



LSA: Our Approach to Blended Learning

Remote learning context:

Where a class, group or a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home, schools are expected 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. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

Aims:

The school has worked to develop a blended approach to learning. This will support our students during the current crisis. In the long term, it will also help support improved attainment for all of our children.

We need to be responsive to ensure we are in a position to manage learning with a range of approaches and in a variety of circumstances.

How we approach blended learning:

- The key to blended learning is providing a range of methods that best suit individual departments and subjects, which in turn will ensure students learn. All teaching is planned according to the curriculum intentions of each subject. Learning then takes place over a period of time. In some subjects this may be individual lessons, in others this may be a run of sessions.
- Teachers will plan to deliver lessons face to face, in classrooms. However, as they recognise attendance impacting effectiveness, they will also create accessible spaces online for students to revisit resources and follow the various lines of learning. The main devices for sharing resources will be through Microsoft Teams and Office 365.
- Within these resources there may be links to tasks on other platforms: Satchel:One, MyMaths and Oak Academy.
- Learning will always involve significant amounts of reading, supplemented by websites, school based looms and videos. There will also be opportunities for student teacher interaction for feedback.
- Approaches to lesson delivery will vary between subjects, teachers and will also differ according to the effectiveness of the technology available.
- We know that education will be interrupted this year. Our teachers will take into consideration the starting points in each sequence of learning. Curriculum Leaders will use the Curriculum Intentions to ensure that work is matched to the needs of the students. The integrity of the subject will not be compromised, but content will change and adjust dynamically.

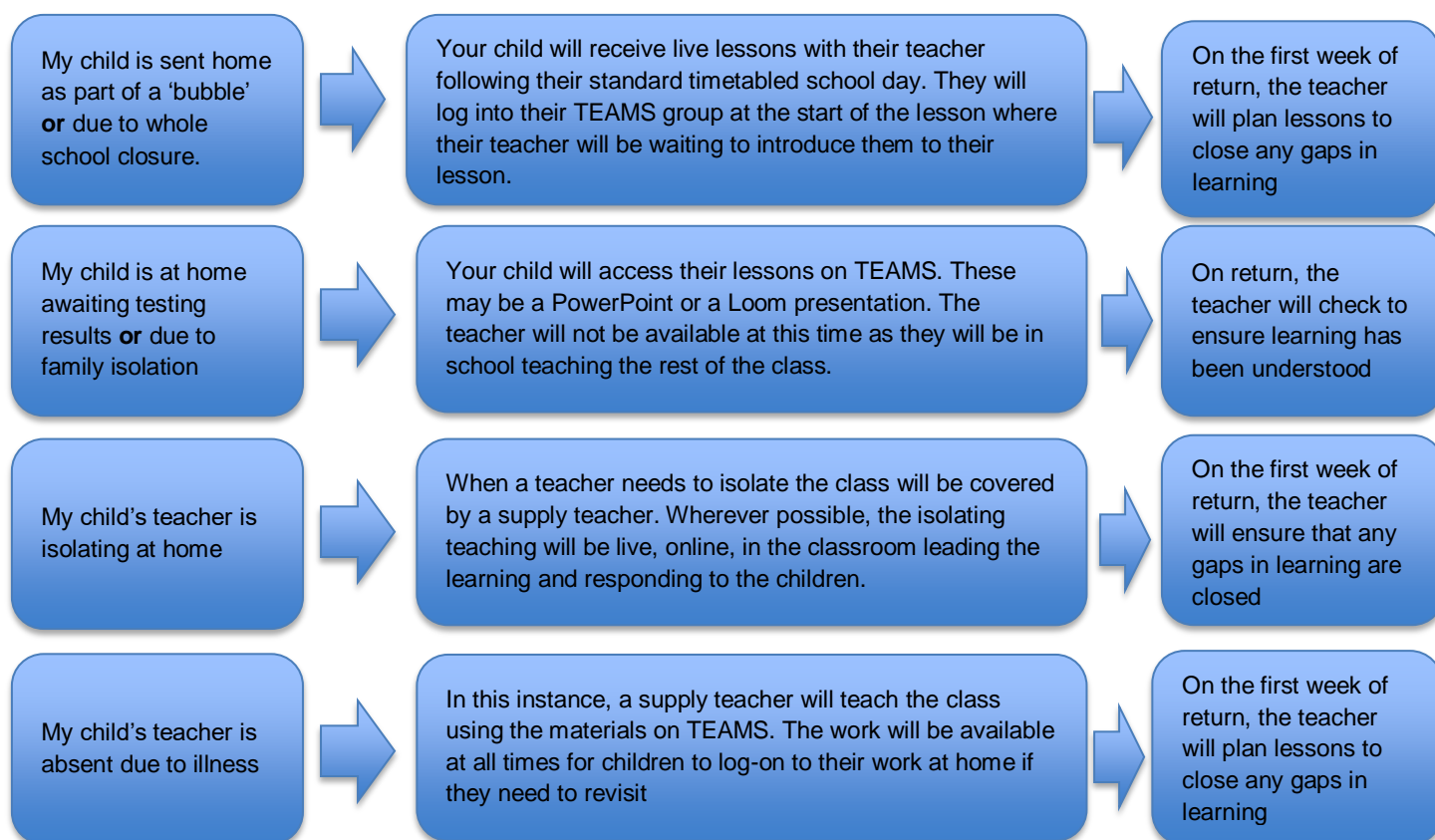
- The school will work with exam boards to ensure that our students are well prepared for any changes in national assessments. This will include managing expectations, ensuring exam technique and securing the relevant knowledge.

