



# SACRED HEART BLENDED LEARNING ACTION PLAN

Remote Live Lessons via 'Teams'

2024 - 25

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### **1. Introduction:**

This Action Plan is to be used as a guide for Head Teachers, teachers and other teaching staff to assist planning out an approach for Live Lessons; this would be used for pupils either self-isolating at home or where a member of staff is self-isolating.

Where pupils are self-isolating at home, but are otherwise well, it is the preferred option that they remote into a lesson where possible. Where a pupil is unable to remote into the lesson, the school should consider other options i.e. posting relevant class material to the pupil and or, posting relevant class materials online.

Where a member of staff is self-isolating at home, but are well, it is the preferred option that they remote into the class and continue to teach online with another member of staff available to support giving out materials and behaviour during the session/s.

During the Pentecost and Advent terms of 2020, the Trust IT Director arranged CPD for teachers through Tablet Academy. The DPS is also ran practical CPD to all IT coordinators and then for all other staff to demonstrate how live streaming works in practice. There will be on-going support for any staff who require further CPD. Relevant materials have also been given out to IT Coordinators and Head Teachers to support in-house CDP.

Schools have ensured through their IT Support, that all pupils have their own school MS teams Account; this will support any GDPR issues with sharing personal emails. The Trust IT Director is working alongside school IT support to implement this as quickly as possible.

Once pupils have their own Teams accounts, it is important for staff to teach them how to use Teams; this could be in small groups or as a whole class depending on the number of devices available. Pupils should become familiar with the Teams icon and understand where and how they can access a remote live lesson. They will also need to be taught where to access materials if this has changed from previously arrangements i.e. if the school are now using Teams to post online materials.

<b>Tired support for pupils</b>		
<b>Tier 1</b>	i)	<b>Small number of children are self-isolating teacher well and in school</b>
<b>Tier 2</b>	i)	<b>Class teacher and class are well but self-isolating</b>
	ii)	<b>Class and teacher self – isolating teacher unwell:</b> timetable as agreed with SLT. If a member of staff is off with illness they are not expected to remote into the class. <b>Staff members 28+ weeks pregnant working at home:</b> teacher to remote into the class and teach the timetable as agreed with SLT when working from home.
<b>Tier 3</b>	i)	<b>Class teacher isolating children in class</b>
<b>Tier 4</b>	i)	<b>Whole school self isolating/ National lockdown/ School closed.</b>

## Tier 1 Support

### i) Small number of children are self-isolating teacher well and in school.

**Teacher expectation:** Teacher to provide packs of learning for those who have no ICT access at home. Work to be uploaded to class dojo. 3 hours' worth of work in KS1 and 4 hours worth of work to be made available. Make contact with the pupil/ family through telephone/ class dojo or TEAMS for a cumulative period of an hour over a five-day period.

**SLT expectation:** Arrange cover for CT to be made available for TEAMS/telephone or dojo communication.

**Pupil expectation:** Most pupils in school accessing learning face to face adhering to the OLOL RA protocols. Pupils isolating must adhere to OLOL online safety protocols.

**T/A expectation:** Provide cover for teacher who is delivering virtual teaching/ class dojo communication or telephone conversation.

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Day1/2	Provide pupils with reading activities Provide pupils with Phonics and maths online resources and a daily reading activity via class dojo		Direct parents/ carers to Class Dojo where work will be uploaded. Provide families with links to BBC bitesize, oak academy and recommend school subscription services such as espresso, discovery education, TTRockstars, Mathletics, Bugclub.				
Day 3 onwards	Provide pre recorded phonics clips in line with expectations in class. Use class dojo to set work and portfolio to evidence work. Offer pre recorded stories at the end of the day.	Provide a live session/ contact via dojo or telephone conversation for pupils who are isolating. Work to continue to be uploaded to Dojo/ TEAMS. Work set must be in line with expectations within the classroom. Direct parents/ carers to Class Dojo where work will be uploaded. Provide families with links to BBC bitesize, oak academy and recommend school subscription services such as espresso, discovery education, TTRockstars, Mathletics, Bugclub.					

