. It is a process of inquiry and innovation – be brave, take risks and try things out for the first time!

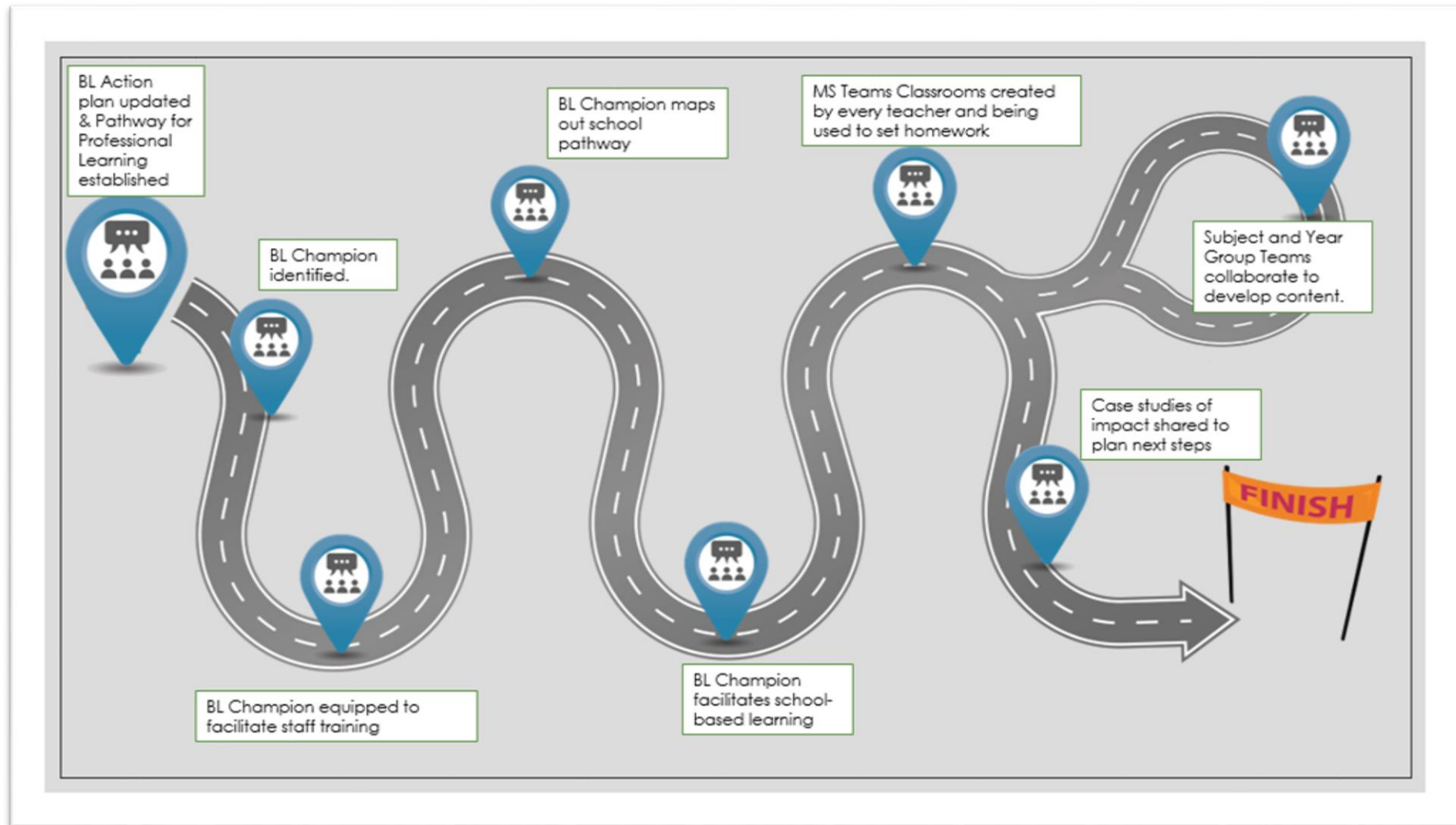
To enhance the impact of our professional learning, we need to build a team of experts across our Trust who will champion the approach and embrace the challenges it may bring. Blended Learning is not a new concept and there are many resources out there to support us in this journey, however the pandemic has demanded that we embrace a pace of change in using digital technologies that was previously unanticipated.

