



Version Number	Review	Agreed by Governors
1	December 2020	October 2020

Purpose of Policy

ALC is committed to the continued provision of a varied and engaging education, including strong pastoral support, in the event of full or partial school closure. This policy summarises how this provision will take place, so that there are consistent and well-understood expectations of the level of support that will be provided for all concerned. The intended outcome is to support all pupils, maximize pupil learning and continue to follow the curriculum, whilst allowing opportunities for additional unplanned learning that radical changes to lifestyle and ways of working may present.

Using Digital and Non digital strategies to Transform Learning

We utilise the most up to date technology to engage learners and equip them for the world of further education and employment. Our Blended Learning strategy is based on extensive research and aims to combine all aspects of ICT with the curriculum to ensure that all of our students are proficient in its application.

We use our Virtual Learning Environment, powered by Google Classroom to ensure that every student has access to the curriculum at all times. Primary aged learners will also have work shared through the CLASS DOJO app, to support clear communication with parents/carers.

Rational for a blend of approaches to be used

In a normal classroom, we use a range of pedagogical approaches. In order to provide our learners with good quality Teaching and Learning, our curriculum and pedagogy for distance learning will include:

- Direct Instruction
- Building prior knowledge
- Worked examples (pre-recorded or live feed)
- Scaffolded tasks

- Time to practice and master content
- Time to reflect and assess own learning (e.g. quizzing)
- Opportunity for both individual and collaborative work (e.g. jam board)

ALC Primary Phase approach to Blended Learning

The blended learning approach in ALC aims to support children with their learning whilst working from home. Our objective is to ensure children are provided with the necessary skills whilst in school to support any learning at home in the event of lockdown, self-isolation or illness.

Teachers will:

- Plan weekly activities using Google Classroom to develop and consolidate these skills.
- Pre-record sessions
 - Every child will be able to access a Literacy, Numeracy, thematic and DCF teacher input;
 - TLRs will ensure there is appropriate coverage of skills and an even distribution of workload across the Phase;
 - These could be screen recordings with voice overs, a video of the teacher delivering a concept or using another format.

The Home Learning tasks will begin to mirror the learning that is taking place in class. Whilst planning, teachers will highlight tasks that could be completed at home or in school independently.

To equip children to work at home effectively all children will be provided with:

- A laminated bookmark with all their log in details on;
- An exercise book to record their tasks;

All children will be provided with a **Home Learning menu** every Monday morning. This will be uploaded to DOJO and the school website in the Blended Learning folders.

Home Learning Menu will

- Be linked to the 6 Areas of Learning.
- Have both digital task and non-digital tasks (posted on Class Dojo portfolios - use a photo as evidence).
- Be linked to their planning team/interest. TLRs will ensure there is appropriate coverage of skills and an even distribution of workload, taking account of teacher experience;

- Be sent to the Phase Leads by 4pm on Thursday for the upcoming week.



Supporting Parents

The following teacher guides can be found on the BALC shared area:

- Google Classroom guide
- Using Class Dojo Portfolios for Teacher Challenges
- Creating and uploading videos to Class Dojo - iPhone or iPad
- Purple Mash - 'How To' will show you how to set 'To Do' tasks

The following Parent guides can be found on the ALC website:

- Google Classroom guide
- Purple Mash
- Uploading to DOJO portfolios
- How to- Flipgrid

Stages of Distance Learning in the Primary Phase

1. A child is absent for up to 3 days waiting test results.
 - The learners will access the daily home learning activities set on the home learning menu. The home learning menu is accessed via CLASS DOJO and Google classroom. AN additional piece of independent home learning is set fortnightly for learners to work on independently.
2. A child is self-isolating for 14 days (individual)
 - The learner will access the full home learning menu, including daily spelling, timetables and online reading material. Work will be submitted to the teacher via a photo or non-digital work on CLASS DOJO or via Google classroom.
3. A class or year group is self-isolating (14 days)
 - The learner will access the full home learning menu, including daily spelling, timetables and online reading material. Work will be submitted to the teacher via a photo or non-digital work on CLASS DOJO or via Google classroom.
 - In addition to the home learning menu, learners will have regular direct instruction in the form of pre-recorded inputs. Staff will be able to respond to learner questions through their google classroom.
4. Whole school closure - full lockdown
 - In the event of a full school closure, learners will have access to the home learning menu, online library and daily platforms, pre-recorded direct instruction lesson walk throughs.
 - Some access to live teaching sessions using google meet. This will be at individual teacher level.