## **Tier 2 Support**

### **i) Class teacher and class are well but self-isolating**

**Teacher expectation:** Teacher to teach from home at specified timetabled time throughout the day. Teacher to provide opportunity for feedback using the assignments feature in TEAMS.

**SLT expectation:** Check in with teachers and parents. Well being and needs of all must be met.

**Pupil expectation:** At home following OLOL online protocols. Access work daily.

**T/A expectation:** If assigned to a class and no SEND pupils T/A to take part in live lesson/ monitor breakout rooms or in school delegated to another area.

## **Tier 2 Support**

**ii) Class and teacher self – isolating teacher unwell:** timetable as agreed with SLT. If a member of staff is off with illness they are not expected to remote into the class.

**Teacher Expectation:** The teacher should provide the school with an intention of work/ weekly plan/ objectives/ half termly plan/ Topic tree to be covered if illness is going to be more than three days. Teacher must inform SLT of the intended learning and Schemes of work.

**SLT expectation:** Check in with teachers and parents. Well- being and needs of all must be met. Liaise with staff, parents and children to make sure provision is adequate. SLT to present lessons in class.

**Pupil expectation:** At home following OLOL online protocols. Access work daily.

**T/A expectation:** If assigned to a class and no SEND pupils T/A to take part in live lesson/ monitor breakout rooms in school delegated to another role.

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Day1/2	Provide pupils with reading activities Provide pupils with Phonics and maths online resources and a daily reading activity via class dojo		Direct parents/ carers to Class Dojo where work will be uploaded. Provide families with links to BBC bitesize, oak academy and recommend school subscription services such as espresso, discovery education, TTRockstars, Mathletics, Bugclub.				
Day 3 onwards	Provide pre recorded phonics clips in line with expectations in class. Use class dojo to set work and portfolio to evidence work. Offer pre recorded stories at the end of the day.	Provide a live sessions/ contact via dojo or telephone conversation for pupils who are isolating. Work to continue to be uploaded to Dojo/ TEAMS. Provide regular opportunities to touch base with pupils and collect evidence of work via TEAMS assignments. Work set must be in line with expectations within the classroom. Direct parents/ carers to Class Dojo where work will be uploaded. Provide families with links to BBC bitesize, oak academy and recommend school subscription services such as espresso, discovery education, TTRockstars, Mathletics, Bugclub.					

### Tier 3 Support

#### i) Class teacher isolating – pupils in class.

**Teacher Expectation:** Teacher is to teach from home.

**SLT expectation:** Check in with teachers and parents. Well-being and needs of all must be met. Liaise with staff, parents and children to make sure provision is adequate. SLT to present lessons in class.

**Pupil expectation:** In school as normal.

**T/A expectation:** To set up ICT equipment at least 10 mins before and liaise with the class teacher. To manage behaviour in class and relay information/ answers that cannot be heard. Feedback to class teacher at the end of a session.

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Day1 onwards</b>	<p>Teacher will teach from home at normal teaching times via TEAMS. PPA and management times will be given although timings of these may change.</p> <p>Lessons must be prepared in good time with all resources sent to the office by 8am for the current days teaching. Office staff/ T/A to prepare resources.</p> <p>The T/A is responsible for the checking and setting up of IT equipment. Making sure that microphones and cameras are working before the start of the meeting.</p> <p>The T/A will be responsible for the behaviour management of the class while the CT is teaching.</p> <p>After initial input the CT can stay online to address misconceptions, support small group work, exit session and return at an agreed time to offer mini plenary and feedback from T/A.</p>						

**Tier 4 support****i) Whole school self isolating/ National lockdown/ School closed/ Partial school opening times.**

**Teacher expectation:** Teacher to teach from home/ School from an agreed timetable throughout the day. Teacher to provide opportunity for feedback using the assignments feature in TEAMS. Monitor who is engaging and who is not engaging in work and live lessons.

**SLT expectation:** Check in with teachers and parents. Well being and needs of all must be met. Set tasks for T/A

**Pupil expectation:** At home following OLOL online protocols. Access work daily.

**T/A expectation:** If assigned to a class and no SEND pupils T/A to take part in live lesson/ monitor breakout rooms or in school delegated to another area.