The role of the Blended Learning Champion will be to excite, enthuse, engage and support the staff team in exploring the possibilities that digital technologies offer us. They don't currently have to be an expert, as learning will occur collaboratively, as a team, through inquiry and innovation.

Blended Learning Champions will:

- Engage in collaborative sessions to further their own learning
- Understand the current position of their school
- Work with a coach to plan their school's pathway
- Be familiar with training materials and adapt as appropriate
- Facilitate in-school training
- Support, advise and guide teachers in establishing their MS Teams Classroom
- Support teacher inquiry, risk-taking and innovation
- Build a bank of links, resources and guidance

Proposed Pathway for Professional Development and Learning



Getting Started with Microsoft Teams

For Students	For Educators	Training modules for Educators
Quick Start Guide for Students	Quick Start Guide for Educators	<p>Whilst we develop our own Pathfinder training packages, these provide immediate, easy access for all educators. These will form the basis of the training facilitated by the Champions, in the first instance.</p> <p>Teachers and TAs can work through these with a partner, building their class team, introducing it to their class and setting homework.</p>
A Day in the Life: Learning in Teams and Office 365	A Day in the Life: Teaching in Teams and Office 365	
Get started in your class team	Get started in your class team	
Get organised in your class team	Get organised in your class team	
Meetings, chats and posts	Meetings, chats and posts	
Share and organise class team files	Share and organise class team files	<p>Case Studies</p> <p>RM Blog Gov.uk</p>
Assignments and Grades in your class team	Assignments and Grades in your class team	Transform Learning with Microsoft Teams
Use Class Notebook in Teams	Use Class Notebook in Teams	Crafting a collaborative learning environment with Class Teams
Distance Learning with Microsoft 365: Guidance for parents and guardians	Edit Word documents in Teams for Education	<p>Supporting learning initiatives with staff teams</p> <p>Microsoft in Education</p> <p>Access to blogs, webinars, articles.</p> <p>EEF Using Digital Technology to Improve Learning</p>

APPENDICES

SCHOOL LOGO

Key Principle to support Remote learning in the Early Years

The DfE outlined the following guidance in order to ensure that there are no further interruptions to children's education in the event a school closure.

'Where a class, group or a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing curriculum, for example through technology, and have a strong contingency plan in place for remote education provision.'

When compiling our principles we have considered the fact that younger children have a reduced capacity to sit and complete learning via remote means for long lengths of time. The Pathfinders Early Year group principles therefore want to encompass the ethos of the EYFS guidance as best they can to ensure children who are out of school for any length of time can continue to have a quality education with the support of experienced professionals.

The EYFS Framework states that;

Four guiding principles should shape practice in early years settings.

These are:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through **positive relationships**
- children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- children **develop and learn in different ways** and **at different rates**. (see "the characteristics of effective teaching and learning" at paragraph 1.9)

As a group of schools we want to continue to build on these guiding principles even when children are learning remotely. We know that every child engages, interacts and learns in a different way so the characteristics of learning will be considered when developing activities and tasks for the children to complete online.

The Characteristics of Learning are:

- **Playing and exploring** - children investigate and experience things, and 'have a go'
- **Active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Therefore when planning for remote learning, we will:

- View children as learners in all moments and environments;
- Use a wide range of resources such as practical tasks with home based resources, interactive web based, considering the different ways children learn and interact;
- Engage young children as co-designers in online delivery platforms, embracing their interests, capabilities and skills;
- Draw on the expertise across Pathfinder Schools and collaborate to find solutions (using the TEAMS EYFS group).
- Model a calm and caring approach to children and their family's individual contexts and needs to provide a stable influence and support emotional wellbeing;
- Avoid trying to exactly replicate the face-to-face learning experience directly to an online learning platform, whilst offering some face-to-face time with children during the day;
- Apply inclusive practices to ensure *all* children have access to learning and are actively engaged in learning; and,
- Educate young children and their families and carers on online-safety principles.