ALC Secondary Phase approach to Blended Learning

Teachers will:

- Ensure all classes have access to a google classroom.
- Record and capture lesson inputs. (Do it once, do it well)
- Make learning accessible for those learners not in front of us)
- Support parents with ‘how to’ guides.
- Use a range of pedagogy, including individual and group tasks.
- Provide a mix of pre-recorded and live session.
- Seek feedback from learners and parents

Stages of Distance Learning in the Secondary Phase

STUDENTS	STAFF AT SCHOOL	STAFF AWAITING COVID TEST RESULT & SELF ISOLATION	STAFF COVID POSITIVE TEST
	Plan and prepare all lessons, uploading tasks and resources to Google Classroom*		Not Fit for Work
		Develop digital resources under direction of HoF	
Complete set work in class or in google classroom**	Deliver lessons as planned. Respond to learners in class and at home (GC)	Available for direct feedback to support teacher/ class	
* Avoid repetition of setting different work for staff.			
** GC could be new class learning or resource bank - must stay in own google class			

1. A child is absent for up to 3 days waiting test results.

- Learners will access their regular homework through their google classroom. Learners will receive feedback on their homework in line with their faculty.

2. A child is self-isolating for 14 days - learners will have access to structured Distance Learning package through Google classroom.

- The learner will access pre-recorded work set by teacher, to be accessed through google classroom. Some home learning may take the form of a home learning project as projects for KS3 and Yr10 to be completed via GC. This will be for the whole school year and will also serve as provision for any pupil who has to isolate. (e.g. English Faculty)
- Learners will have access to 'lesson walk through' pre-recorded, direct instruction, through their Google classroom. In addition, there will be access to faculty specific resources e.g. Mathswatch.
- Learners will be notified through Google classroom if/when they can access a live streamed lesson through google meet. This is faculty specific and will depend on whether the teacher is also self-isolating.
- Year 7 and * learners will have access to Accelerated Reader online library reading material and will be expected to read every day.
 - Learners are strongly encouraged to follow their usual school timetable, to organise their time and prioritize tasks.

3. A year group is self-isolating (14 days)

- Learners will have access to 'lesson walk through' pre-recorded, direct instruction, through their Google classroom. In addition, there will be access to faculty specific resources e.g. Mathswatch. Pre-recorded sessions will be released within the same time as the timetabled lesson. There will be flexibility in the assignment deadlines to accommodate the unique circumstances of each family and their access to digital technology.
- Some faculties will be able to provide asynchronous (live, at the same time as the timetabled lesson) lessons for pupils to access through Google Meet.
- Teachers will support pupils' learning via online marking, responses to emails and wider communications. The use of scheduled assignments (in line with the proposed school timetable) would be 'run' by every faculty member, with an individual member of staff

responsible for providing work for an entire year group. The marking and communication with pupils will be completed by the individual class teacher.

4. Whole school closure - full lockdown

- In the event of a full school closure, we will switch to a Home School timetable.
- Learner’s timetable will show 60% work (live or pre-recorded sessions), 40% self-study time.
- This will be different to their usual timetable and shared with learners via Google classroom. The reviewed timetable will deliver subjects to all students within a year group at the same time. (see below)

	Monday	Tuesday	Wednesday	Thursday	Friday
Year 11					
1	Maths	Option A	English	Option C	Science
2					
3	English	Option B	Maths	Skills Challenge	Options Q&A
4					
5	Science	Welsh	Science	Wellbeing session	Maths/ English
Year 10					
1	English	Option B	Maths	Skills Challenge	Science
2					
3	Science	Welsh	Science	Wellbeing Session	Options Q&A
4					
5	Maths	Option A	English	Option C	Maths/ English
Year 9					
1	Science	Welsh	Science	Wellbeing Session	Maths/ English
2					

3	Maths	Option A	English	Option C	Options Q&A
4					
5	English	Option B	Maths	Skills Challenge	Science
Year 8	Monday	Tuesday	Wednesday	Thursday	Friday
1	Welsh/ MFL	English		Maths	Welsh/ MFL
2			Science		
3	Maths	Science	ICT	Science	Wellbeing Session
4			English		
5	Humanities	Maths		English	Creative/ DT
Year 7	Monday	Tuesday	Wednesday	Thursday	Friday
1		Science	Welsh/ MFL	Science	Wellbeing Session
2	Science				
3	Humanities	Maths	Creative/ DT	English	Welsh/ MFL
4	English		Maths		
5		English		Maths	ICT

Guidelines for staff when using remote learning through Google Classroom/Google Meet - See attached PDF

Please note that staff can use Microphones only and not the Camera option if they prefer.

General Guidelines

- i. Staff are to be dressed appropriately as they would when teaching in the classroom. This includes having your lanyard on.
- ii. Staff are to conduct themselves in the same professional manner expected when in the classroom.
- iii. The mic and video function is to be switched off when not needed. Staff are to have clear planning on when to use it and justify that decision. The video and mic are to be used for specific tasks.
- iv. To be conducted in a quiet area in your home. Only the teacher is to be heard, so take background noise and household members into consideration.
- v. Students can still type in questions for staff to answer verbally.
- vi. When sharing your desktop in your teaching, make sure that all emails and sensitive documents are closed to avoid any GDPR breaches.