Covid 19 Note:

As a school, we are aware of the stop:start nature of education this year. Please be assured that we are skilled in ensuring we track what students know, what they can do, what they have missed and what they may need to focus on. Some students will flourish during a lockdown, whilst others may struggle. We are prepared for this.

At-a-Glance

How we will manage the learning in each of the blended approaches:



In more detail:

Small numbers/individuals:

The expectation on children is that they use their timetable to structure their day and access their material via TEAMS. Access to the teacher will not be live as the teacher is teaching. However, the teacher will use their time to manage misconceptions, understanding and learning and will communicate this with the class. In practice, this may be via updated teaching material or via the notebook in teams. Teachers will be responsible for updating learning and students will be responsible for accessing and responding to feedback. It is

reasonable to expect a 24hr delay between new material and for teachers to address feedback in lessons on return.

Entire Class:

Where an entire group of students has been sent home, they will access their timetable/lesson as above. The teacher will be available for interaction/feedback during the scheduled time. This may take the form of a live lesson via TEAMS, or it may take the form of receiving and answering questions via email/satchel one. It may also involve the teacher updating and sharing real-time resources during the scheduled lesson time. The responsibility is on the student to be accessing the lesson at the scheduled time. The responsibility on the teacher is to be available and plan/deliver the learning for the scheduled lesson.

When a teacher is isolating:

Where the teacher is fit and well but isolating, they will need to establish communication with their department to allow supply teachers to co-deliver their lessons. They will make use of the technology to direct learning and give instruction remotely. Instructions, support and guidance will be given to ensure that communication between the teacher and the designated cover teacher can be arranged. This may be in the form of email, direct phone (where agreed) or a Teams call.

Some Key Points:

- Online learning over the period of lockdown was generally outstanding, so we know that it can work.
- The challenges of technology and time do not allow us to fully guarantee online availability.
- It is the responsibility of students to take opportunities to read and develop understanding around their subjects and to keep their new vocabulary fresh.
- It is the responsibility of the classroom teacher to provide opportunities for students to deepen their learning and understanding and build into embedded learning.
- We encourage students to follow their timetable for structure, we know that this may not always be possible due to access to IT or teacher availability. However, resources will remain available.
- In the event of a student or class working from home, the teacher will continue to have responsibilities, duties and commitments within the school.
- We cannot have a singular approach to a very complex situation. We have to be responsive to our teaching resources and to the needs of our children. Therefore, there will be different resources in each area of school. Two students in the same year group may not have the same experience due to the subjects and teachers they work with. Outside of this, our approach may differ from other schools. We have a track record of proven success and prompt response to need. We intend to maintain our high standards of care, teaching and learning.
- Parents and students must work together to ensure that realistic expectations are in place. You need to encourage a routine and strong study habits as this will ensure learning fluency and contribute to good mental health and wellbeing.