When planning learning experiences, we will:

- Design learning experiences which engage children through interacting with their natural setting and then bring this learning to online or paper-based learning;
- Apply techniques of the flipped classroom (i.e. children engage in learning experiences and collecting information, items, experimenting, exploring etc. and then sharing through online format), and blended learning (a mixture of online and offline activities);
- Encourage children to design inquiry questions that they want to explore in their natural setting and then share predominately online, or by phone or post, with family and carers;
- Establish a consistent timetable for engaging in online platforms so that children and their families and carers develop a routine;
- Schedule regular and short online sessions where there can be some explicit teaching, as well as children sharing their learning intentions, findings and learning, which accommodate their developmental attention span;
- Design activities that integrate online interactions with physical movement – for example, going on a scavenger hunt, group stories, or music;

- Integrate a range of technologies available to young people, such as video, cameras and photos, voice recordings, digital drawings, and games;
- Provide children with a choice of activities so that they can be empowered in making decisions over the week, whilst ensuring a balance of activities across curriculum learning areas – for example, using a rubric to self-monitor progress;
- Build in high quality phonics, early writing and early maths activities each day keeping inline, as best as possible, with the daily approach of the school.

A number of the above notes have been drawn from this article: COVID-19: Practical tips for early years teaching and learning

Annex to existing AUP and CP Policies

Staying Safe with Blended Learning

Pathfinder Schools Guidance for School Staff

The following agreement has been developed in collaboration with Pathfinder Schools staff and will be used to establish a shared understanding about good conduct when accessing online learning, to safeguard all participants.

The agreement outlines commitments for:

- Staff
- Pupils
- Parents

The success of this agreement is grounded in good relationships, effective communication and shared understandings. It is focused on key aspects to ensure safety and good online conduct, but in order to keep it succinct and memorable, every possible scenario has not been included.

To that end, the following approaches are recommended when sharing the agreement to ensure a common understanding of what each point covers:

- Discuss the agreement for staff in a whole-school meeting;
- Discuss the agreement with pupils, going through some possible scenarios relating to each point;
- A covering letter to parents to provide the rationale. You may even wish to post a video explanation on MS Teams.

Once shared and signed, a copy should be posted on your Class Team and it can then be used as a reference point when engaging in online learning.

'While our aim is to have all pupils back at school in the autumn, every school will also need to plan for the possibility of a local lockdown and how they will ensure continuity of education.'

The Department for Education

Blended learning, whereby students learn via online media and face-to-face teaching, will provide the means by which we can ensure that continuity. The pace of change in transitioning to online learning has been rapid and it is imperative that relevant policies and procedures are kept under review to ensure the safety of students and staff. Online learning can take place in the classroom or whilst the student is at home, and the following guidelines have been devised to keep our school community safe.

At Pathfinder Schools, every school uses Microsoft Teams as the common platform to facilitate our online learning environment. This platform provides us with a safe and consistent way to share content, including:

- Conducting live online lessons
- Posting pre-recorded video lessons
- Communicating with students and parents
- Providing feedback on learning
- Students collaborating and interacting with add-on Apps
- Students uploading complete work and/or a private space for them to work online

All staff must engage with training for Microsoft Teams so that they are confident in using the basic features relating to communication, collaboration and video calling. In order to keep everyone safe, all online learning interaction between teachers and students must be channelled through Microsoft Teams. It is acknowledged that each school is at a different stage in the development of their online learning approach and may use other learning platforms (Purple Mash, Class Dojo) whilst they are supported in transitioning fully to Microsoft Teams. Schools may also opt to use a different platform for pupils in the early years, such as Seesaw.

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.

Online teaching should follow the same principles as set out in the Pathfinder Schools Code of Conduct. The school will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Following are rules to help facilitate safe and effective online learning. The rules for online learning are very similar to rules for a face-to-face lesson in school, with some additional points to consider.