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Day1/2	Provide pupils with reading activities Provide pupils with Phonics and maths online resources and a daily reading activity via class dojo		Direct parents/ carers to Class Dojo where work will be uploaded. Provide families with links to BBC bitesize, oak academy and recommend school subscription services such as espresso, discovery education, TTRockstars, Mathletics, Bugclub.				
Day 3 onwards	Provide pre recorded phonics clips in line with expectations in class. Use class dojo to set work and portfolio to evidence work. Offer pre recorded stories at the end of the day.	Provide live sessions/ contact via dojo or telephone conversation for pupils who are isolating. Work to continue to be uploaded to Dojo/ TEAMS. Provide regular opportunities to touch base with pupils and collect evidence of work via TEAMS assignments. Work set must be in line with expectations within the classroom. Direct parents/ carers to Class Dojo/ TEAMS Assignments where work will be uploaded. Provide families with links to BBC bitesize, oak academy and recommend school subscription services such as Espresso, Discovery Education, TTRockstars, Mathletics, Bugclub. See timetables for each year group.  <b>Pupils will be offered provision in school when we are in a position (according to law and R/A) to provide it.</b>					



<b>2. Expectation for 'live' lessons. (See OLOL online teaching protocol policy document for more information).</b>	
<b>Scenario A:</b> Teacher in class, children at home	<b>Scenario B:</b> Teaching from home
<ul style="list-style-type: none"> <li>• Begin with teacher input lasting approximately 10-15mins.</li> <li>• Provide work through the Class Teams folders</li> <li>• Pupils work for approximately half an hour.</li> <li>• Class TA to support pupils who are learning at home by checking in on this group part way through their independent learning activity.</li> <li>• Teacher to come back to the group at home to ask if there are any questions or concerns; pupils can share work with the teacher so that he/she can give verbal feedback and make any corrections required.</li> <li>• Safeguarding: when pupils working at home are completing independent work during the lesson, face the laptop away from the main class and 'mute' the class. Check occasionally whether these pupils have any questions about their learning. During the lesson, only use children's first names. If you are concerned about a pupils behaviour on line, you can mute and turn off their video; this behaviour would then be dealt with under the Behaviour policy and a conversation with the pupils parents should take place.</li> <li>• <b>Please also see the Trust Protocol for Live Lessons.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Begin with a teacher input lasting approximately 10-15 minutes.</li> <li>• Teacher to provide work/worksheets which the TA will be required to print and give out.</li> <li>• Pupils to work independently for approximately 30 minutes.</li> <li>• Teacher should call small groups to the carpet to check their understanding of the tasks set.</li> <li>• TA would support the behaviour management of the class and ensure that pupils were completing work.</li> <li>• <b>Pupils should be encouraged to mark their own work as much as possible during the lesson as per the schools own Risk Assessment.</b></li> </ul>

**3. Example Timetables scenarios:**

Week beginning:					
M/T/W/T	9-10am	10-11am	11-12pm	1-2pm	2-3pm (stagger time)
EYFS		10:15 am			Story time (10mins)
Y1			11:15 am		Story time (10mins)
Y2	9:45 am				Story time (10mins)
Y3		10:40 am			Story time (10mins)
Y4			11:00 am	1:40 pm	Story time (10mins)
Y5	9:15 am				Story time (10mins)
Y6			11:30 am		Story time (10mins)

Week beginning:					
M/T/W/T	9-10am	10-11am	11-12pm	1-2pm	2-3pm (stagger time)
EYFS					Story time (10mins)

Y1					Story time (10mins)
Y2					Story time (10mins)
Y3					Story time (10mins)
Y4			11:00am (Tues-Fri) 10am (Thurs) if slot is available	1:40pm (Mon and Tues)	Story time (10mins)
Y5					Story time (10mins)
Y6					Story time (10mins)

Week beginning:					
Friday	9-10am	10-11am	11-12pm	1-2pm	2-3pm (stagger time)
EYFS					
Y1					
Y2					
Y3					
Y4					
Y5					