Student expectation

- i. Students are to only have microphone on when directed by teacher and then switched off afterwards.
- ii. Students should only have microphone on when working in a quiet area with no distracting noise.
- iii. Students are to speak and behave as they would according to the school behaviour policy. Students are to be reminded as such at the beginning of the session.
- iv. Noncompliance will result in the teacher muting the students' microphone and/or removing them from the live session.

Safeguarding

- i. All lessons using microphone or cameras are to be recorded. Click on the 3 dots and then start recording. This will be saved in the Posts channel for the Team. Only those who are part of the Team will be able to view this recording. These can be viewed by SLT for safeguarding purposes.
- ii. Staff should mute a student if necessary and know how to do this before any Google meet session starts.
- iii. Currently, the option for students to switch the camera on their tablet in a Meeting is disabled. This will continue. Students will not use the video function at any time.

STAFF ARE TO FOLLOW SCHOOL SAFEGUARDING POLICY AT ALL TIMES.

Pastoral Care of Pupils

Learning from home can be challenging for a variety of reasons, especially when coupled with social or lifestyle limitations, and possible illness in the family. We appreciate the huge role that parents will be playing and encourage families to structure the day to give balance, variety and a sense of purpose. Parents can play a key role in helping pupils adhere to a routine, and the amount of support will vary depending on the age and personality of the child. Time should be made for regular breaks, exercise, pursuing other interests (safely within the current social distancing guidelines) and connecting virtually with friends and relatives.

Abertillery Learning Community will also continue to provide a strong sense of pastoral support during any period of closure. Guidance will be offered to parents on supporting their children with remote learning. The school's pastoral support system will also provide a sense of mental and emotional wellness, in addition to ensuring our most vulnerable students will continue to receive focused pastoral support.

Blended Teaching and Learning Summary

The quality of learning is at the heart of our policy and should always take precedence over the method or delivery platform. Learning needs to come from both individual and group effort, with enough opportunity for a teacher to assess and give feedback to each pupil]. Remote Learning allows for flexibility for teachers to set tasks of varying lengths, as appropriate to the subject and year group, and for parents and pupils to organise their days as befits their personal circumstances and learning styles.

Students will continue to follow their regular timetable, with some amendments made to support their wellbeing, as well as our staff, as the need arises.

- Teachers, pupils and parents will all need to show some flexibility and consideration of each other's home circumstances.
- There will be some interactive lessons, although tasks may also be set which do not involve the teacher to be present.
- Pupils will undertake additional tasks outside of interactive lessons, which may be preparatory or follow-on work, or a distinct area of study. This work could be set weekly or on a lesson by lesson basis, according to the original school timetable.
- Teachers will not set more work than would normally be expected over the course of a week.
- Research shows that students learn more when they participate in the learning process, whether it's through discussion, practice, review or application. To engage online students, it's important to incorporate activities that allow students to get actively involved.

In planning their lessons, staff and Heads of Faculty/Phase are expected to consider the following points

- Feedback. How is this being delivered to students so that they can make progress? What resources are they using to support this?
- How does each department engage with their students? Is their online pedagogy different?
- Are the resources used by the department appropriate and enable students to not only access, but to engage with positively?
- Are HOFs, staff and students clear on what students need to learn over the remote learning period and how they will get there? Has the work been planned and sequenced accordingly?
- What is the balance between consolidation and new content? Is it the right balance?
- How are teachers actively involving students?

Examples of what a remote learning lesson might look like.

- An introduction from the teacher (either live or viewed from a recording) followed by the teacher supporting the pupils' work through live messaging.
- A pre-recorded lesson with quiz-style questions.
- A series of student presentations chaired by the teacher.
- Online assessment through quizzing tools such as Kahoot!, Quizlet, Mathswatch. A staff google classroom has been created to support staff in accessing a wide range of resources online. This is further supported through Professional learning and twilight sessions.
- Paired work or group work (e.g. through platform channels, Whiteboards or shared documents).
- Teacher and pupils engaged in discussion or debate, sharing a screen, and using live messaging/chat function (live lesson).

Pupils (with their parents) should plan their day with appropriate rest and exercise breaks so they can concentrate fully on the quality of work they accomplish in each subject. They should set themselves high standards and not rush through the tasks.

