

BGS Blended/Virtual Learning Contingency Plan September 2020

Rationale

The government guidance requires schools to have a strong blended/virtual learning contingency plan in place and ready for the end of September 2020. Bexley Grammar School has always strived to be creative, innovative and support our parents, carers and children in the best way possible to make learning purposeful and holistic. Our strategy for blended/virtual learning continues this.

The plan is designed to provide continuity of education for all learners in the event of school closure or partial school closure, and where groups of learners are required to self isolate and are well enough to work from home.

This Virtual Learning Education Policy aims to:

- Ensure consistency in the approach to virtual learning for all pupils (inc. SEND) who are not in school through use of quality online and offline resources and teaching videos.
- Provide clear expectations to members of the school community with regards to delivery of high quality interactive virtual learning

Virtual Learning & Blended Learning

Google Education Suite will be the platform used at BGS to provide continuity of education in the event of school closure and partial school closure. HODs will use Interim Improvement Plans and department meetings in September to complete departmental contingency planning for remote learning and ensure that all classes have access to Google Classrooms in each of their subject areas. Staff have access to a range of external resources and virtual learning tools to aid the effective delivery of learning. Work will be set according to student timetables using Google Classroom Assignments to enable students to manage deadlines. Students will receive regular feedback via Google Classroom in a range of formats.

Absence and Virtual Learning

This policy is applicable when a child's whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.

There is no obligation for the school to provide continuity of education to learners who absent themselves from school, with or without parental permission, in contravention to school or government guidance. Similarly, this would apply if parents made the decision, without prior agreement with the school, to absent their children 'as a precaution', against official guidance, in the event of an outbreak of infectious disease.

Content and Learning Tools

Resources to deliver this Blended Learning Plan include:

- Online tools for Key Stage 3-5 using Google Classroom, Meets, Docs and other elements of Google E-Suite.
- Use of recorded or live video and audio;
- Phone calls home;
- Printed learning packs;
- Physical materials such as textbooks and writing tools;
- Use of BBC Bitesize, Oak Academy and other material relevant to the age and stage.

CPD for Staff

CPD training in September will focus on expanding knowledge of the Google E-Suite, including functions to support effective feedback, (rubrics, comment bank), Loom and Google Meets. This will increase our capacity to offer some live and recorded content where they enhance the quality of teaching and will be used to facilitate regular wellbeing check-ins with students. It is the responsibility of the school to ensure that staff have received appropriate training, have access to their Google Drive, have access to necessary materials e.g. textbooks and a suitable device to use if working from home.

Protocol for Staff

Staff will need to be proactive in ensuring that their classes have access to Google Classrooms and work is set via Assignments. HoDs / line managers should be added to Classrooms for monitoring purposes. Staff should also ensure that they are able to host a Google Meets (video and/or audio) with all of their classes, and consult their line managers if this is a concern. Staff should post work for their classes according to the school timetable (or amended version of it if that is necessary) by either uploading at the given time or using the schedule function. Where possible staff should be available to their classes during the scheduled period of the day to take questions and give feedback. Any work submitted should be given timely and appropriate feedback. If a staff member is unable to make themselves available during the working day as normal, they should communicate with a member of the Senior Management Team.

There is no expectation to provide 'live' lessons. Staff may choose to do so but be mindful of safeguarding concerns (see section below) and following the live lesson protocols. An alternative is to post supporting pre-recorded videos or audio explanations which will help to support the delivery of more challenging concepts and new subject content.

Protocol for Students

Pupils should try as best as possible to replicate their normal school day in the event of a closure. This means logging into Google Classroom every day and following their school timetable. They should follow teacher advice and guidance and submit work as directed. Communications with staff and other students should be courteous and respectful. If a student needs support with their work they should politely contact their class teacher through Google Classroom. If they have other issues or concerns, e.g. family circumstances, they should contact their Form Tutor. If they are worried about the safety of another pupil they should inform their parents / carers and contact the schools Designated Safeguarding Lead, Mr H.J. Gilmore.

Advice for Parents / Carers

Bexley Grammar School is committed to working in close partnership with families and recognises that each family is unique and because of this remote learning will look different for different families in order to suit their individual needs. Where possible, it is beneficial for young people to maintain a regular and familiar routine. We recommend that each 'school day' maintains structure and we encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with their studies, encouraging them to work with good levels of concentration. Should accessing work be an issue, parents should contact school promptly to discuss alternative solutions that may be available. These will be addressed on a case-by-case basis. All children should be reminded that the school's e-safety rules and home-school agreement still apply when working on computers at home.

