The Outwood Secondary Blended Learning Approach

The best teaching occurs in the school setting but where this is not possible we are providing a blended approach so that effective teaching can be accessed by those who are unable to attend school for Covid-19 related reasons. To best facilitate this approach OGAT has embraced G Suite. We are training and providing expert EdTech support to staff and students to enable their skill in G Suite's use albeit at varying levels. Google Classroom is the vehicle by which online learning is organised and delivered by the class teacher to their students facilitating feedback and and student / teacher interactions to continue to occur. This is maintaining important teacher student relationships and ensuring continuity of learning. Teachers are able to personalise and bespoke the work for their students to ensure it is more meaningful and differentiated.

OGAT teachers have developed a plethora of electronic resources across all curriculum subjects which teachers are able to draw upon and utilise to set meaningful work for their classes. Within our academies departments and teachers work closely to ensure that continuity of work is maintained for students who are unable to attend school for Covid-19 related reasons The use of Google Classroom is an integral part of how we facilitate access to remote learning and ensure learning continuity continues online should there be a need for school closure in the future or should partial closure of classes and year groups occur etc. Students, parents/carers, teachers and support staff are all made aware of how the curriculum can be accessed through G Suite.

The Outwood Blended Learning approach ensures we are able to react and respond to school closure, partial closure and individual self-isolation enabling students to continue their learning from home, under the direction of their class teacher. Students are able to move seamlessly between face to face lessons with their teachers and online learning. Online learning enhances and consolidates face to face learning and is also used to introduce new learning. It provides a range of methods to maintain contact with the class.

When implementing strategies to support students' remote learning, or supporting parents to do this, we focus on :

- Quality of teaching whilst using various methods of delivery
- Ensuring access to technology , especially for disadvantaged students
- Providing peer interactions to support motivation and improve learning outcomes
- Supporting students to work independently can improve learning outcomes
- Different approaches to remote learning may suit different types of subject content and students

We have ensured that our response to blended learning is informed by the following:

EEF Rapid Evidence Assessment:Distance Learning

Blended Learning
Blended learning combines aspects of online instruction with classroom teaching or activities. Teachers in Outwood use Google Classroom to set homework or to extend learning. In some subjects it is used as the primary delivery method to enable teachers to set work and 'collect in' assignments from students, marking responses digitally. Teachers use it to assign work and ask questions, to provide feedback on work completed

in the physical classroom and to ask questions for live responses to embed assessment for learning in plenaries, for example.

Subject Specific Online Resources

During lockdowns and self isolation periods, Google Classroom can be utilised extensively across all our academies both primary and secondary. Teachers use this platform to create and share high-quality online learning resources. Banks of electronic curriculum resources   are available to support teachers' lesson planning for their classes; these resources are held on subject-specific shared drives. Teachers from across the Trust contribute to these resource banks supporting teachers to move seamlessly to online learning should this be required by an imposed lockdown or for students who are missing school for other Covid-19 related issues.

Outwood Online Learning Library

In addition to the electronic resources that have been produced, curriculum subjects are constantly developing the Outwood Online Learning Library (see case study below). A library of microsites, led by our subject director teams can be accessed via Outwood Online Learning Library (www.online.outwood.com). The resources available on these websites are designed to allow the self-regulated learner to access additional learning resources to complement their Google Classroom work. It also supports those learners who may require additional support to access their learning. The resources enable our inclusion teams to access appropriate work for students who are based in our Bridge or PLC provision or receiving additional support from Learning Support teams. The design of Outwood Online Learning Library means that additional micro-sites can be added as required e.g. transition, careers, mental wellbeing etc.

English Case Study

Following the closure of schools and the impact this has had on Y10 students, our key focus in the `library` is to support the new Y11 students.