At Pathfinder Schools, we will ensure:

1. There is a nominated leader with responsibility for blended learning in our school;
2. All relevant policies and procedures will be updated to incorporate a blended approach;
3. Students and families are clear about how to report safeguarding concerns;
4. Staff and tutors have up-to-date safeguarding training and know how to report safeguarding concerns (Annual Safeguarding Training);
5. Staff and tutors are aware of the need for appropriate professional behaviours online (Code of Conduct).

Agreement for Staff and Tutors when using Microsoft Teams for Remote Online Lessons:

1. Expectations for online sessions should be shared and agreed in advance of the online session and must be adhered to. Student and Parent/Carer agreement has been included in this document;
2. Staff/tutors must wear suitable clothing, as if they were in school;
3. Any devices used should be in appropriate areas and the background tool used to blur or change the background.
4. The live class should be recorded so that if any issues were to arise, the video can be reviewed
5. Live classes should be kept to a reasonable length of time to cover the curriculum content;
6. Language must be professional and appropriate, including any family members in the background;
7. Staff/tutor should record the time, date and attendance of any sessions held;
8. Staff/tutor hosts the meeting and remains in control of meeting;
9. Staff must not join a meeting hosted by a parent or student.

Agreement for staff and tutors using Microsoft Teams when meeting with parents:

1. All of the above;
2. The teacher hosts the meeting and remains in control of the meeting;
3. If the parent uses language that is inappropriate the member of staff has the right to end the call;
4. These meetings may be 1:1, but ensure that guidelines are reinforced and it is clearly stated that the meeting will be recorded.

I have read and understand the above and agree to use the school digital technology systems (both in and out of school) and my own devices (in school and when carrying out communications related to the school) within these guidelines.

By accessing teams students agree to adhere to the following protocols:

1. I will blur out or use backgrounds when communicating by video at primacy and turn my camera off at secondary;
2. I will make sure my parents or carers know that I am starting the video chat and that they are nearby (delete for secondary students);
3. I will make sure that I am dressed appropriately before the chat;
4. I will not share my log in details with anyone except my parents or carers;
5. I will not share personal information – treat the chat like an open classroom.
6. I will make sure that I stay in the place agreed by my parents or carers and I won't wander;
7. I will make sure that my device is fully charged and that I have all equipment I need before the online lesson begins;
8. I will follow the teacher expectations for group chat, when to speak and will only use appropriate language, gifs or stickers, being polite and respectful at all times;
9. I understand that I should approach my online lesson like it was a lesson in my classroom;
10. I understand that if I do not follow this code of conduct, I may be muted or removed from the meeting by my teacher.
11. I will tell an adult about anything I see or hear online that makes me feel unsafe.
12. I understand that the online lesson will be recorded and kept in my school for one year. I will only watch a video lesson in my MS Teams class and will not share it or take screenshots.

Agreement for Parents/Carers when enabling Microsoft Teams learning in the home:

1. I will remind my child about their Agreement;
2. I will ensure that my child's device has parental controls installed as appropriate to their age;
3. I will ensure that my child and all others in the household are wearing suitable clothing;
4. I will ensure my child is accessing online learning from a suitable device and in an area of the home that I can monitor;
5. I will ensure that language used is appropriate, including any family members in the background.
6. Where necessary, I will support my child in logging on to their MS Teams Class with full name displayed;
7. I will not contribute to the live lesson whilst it is in progress;
8. I understand that a live class will be recorded and kept for up to a year, so that the video can be reviewed;
9. I will not video or screenshot or share the live lesson beyond MS Teams and understand that this is to safeguard mine and other children;
10. If I see or hear anything concerning, whilst my child is accessing learning online, I will immediately report it to school staff via the agreed communication channel.
11. I understand that teachers are available for remote learning during school hours and that they will provide feedback on submitted assignments within an agreed timeframe.

