

	Policy Name: Blended and Remote Education Policy
	Owner: Deputy Head Academic
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	Policy reviewed annually or as regulations or review demands

This policy seeks to describe the processes around our provision of teaching and learning when a pupil or teacher is unable to be in the classroom and are thus participating in their timetabled lessons away from the school site (or for boarding pupils from their boarding house): so-called ‘blended education’. This document is also intended to provide clarity and transparency to pupils and parents or guardians about what to expect from a remote education where national or local restrictions require groups of pupils to remain at home or in the event of a whole school closure.

Mayfield School expects all girls to have a personal laptop or tablet that they can use for lessons in school, or in the advent of Blended or Remote Education. The choice of laptop or tablet is a personal one, but experience has shown us that a 2 in 1 laptop with keyboard and a touchscreen/digital pen is the best type of device to use in lessons, as it gives versatility for typing long answers as well as annotating figures, drawing diagrams etc. For more information about devices please consult the Mayfield School ‘Computer Specification Information Sheet for New Students’ (see Annex A).

For clarity the following terminology will be used:

**Blended Education:** Most of our teachers and pupils are learning and participating in normal school lessons. Pupil and teachers who are unable to be in the classroom are participating in their timetabled lessons either from home, or in the case of boarding pupils from the boarding house.

**Remote Education:** All teachers and pupils are teaching and learning virtually following, as far as possible, the published timetable.

### **Blended Education Provision:**

Our blended education provision is intended to ensure educational continuity for pupils who are unable to attend classroom based lessons but are otherwise well. As such blended education might be used, for example, by those who may be shielding for health reasons, self-isolating after testing positive for COVID or where travel rule self-isolation or quarantining on the journey to and from the UK is required.

As is usual with any short-term absence due to pupil illness, the school will usually not provide work nor allow blended education for the pupil. Instead, the pupil should prioritise their wellbeing so that they can partake in the usual classroom based learning with their peers as soon as is possible when they are well enough to return to school.

Blended education will also not be offered if pupils need to miss part or whole of a single day’s lessons due to an appointment or other such reason. In these instances, pupils would catch up with missed work by asking their teachers, peers or consulting the work set in teams or One Note.

Blended education should not be seen as a substitute for on site classroom based learning. While teachers will try their utmost to ensure that pupils who are 'blending' into the classroom are incorporated in the teaching and learning, there may well be instances where a particular activity cannot be accommodated virtually. This is especially the case with subjects that rely on specialist equipment and spaces (such as, but not limited to: Art, Ceramics, Drama, Food and Nutrition, PE, Music, Textiles, Science practical lessons etc.) to support excellent outcomes.

The blended education offer provided by the school will follow a pupil's usual timetable and, will include form time and other tutor based activities where possible. It may also be possible for a pupil to engage with the school's busy extra-curricular programme if the nature of the activity is unaffected by virtual participation.

The period of time which the school will provide blended education for a pupil is desirably kept to a minimum.

Where a pupil requires blended education due to self-isolation after testing positive, the parents should contact the appropriate Head of School as soon as possible so the necessary staff can be alerted.

Requests for blended education due to shielding or travel self-isolation and quarantine should be made in writing to the appropriate Head of School. The parents and guardians should give details of the likely duration that blended education will be required for. In making its decision whether or not to provide blended education for a particular pupil, the pastoral team working with them will assess whether their mental health is likely to be adversely affected by this method of teaching and learning. Parents and guardians should note that blended education requests resulting from short term holiday travel self-isolation requirements e.g. following an overseas break at the end of a school holiday would be treated on a case by case basis, but would not be granted as a matter of course.

Blended education is not intended to mitigate for loss of learning due to school refusal or other long term school absence. However, on a case by case basis the school may consider a request for blended education on long term health grounds where this request is supported by a specialist medical certificate.

A list of pupils who are undertaking blended education will be sent each morning to all teaching staff.

### **Remote Education Provision:**

Our remote education provision is intended to ensure educational continuity when the school is required to close and all pupils are being taught remotely. Some boarders may remain on site and attend lessons remotely from their boarding houses. Depending on government restrictions, teaching staff may teach remotely from either their classrooms, or home (cross reference staff acceptable use of ICT Policy).

Following the announcement of the school closure it is expected that there will be a seamless switch to remote learning. In the first day or two of pupils being sent home, teachers will make

accommodation for pupils travelling long distances to make sure that any academic time lost to travelling is mitigated for.

The following information outlines what to expect from a Mayfield education during our remote education provision:

### **1) The School Day:**

The School Day will start with registration at **08:20** in tutor group Teams. Depending upon the day of the week, this will be followed by either Assembly, Liturgy, small group/one to one conversations with tutors or some free time to get ready before period 1.