Inclusive Learning

We are mindful of the fact that many children and young people live in households with no or limited access to the internet or to the technology required to make use of online resources. Even in households with full internet access, the number of suitable online capable devices may be insufficient at any one time to meet the demands of home-working adults and children attempting to access educational materials or live learning sessions. The needs of some students with ALN who are not attending school may also be an issue. ALC will make use of the TAs and LRB to support each student

Wellbeing

The pastoral system at ALC will continue to provide support for the wellbeing of all students during any remote learning period. This will be done through the Assistant Headteacher I / Designated Safeguarding Lead via Tutors. Parents will also be supported in managing their child's wellbeing.

Student guidelines for Distant Learning

- Treat your Meeting as you would a lesson. Be on time and be prepared.
- Use the bathroom and eat before (not during) your session.
- Be ready to learn and make sure you have class resources, pen, paper etc., at hand.
- Make sure you are in a suitable location and that your device is charged (or plugged in).
- Keep your device on a secure surface, such as a table.
- Check your device is working prior to the start of the meeting.
- Remember to behave as you would in school.
- Chat functions should be used to ask questions and to answer the teacher's questions.
- Please use chat functions responsibly and as directed by the teacher.
- Listen and focus on the lesson and learn.
- Avoid distractions such as mobile phones, etc.
- Respect your teacher, your fellow learners and yourself by doing your best just as you would in class.

- Remember the school is putting these lessons on for your benefit but not everyone who tries to contact you online has your interests at heart. If you have any worries or concerns about something you have seen or heard online, please speak to your parents or contact your teacher.

Monitoring, review & evaluation

ALC is committed to ensuring that Blended Teaching and Learning is evaluated and monitored to ensure that it is of the highest quality.

Blended Teaching and Learning is a new experience for staff and students. As such Senior Leaders and Middle Leaders obtain regular feedback from staff, students and parents in order to adjust their teaching to provide the best possible education for our students, while supporting them in their wellbeing. We appreciate that staff and students have different working conditions at home and also different levels of IT expertise. Our role is to support and develop staff. CPD is driven by staff needs and the focus of teaching and learning is driven by a thorough evaluation of what research says works and how we can remove barriers for staff to undertake effective teaching and learning.

The following assessment measures are used regularly by SLT, HOF, HOD and Key stage coordinators:

- Drop in “Learning Walks” by middle leaders and SLT
- Students surveys.
- Staff surveys.
- CPD evaluations from staff.
- Phase Lead, Heads of Faculty, SLT meetings.

The Blended Learning Plan will be amended based on monitoring and feedback.

Managing online learning: Roles & Responsibilities

The Governors agree the Remote Teaching and Learning Policy and monitor its implementation through the Teaching and Learning Sub Committee. The governing body receives an annual report from the Senior Leader on its implementation.

Senior Leadership Team: Director of Learning, Assistant Head Teacher, Primary Phase Leads

Ensures that Teaching and Learning meets the needs of all learners in FP. KS2 KS3 &4

- Feeds into the SDP./PIAP
- Monitors and reviews the implementation of Teaching and Learning.
- Provides clear expectations of Teaching and Learning.
- Receives and investigates parental complaints relating to remote Teaching and Learning.
- Maintains an informed overview about the quality of teaching across each key stage and individual students. the outcome priorities needed for
- Consults on agreed organisational matters relating to remote teaching and learning.
- Ensures that statutory curriculum requirements are met.

Heads of Faculty

Ensure that the curriculum meets the needs of all learners in their subject/s.

- Provide strategic overview for their subjects/s, linked to the SDP/PIAP.
- Review and consult on choice of syllabus at GCSE
- Manage, coach & lead their key stage co-ordinators as appropriate.
- Keep abreast of developments in their subject/s, updating SLT as needed, by attending relevant CPD and ensuring that all staff within the Faculty undergo relevant CPD as required.
- Ensure that Schemes of Learning are reviewed, quality assured and delivered appropriately by teaching staff.
- Monitor the standard & quality of teaching & learning in their areas.
- Develop & review annually a cohesive curriculum plan for their subject/s that is challenging, inspiring and accessible to all students.

Primary Phase Leads

- Ensures that the curriculum meets the needs of all learners in their year group.
- Evaluate the impact of strategies used to support teaching and learning through Year Team reviews.
- Monitor the impact of Blended Learning on the progress of individuals & specific groups through report cards, interviews, work samples etc.
- Liaise with TLRs as necessary in supporting individual students & specific groups.

- Monitor the setting of homework for their phase through book & planner sampling.
- Work with AHTs to ensure that students make informed choices about options, courses & Pathways.
- Liaise with parents/guardians where students need support across subjects.
- Ensure that external providers meet the needs of our students.

Tutors/Teachers

- Monitor the progress of learners in their tutor group/class.
- Work with HOFs/TLRs to ensure that learners make informed choices about options, courses & pathways.
- Liaises with parents/guardians where students need support across subjects.

Next Policy Update; November Dec 2021