Subject:	How to access your online lessons at home
Maths	Pupil have been set up in TEAMS for their Maths set. Teachers are putting the resources being used during lessons in the class resources section so students can work through the same lesson independently at home. Homework will still be set on Satchel One for pupils to access and submit online.
English	The same process as maths. Find your class on Teams and then the lessons are in the files section along with any necessary resources. Homework and embedding learning like most other subjects are on Satchel One.
Science	<p>KS3 – Blended Learning You will find your class resources on Class notes. Go on to your class team e.g. Science 8d/Sc3 Mrs Downey. Then click on Class Notebook from the ribbon at the top. Select Open in Desktop App from the Open in Browser drop down menu OR click on the arrow next to the Welcome message. Select the Current class topic from the Content Library. You will be able to see the lessons you are currently studying.</p> <p>KS4 – Blended Learning You will find your class resources on Teams Files. Go on to your class team e.g. Chemistry 11/Ch3 Mrs Downey. Then click on Files from the ribbon at the top and then open the Class Materials folder. Select the unit and the lessons you are currently studying. These resources may also be available on Class Notebook.</p>
History	In history, lesson resources, worksheets and tasks will be placed on TEAMS in the class material folders. Your history teacher will be setting homework and revision tasks on Satchel One. Classwork can be uploaded to Satchel One, along with the homework tasks, or via TEAMS.
MFL - French and German	<ol style="list-style-type: none"> 1. Go to your class on Teams. 2. Click on Files at the top and then open the Class Materials folder. 3. Click on the correct term folder. 4. In Years 7>9 you will also need to open the folder for the correct sentence builder. 5. The resources you will need will be labelled with the date of the lesson. 6. Your class teacher will let you know when and where they would like you to submit the completed work.
Geography	Geography lessons will be put onto Teams in the lesson resources folder. Students should work through the activities on the PowerPoints and complete any work sheets that are added. Embedded learning tasks will be posted on Satchel One. It is expected that all the classwork and embedded learning tasks set during the absence are completed as soon as possible. Questions can be directed to your teacher, through Teams or Satchel one.
RS	All lessons will be on Teams
Technology	At KS3 and KS4 all the Technology lessons are available via teams. We also supply all embedding learning and homework on Satchel One for all year groups.
Business and ICT	<p>KS3 Computing</p> <ol style="list-style-type: none"> 1. Go to your class on Teams 2. On the Post section look at the blue bar at the top and click on Y7 Lessons (Absence). For Year 8 this will be Y8 Lessons (Absence) and for Year 9, Y9 Lessons (Absence) 3. Click on the tab and find the correct unit, open this and find the lesson you need to do 4. Your teacher will put messages on the post to remind you where we are up to but if in doubt please use chat to check <p>KS4 Business, Computing and BTEC Media</p> <ol style="list-style-type: none"> 1. Go to your class on Teams

	<ol style="list-style-type: none"> 2. On the Post section look at the blue bar at the top and click on Business Lessons (Absence). For Computing this will be Computing Lessons (Absence) and for Media this will be Media Lessons (Absence) 3. Click on the tab and find the correct unit, open this and find the lesson you need to do 4. Your teacher will put messages on the post to remind you where we are up to but if in doubt please use chat to check
Music	In music your child's work will be uploaded to their Teams class account. Each week they are absent, pupils should search for their music class on Teams and they will find a word document with a new listening piece. They should then answer the questions set for that piece. Also included on the sheet is there performance music. When preparing for their performance students will be able to use the link to the virtual keyboard on the work that has been set. Those pupils with a keyboard should use their own keyboard. Pupils have been practicing in class and should continue to do that for around 20 minutes.
Art	All lessons will be accessed via Satchel One
Drama	For pupils in year 8 and 9 drama work will be accessed through Satchel One. Years 10 and 11 will log into their Teams class account and follow the work uploaded for them there.
Phys Ed	<p>OCR Year 10 & year 11 OCR sport studies are both the same to access work. All their work is on the Google drive which just requires there Google email account & password. All pupils currently use this in lessons and can use any device to access, I. E. Mobile or computer. Homework would be set on Satchel One but they would complete/ submit it on their Google drive area, we can then see, mark, give help directly on their work.</p> <p>GCSE Y10 and Y11 GCSE PE Accessing work from home during periods of illness Each class for KS4 GCSE PE has a class set up in Microsoft Teams. Students access this using their school email address. Homework can also be found on Satchel One site. Students have their own log in PIN for this. If they have lost/forgotten it then form tutors or their class teacher can give it to them. Each GCSE class also uses the online learning platform SENECA. All students should have access to Seneca, however if not all they need is an email address and their class code</p> <ul style="list-style-type: none"> • 10C/pg1 LGI: qz80e72rm8 • 10B/pg1 KHA: axpeli4bff • 11A/pg1 CLL: 3rwoyk71jo CORE PE <p>Access via Satchel One.</p>
Library / Reading	<p>Students have free access to our Lytham High School e-books and audiobooks via the ePlatform by Wheelers App.</p> <p>Install the app on your tablet or phone from your usual app store. You will be prompted to find the school. Type in Lytham and wait. Select our school and the Library will load. To download a book, you must first go to the app menu and login using your school username and password (for Year 7), or your school email with the password Isahs (for years 8-11). Any problems, please email library@lythamhigh.lancs.sch.uk or call us directly on 01253 667355.</p> <p>E-books are best read on a tablet rather than phone.</p> <p>Students in Years 7 & 8 should continue to quiz about books they have read using Accelerated Reader as normal during school hours.</p>