The school will follow our normal timetable, but with lessons shortened to 45 minutes to allow for a screen break between each lesson. Getting up and stretching between lessons is good practice, but in particular we strongly recommend that the girls make sure they have some fresh air and natural light especially during lunchtime.

09:00 – 09:45 - Period 1

10:00 – 10:45 - Period 2

10:45 – 11:15 - Break Time

11:15 – 12:00 - Period 3

12:15 – 13:00 - Period 4

13:00 – 14:35 - Lunch and A1

14:35 – 15:20 - Period 5

15:35 – 16:20 - Period 6.

### **2) Form Tutor and Tutor Time:**

The pupil's Form Tutor will continue to be the focal point for the pastoral side of the School and, as part of the tutor programme, time will be arranged for each girl to have extended contact with her tutor either individually or in a small group, each week. The pupil's tutor will generally be the first point of call for any concerns or queries, but the Heads of Year, Heads of School, the Deputy Head, the Deputy Head Academic or the Head are all still available for more serious matters.

### **3) Accessing Remote Lessons:**

Lessons will be delivered through **Microsoft Teams and OneNote**. Specific subject and pastoral Teams are automatically created at the start of the academic year. Meetings will be accessed in the relevant Teams post channel. Pupils are encouraged to download the Teams and One Note Apps onto their desktop, however, they can also access these through their school web based email, a link to which is provided on the school portal.

### **4) Remote Education Environment:**

We expect girls and staff to participate in virtual lessons in a quiet area away from other distractions. Please ensure one's home desk/chair arrangement is at a suitable height to enable good posture whilst typing or working online. We recommend that prior to starting a lesson the girls close other apps and put mobile phones out of reach, so the temptation to respond to notifications is lessened.

### **5) Lesson Etiquette:**

During lessons, girls should adhere to the normal Code of Conduct and be respectful to both teachers and their peers. They are also bound by the School's Pupil ICT Code of Conduct; taking screen shots or recording any part of the lesson is forbidden unless prior permission has been

obtained from the member of staff concerned. Girls are expected to be appropriately dressed for their online lessons (e.g. no pyjamas or strappy tops), although school uniform is not required.

#### **6) Cameras and Microphones:**

Girls are expected to be active participants in virtual lessons. They should join lessons with their cameras turned on, so they can greet their teacher and establish a formal start to the lesson. We would also expect cameras to be turned on if they are participating in class discussion or asking questions. However, if they are completing an extended task it is sensible to turn cameras off, as this will also help connectivity issues and enhance concentration. To avoid interference, microphones should be left on mute unless girls wish to ask a question or are responding to a question. Camera background – girls and staff should make sure they have a neutral backdrop. If this is not possible, they should use the ‘blur background’ function that is available on teams.

#### **7) Online Lesson Content:**

Teachers will be live streaming their lessons and a register will be taken at the start of each lesson, so pupils need to arrive promptly. If staff know pupils are going to be absent from a lesson they may record key explanations etc, so the recording can be listened to at a later time. The actual nature of each lesson will depend on the subject matter being covered, as well as the age of the pupil. Resources will generally be given to the girls either through Teams Assignments or OneNote. However, in some instances staff may also use email.

Girls will generally work directly on their computer, but if work is completed on paper it will need to be scanned in and uploaded so their teacher can access it electronically for marking/feedback. There are many apps that do this, but one that the school recommends is called Microsoft Lens.

The school recognises that many families do not have home printers and will therefore not require the printing of material. If hand written answers are expected these can be completed on lined paper or in exercise books and then subsequently uploaded onto One Note or Teams using a scanning app.

#### **8) Pupil absence from lessons:**

If pupils are ill and unable to join lesson remotely, or absent for another reason, parents / guardians should contact Mrs Connor at reception (email: [absence@mayfieldgirls.org](mailto:absence@mayfieldgirls.org)) and copy in the Tutor.

#### **9) Staff absence from lessons:**

As with normal lessons occasionally a teacher may be absent from a lesson due to illness, inset training courses or childcare issues etc. In these instances, they will email or Teams message the girls and set them work to complete independently.

#### **10) Study:**

Study will continue to be set according to our normal study guidelines. However, for girls in younger year groups, staff will be instructed to consider reducing the amount or only setting study when necessary. This may mean that sometimes girls will not have additional work to complete after lessons have finished. This will then give girls time to read a book, or participate in a different non-screen activity whether of a creative or sporty nature.

#### **11) Clinics and Teacher Support:**

Teachers will be available via Teams if pupils have difficulty with lesson content. Girls needing additional support or assistance should email or message through the subject team, the member of

staff concerned. Paid Learning Support lessons will continue as normal; girls will use the Learning Support Team set up by their learning support teacher to access these lessons.