Training for Parents / Carers and Students

All students in years 8 - 11 will complete a Remote Learning Reflection Google Form in the autumn term. This will allow us to audit our initial Remote Learning provision and identify areas for improvement. Students will receive [A Student's Guide to Remote Learning](#) if a year group or the whole school goes into lockdown. All parents will receive the **Parents' Guide to Virtual Learning** and a **Parents' Guide to Google Classroom** so that they can support their children. In addition to this the Headteacher's updates and the school's weekly Newsletter will contain updates and improvements as our provision continues to evolve.

Access for all

Access to technology is key, particularly for disadvantaged students. Using the feedback from our Remote Learning Reflections, Directors of Studies will identify disadvantaged students without regular access to computers. In some instances e.g. SEND students or those who have an allocated social worker, laptops can be loaned for the duration of remote education. However, these resources are limited and it may be the case that paper copies of resources from each subject will be needed to be collated by the DoS/SAM, sent home and returned so that the student receives feedback. If safe to do so, small numbers of students who are deemed to be vulnerable to falling far behind due to lack of technology or access to staff will be invited to work on site under teacher supervision.

SEND

SEND students will have regular weekly communication with their key worker, coordinated by the SENCO. Teachers will be reminded of the need to differentiate tasks for students with additional needs to ensure accessibility and support their continued progress. It is particularly important that teachers of students with an EHCP / complex learning needs are differentiating virtual learning tasks and bearing in mind that the students will not have the usual level of HLTA support. With that in mind the class teacher should ensure that they liaise with the assigned HLTA to ensure that students are supported with appropriate virtual / blended learning materials. The SENCO will ensure that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs.

Safeguarding during Virtual Learning

Staff should continue to follow the principles of safeguarding children in their care during a period of remote learning. They should be mindful of Keeping Children Safe in Education 2020 and a number of school policies including, but not limited to, the Professional Guidance Policy, the e-Safety Policy and the school's Privacy Policy. In order to keep everybody safe during remote learning, and particularly with regard to the increased use of technology such as Google Meets, the following principles should be adhered to:

- All staff should remain vigilant and mindful of their safeguarding responsibilities during a full or partial closure, bearing in mind the changed nature of staff and student communications;
- All communications should remain professional when keeping in touch with pupils who are not in school and their parents;
- If there is a concern around the level of engagement a pupil's parents should be contacted via phone to assess the situation;

- Staff should be mindful that the lockdown period may be a very difficult one for children and their families. There may be concerns around bereavement, anxiety, domestic violence and emotional or physical abuse. Staff should refer to the main body of the school's Safeguarding and Child Protection policy on how to identify the signs and symptoms of these issues, and respond following the usual school procedures;
- Any complaints or concerns shared by parents / carers or pupils should be reported to a member of SMT– for any safeguarding concerns, refer immediately to the DSL;
- Staff should only use their school email account and / or Google Classrooms to contact students and / or parents / carers;
- Staff, students and Parents / Carers should be aware of a number of sources and resources to help keep children safe during the period of remote learning. Some of the most salient include:
 - Childline
 - CEOP
 - Thinkuknow
 - Childnet
 - Net-aware
- Staff have the autonomy to use technology to hold live lessons or use recorded footage / voiceovers. However, staff should be mindful of ensuring that appropriate measures are taken to uphold their professional reputation e.g. dressed appropriately, filmed in a professional setting and without non staff members present in their videos;
- Staff should also avoid 1:1 sessions with children and arrange them for groups of students. All such lessons should be logged by the member of staff and a copy of attendees kept;
- Staff should be the administrators of any live lessons and ensure that they start and finish the session;
- It should be noted that during a partial closure students will have differing levels of access to technology and devices. What may be a spontaneous lesson for the staff member could add to the stress and anxiety of the student and their family. Consideration should be given to ensure that all students can access lesson materials;
- If a staff member has a concern following a live session, either about a student or about how the lesson has progressed, they should flag it with their line manager and / or the DSL immediately;
- The school's Designated Safeguarding Leads will remain contactable throughout any period of school closure. However if staff are unable to contact them for any reason and you have an urgent concern about a young person they should contact Bexley Children's Services directly on 0208 303 7777 or Greenwich Children's Services on 020 8921 3172, or the relevant branch of the emergency services.

Additional Virtual Learning Resources

National Remote Learning Resources & Links	Oak National Academy BBC Key Stage 3 Resources BBC Key Stage 4 Resources
CPD Support Remote Learning	How to Guide: Vocaroo https://vocaroo.com/ How to Guide: Loom https://www.loom.com/

How to Guide: [Google Meets](#)

How to Guide: [Google Rubric and Comment Bank](#)