Further information

<https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>

<https://learning.nspcc.org.uk/news/2020/march/undertaking-remote-teaching-safely>

<https://swgfl.org.uk/resources/safe-remote-learning/>

<https://www.gov.uk/government/publications/teaching-online-safety-in-schools>

One-to-One Sessions with Staff and Pupils on MS Teams

In accordance with DfE Guidance Safeguarding and Remote Education, schools might want to consider if 1:1 sessions will be appropriate in some circumstances. This should be discussed and approved by the Senior Leadership Team and included in the school Covid risk assessment, identifying relevant control measures.

The following protocols apply to a 1:1 session in the primary school:

- Parents and carers have been informed that 1:1 form part of the approaches that may be used by a teacher or support staff member;
- All sessions must be conducted on MS Teams;
- Sessions should take place in either a school space or a public area of your house;
- If you are delivering the session from your home, no one in your house should be able to hear the conversation;
- Sessions should be scheduled by the teacher or support staff;
- During the session, the pupil video will be switched on and sessions may be recorded. Where recording, sessions must be conducted in a private channel;
- All staff will adhere to requirements of safeguarding, acceptable use policy and code of conduct;
- Any concerns will be responded to in line with the agreed safeguarding procedures;
- Recordings of sessions will be allowed to expire in 21 days unless a concern has been raised. In this case, the recording will be downloaded and saved.

The following protocols apply to a 1:1 session in the Secondary School:

- Permission is granted by parent or legal guardian, a note of this must be recorded on the Go 4 Schools communication log
- Students should keep their camera switched off
- Session should take place in either a school space or a public area of your house E.G not in bedroom
- If you are delivering the session from your home it must be private and no one in your house should be able to hear the conversation
- A record of the session (not the details) to be recorded on the Go 4 Schools communication log
- If there are any safeguarding concerns raised during the session these need to be logged on CPOMS

Remote education provision checklist: information for parents

As per DfE guidance, schools are required to publish information for parents about remote education provision, on their website by the 25th January 2021. Schools may use the [DfE template](#) or present the information in a format decided by the school. The following checklist is based on the template provided by the DfE and can be used as an aide memoire in the preparation of your communication.

Our parent communication clearly answers the following questions...	In place
What should my child expect from immediate remote education in the first day or two of pupils being sent home?	
Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?	
How long can I expect work set by the school to take my child each day?	
How will my child access any online remote education you are providing?	
If my child does not have digital or online access at home, how will you support them to access remote education?	
How will my child be taught remotely?	
What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?	
How will you check whether my child is engaging with their work and how will I be informed if there are concerns?	
How will you assess my child's work and progress?	
How will you work with me to help my child who needs additional support from adults at home to access remote education?	
If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?	

Remote education provision template: information for parents

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

The remote curriculum: what is taught to pupils at home

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

In this section, please describe briefly what remote education provision you will make available immediately. This may include, for example, sending pupils home with workbooks to complete independently in the first instance.

Children will be provided with home learning materials alongside their home learning book (this should already be at home for homework completion). In the case of a child not being able to access online material, a selection of basic skills worksheets will be provided to begin with suitable for each year group.

Plans for independent remote learning, organised by subject can be found on the Montsaye website here – students should use this in the first instance. Following the first day of remote education, students will be able to access their timetable of live lessons via Microsoft Teams – staff will send invites for lessons.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

Please see below some statements that may be helpful. In this section, please delete all statements that do not apply, and add details if appropriate:

- We teach the same curriculum remotely as we do in school.
- We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, (please give examples of the kinds of changes you make to the planned curriculum when teaching remotely)
- We teach a different curriculum remotely to that which we teach in school. For example, (please summarise the nature of the remote curriculum and how and why it differs from the in-school curriculum)

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Primary school-aged pupils Consider breaking this information down by key stage or year group if applicable)	Minimum is 3 hours
Secondary school-aged pupils not working towards formal qualifications this year	Minimum is 5 hours
Secondary school-aged pupils working towards formal qualifications this year	Minimum is 5 hours

Accessing remote education

How will my child access any online remote education you are providing?

Pathfinder Schools have created their online classroom in **Microsoft Teams (Class Dojo/Purple Mash)**, which provides a secure learning environment for our pupils.