From our perspective, the Outwood Online Learning Library complements English work in school and whatever methods (Google Classroom / live streaming etc) are used for learning from home, but is separate from it. In many ways it is an expanded version of the current `English Revision Website`, which was designed for Y11 students and provided additionality to the Y11 teaching plan. The material carried in the `library` offers support for the Language and Literature examination courses and its content is controlled by the subject directors. In addition to the materials currently in the revision website, we look to add video lessons linked to the teaching plan; for example, students will select a unit of work on reading that focuses on a specific examination text (such as Niagara - Eduqas Component 2 Nov 2018) and in the unit there will be a series of short video lessons giving guidance about how to tackle each question, examples of marked and annotated candidate responses, along with exemplar answers exemplifying performance at different notional grades. Where materials are linked to the teaching plan, these will be uploaded some time after the date used in school/online with students. The materials in the `library` will be intended for students in support of the work done with their teachers; if students wish to tackle tasks from units of work, they will negotiate the completion, marking and feedback for this with their English teacher.

All materials in the library will be quality-assured by directors but we intend to invite HoDs/teachers to contribute video lessons to the library. These will be `commissioned`, and work to a brief `specification document` that will outline the kinds of activities, methodology and messages central to the completed material. The HoD/teacher will meet with a director who will support and QA the process.

Our Expectations

Should a school experience some form of local lockdown or a year group lockdown, teaching for these cohorts will move seamlessly to online provision. There are many online strategies available for teachers to use ranging from live broadcasting of online lessons to video recorded lessons all organised through Google Classrooms.

The new DfE guidance is very clear in terms of expectations.

When teaching pupils remotely, we (DfE) expect schools to:

1. *set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects*
2. *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*
3. *provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos*
4. *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*
5. *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*
6. *plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers*

We expect schools to consider these expectations in relation to the pupils' age, stage of development and/or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.

Scenarios for Switching to Online Learning

Scenario 1 - a student is required to self isolate for 14 days (not a full year group)
- Teachers will be expected to set work for self isolating students via Google Classroom using the subject specific resources available through the Google shared drives and/or the Outwood Online Learning Library. Where possible students may also be invited to attend live online lessons or recordings of their timetabled lessons that are occuring in their absence.

Scenario 2 - a full year group is required to self isolate due to a confirmed positive case
- Teachers will be expected to deliver live online lessons through Google Classroom to their timetabled classes as scheduled on the normal timetable. Students will be expected to attend the live online lessons following their normal timetable (should technology allow)

Scenario 3 - a school moves to Tier 2
- As for scenario 2 above

Scenario 4 - a teacher is having to self isolate
- Teachers, where feasible (i.e. if not having to look after family etc), will deliver live online lessons or record lessons to be used by the cover staff in school during the lessons.

Student Engagement & Feedback

It is important that all students engage with the work set whether this be online (in the vast majority of cases) or via paper resources for those who have limited access to technology. All schools have information on student access to technology, including wifi access at home and should use this information to plan and set appropriate work for students that enables their education to continue in the way that the guidance above requires. **ALL** teachers are expected to give appropriate feedback to students in order that learning can progress in the same way as if they were in school. Schools will develop and utilise interventions and sanctions to deal with student non compliance. Heads of Department are responsible for quality assuring the quality of work set by their teachers and intervening where necessary.

New Year 7 and Year 12 students will require early teaching of Google Classroom from September 2020 and is a mandatory requirement of transition.

Parental Engagement & Feedback

During lockdown all academies received feedback from parents/carers in a variety of formats. This feedback should be acted upon to ensure that parents/carers are fully informed as to the expectations required and provided with their own online support should they need it to support their children. This online support is available via the Guidance for Parents/Carers section of the [Home Learning website](#) Guardian Share was piloted by Outwood Grange Academy and Outwood Academy Freeston; this function will be rolled out to all academies from September 2020 and enables parents/carers to receive an email regarding work being set for their children. Feedback from the pilot can be found here: [Feedback from Guardian Share Trial OGA & OAF](#)

Ongoing CPD

The trust has made available 500 vouchers for colleagues (teaching & support staff) to complete the Google Educator Level 1 Certificate. There is an ongoing commitment to this investment and a number of Level 2 vouchers will be available from September 2020. In addition, OGAT has become an EdTech Demonstrator Trust; this means that not only have we been acknowledged for our work in online learning but we now have a remit to support schools across the country in setting up and developing their online capacity. Ed Tech leaders have been recruited from our schools to support, promote and develop our approach to online and blended learning in all our schools and to the wider system.

Link to **[Blended Learning Strategy Overview](#)**