### **12) PE lessons:**

Girls in Year 7-10 will continue to register for their PE lessons on Teams. The lessons will comprise one live fitness class a week, live dance (where relevant) and then a variety of other resources for girls to select their activities from. Girls who are still able to access live sport in the form of riding lessons or personal PT sessions, need to notify the Director of Sport so they can be recorded on the register.

Girls in Year 11-13 will be completing weekly activity logs with their activity type/duration and intensity recorded and monitored. There will be a variety of resources uploaded each week for them to select from and an opportunity for them to ask for a more personalised programme if required.

In addition the Sport's department will be setting weekly fitness challenges for the girls to have a go at in their A1/A2 or at the weekends and earn House points. These are optional but we encourage everyone to get involved!

### **13) Extra-Curricular Provision:**

Mayfield School prides itself on the extra-curricular provision that is offered to the girls. Although some clubs and activities are impossible to run in a virtual format, there are many that can run with some adaptations. In the event of a move to remote education, the Director of Staff and Student Operations will send out a full list of which activities are able to run remotely.

### **14) Technical Issues:**

If anyone has any technical issues accessing the school remote desktop, or Microsoft Teams/OneNote they should contact our IT support team by email: [helpdesk@mayfieldgirls.org](mailto:helpdesk@mayfieldgirls.org). If a pupil's computer unexpectedly crashes during the day and she is unable to join lessons remotely, parents/guardians should contact the School Office on 01435 874600, so the message can be passed on to the relevant teachers.

### **15) Calendar of Events:**

Many events can continue to run virtually (such as Parents' Consultation Evenings etc) and Friday's e-weekly will contain a list of all upcoming events for the following week.

## Annex A: Computer Specification Information Sheet for Students

As part of the Mayfield curriculum, we want girls to harness the benefits of embedded technology use within lessons. We, therefore, expect that all girls will bring a personal device (laptop or tablet) for use in school, both in class and for Study.

The choice of laptop or tablet is a personal one, but we expect girls to have a **2 in 1 laptop with a touchscreen, stylus and keyboard**. This gives versatility for typing long answers as well as annotating figures, drawing diagrams etc.

We are conscious that the market for IT equipment is large and more expensive does not necessarily mean better, especially if you are paying for unnecessary applications. Therefore, our IT Systems Department has put together a list of our recommendations for a device designed to last at least five years.

Requirement of your daughter's device:

- It must be a touch-enabled device with a compatible stylus to enable the digital handwriting of work.
- It must have a suitable operating system (we recommend Windows 11 or iOS). As a Microsoft school, we teach using Microsoft Office, OneNote and Teams. Chromebooks are not suitable for our application usage and Mac OS prevents the use of touchscreen functionality.
- A minimum of an i5 processor (or equivalent).
- A minimum of 8GB RAM.
- A minimum of 128GB hard drive. This should be plenty as we encourage and teach pupils to make good use of cloud-based storage.
- A physical keyboard: typing using an on-screen keyboard for any length of time is not effective. This could be built into the device, case or a separate Bluetooth keyboard.
- A minimum of 10.9 inches screen size. *(The larger the screen area the better – iPad minis are too small for all-day usage).*
- A good battery life.
- Camera *(rear-facing cameras make scanning/photographing handwritten work much easier).*
- For international students, please ensure the device is **set up in English** with an English keyboard set-up – otherwise, we are not able to offer IT support regarding the device.

Prior to starting make sure your daughter's laptop is set up with a user account, fully charged and that your daughter has access to the internet and an app store, so she can download necessary apps such as Teams and One Note.

In addition, you should ensure you have:

- An antivirus package (such as the 'Sophos home virus protection' which is free to download) loaded.
- A good protective sleeve or case.
- Headphones. *(Given Headphones are easily misplaced, we would urge pupils not to bring wireless Air Pods to school).*
- **Everything** identified with your daughter's name (laptop, stylus, keyboard, headphones, case, cable and charger). All laptop chargers look the same in a classroom! Fluorescent nail varnish is one way to mark property to help your daughter quickly identify her equipment.

- A copy of the serial number, make and model for any warranty or insurance claims. We are not able to insure any personal devices used at school, so recommend that you ensure your daughter's device is covered by a home contents insurance or device insurance policy.

The school does not currently recommend any particular device for use in school. However, many of our staff use the Acer Spin range of devices. Other commonly purchased devices include a Surface Pro or an iPad Pro. There are many retailers of all three devices, selling either new or reconditioned models.

Please see the links below for more information:

[Acer Spin Laptops](#)

[Windows Surface Pro](#)

[Apple iPad](#)

There is no need to purchase a separate Microsoft Office Licence. In September, once her School email account has been activated each girl will be given access to five free Microsoft Office Licences to download onto her devices. Using these, she will need to download Microsoft Teams and OneNote and other Office 365 apps and software.