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

In this section, please provide high-level information (where applicable, and ensuring parents know how to contact the school for further details) about:

- *how you will issue or lend laptops or tablets to pupils, and where parents or carers can find more information*
- *how you will issue or lend devices that enable an internet connection (for example, routers or dongles), and where parents or carers can find more information*
- *how pupils can access any printed materials needed if they do not have online access*
- *how pupils can submit work to their teachers if they do not have online access*

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely:

In this section, please list the range of approaches you use to teach pupils remotely.

As part of this list, schools may wish to indicate the extent to which they are used, and subjects and key stages these approaches are used in, if there are differences.

Some examples of remote teaching approaches:

- live teaching (online lessons)
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- long-term project work and/or internet research activities (as per the schools full opening guidance, schools full opening guidance, schools are expected to avoid an over-reliance on these approaches)

Engagement and feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

In this section, please set out briefly:

- *expectations for pupils' engagement with remote education*
- *expectations of parental support, for example, setting routines to support your child's education*
- Pupils are expected to log in each day to access their learning. They should complete all tasks that have been set for the day.
- It is important that your child maintains their normal routine for a school day and it might be helpful to set a daily schedule to help keep everyone on track.
- Make sure that they have all of the equipment they need to start their learning and that their device is connected to the wifi.
- Try and make sure they have a quiet place to their work. We know this is not always easy in a busy home!!
- Help your child to log in and support them in accessing the learning, if they need your help.
- Don't feel that you have to 'teach' your child, but do try to help them understand the content.
- Make sure to check in with them regularly and ensure they take breaks.
- Check that they have completed all of their work for the day and it has been uploaded to their online learning space.
- If present, parents should be a quiet observer during live sessions

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

In this section, please set out briefly:

- how, and how often, you will check pupils' engagement with remote education
- what action you take where engagement is a concern, including how you will inform parents and carers
- The class teacher will track who has accessed their online learning on a daily basis.
- If a child is not engaging with their learning, the class teacher will call the parents to discuss obstacles and supports.

How will you assess my child's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

In this section, please set out briefly:

- the methods you will use to assess and feed back on pupils' work
- how often pupils will receive feedback on their work
- The teacher will access completed work in the MS Teams learning space and will mark it.
- Pupils will receive feedback as required and at least once per week.
- Feedback may take the form of a written comment on their completed work, an email to the parent, an audio recording.

Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

In this section, please set out briefly:

- how you work with families to deliver remote education for pupils with SEND
- if you teach primary school-aged pupils, how you work with families to deliver remote education for younger pupils, for example those in reception and year 1
- Where children would normally receive additional support from SEND agencies, the SENCO will make arrangements for those to continue via Teams or School Cloud as long as the agencies are able to engage.
- For Children in EYFS, teachers prepare 6-8 weekly home learning activities linked to the EYFS curriculum that would have been covered in class. This will be emailed home to parents on a weekly basis. Alongside this parents can practise daily reading, phonics with their letter sounds pack and regular counting with objects at home.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

In this section, please set out briefly the main differences between the approaches you have described in the rest of this template and those you will take to ensure individual pupils self-isolating are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing feedback.

- Teachers will create their usual plans and resources for learning that is taking place within the classroom. Alongside this they will work as a team to map online resources that mirror the learning that is taking place in class. These will be uploaded to the assignment section of Teams and scheduled in advance to mirror the structure of the school week.
- The school office will monitor access to the blended learning resources and will send parents a reminder text about where to access the blended learning offer.
- Pupils will have opportunity to undertake a Daily Online Pre-prepared English, Maths and Topic activity alongside their daily reading, spellings and times table practice so will be expected to log on to Microsoft Teams to access this learning.
- Children will return work via Microsoft Teams and Teachers will provide periodic feedback. Children can choose to undertake their work offline and upload a photograph of their work completed.
- The child will have the opportunity to access the class message board and ask for support if needed under the assignment posts. The teacher will reply where possible at some point during the day.