

Remote and Blended Learning at Mulberry UTC – January 2021

Mulberry UTC is a dynamic and innovative learning community where students and staff take seriously their shared responsibility to ensure all students develop the skills needed to be active, independent and lifelong learners. All learning, whether delivered in the school building or via our online learning platform is designed to provide an appropriate level of challenge linked with each student's prior attainment and their chosen specialist areas of study. Lessons are planned carefully by teachers to ensure they provide variety and pace, and to maximise the opportunities for students to develop the knowledge, skills and practical abilities needed to pass their qualifications and secure outstanding destinations. The principles of teaching and learning at Mulberry UTC remain the same when we are working in a remote or blended learning environment.

The global pandemic has changed learning and teaching patterns and has led to individuals, small groups, and even the whole school community having to work from home at times during 2020 and 2021. As a result, Mulberry UTC has developed its use of Microsoft Teams as a learning platform that all students and staff use to facilitate high quality online teaching and independent learning.

The information in this paper is intended to provide clarity and transparency to students, parents and carers about what to expect from remote education at Mulberry UTC during this time.

What is remote learning?

Remote learning is when the whole class, or potentially the whole school community, is learning from home. When students are learning remotely, Microsoft Teams is used to deliver lesson to all students.

What is blended learning?

Blended learning is when some students and/or teachers are learning within the school building and others are learning at home. When some students or teachers are working remotely, Microsoft Teams is used to include everyone in the learning experience.

What are the principles of remote learning at Mulberry UTC?

- Students must access to learning resources that allow them to learn and keep pace with the planned curriculum, so that they can meet learning outcomes and be assessed at planned assessment points.
- Students must have access to their full curriculum by following their normal school timetable, with adaptations to delivery where necessary in practical subjects such as PE.
- Students must be able to engage in regular dialogue with their teachers and to receive regular feedback on their learning, in line with marking, feedback and assessment protocols in place in each subject area.
- Students are expected to engage with remote learning and must submit work to prove their attendance and engagement. This work will be checked by teachers and students will be given feedback.

How do students access their learning when studying remotely?

At Mulberry UTC, we use Microsoft Teams as our online learning platform. Our use of Teams is fully integrated into the running of the school and all students are inducted into using Teams when they first join the school.

Teams is used by teachers on a regular basis when the school is open to share resources, set and collect homework and to communicate with students. When students are learning remotely, Teams is the place where lessons are delivered 'live' by teachers and where students access resources and lesson materials. It is also where students submit completed classwork, homework and coursework to their teachers.

How do pupils access online learning remotely?

We recommend that students download the Teams application onto their laptop, as this gives them a wider range of functions than the version of Teams which is available on the web browser.

A dedicated IT support team are available to support pupils with accessing remote learning. Where students have trouble accessing they should email UTChelpdesk@mulberryschoolstrust.org

We have loaned over 100 laptops to students where families have passed on concern about IT access. Parents are regularly reminded to contact their child's tutor or Head of House if access becomes a problem.

Students who have significant barriers to engaging with online learning at home because of IT access, have been invited and supported to attend our onsite provision for the children of key workers and vulnerable children.

What do we mean by 'live' teaching?

When the majority of students are learning from home, all lessons will be delivered 'live', which means the teacher is present and working with students during the lesson time.

There are primarily two ways that children receive live lessons:

1. The teacher hosts the lesson using Teams to talk to their class directly and teach them live in the moment.
2. The teacher sets a 'teacher narrated lesson' - where the teacher pre-records all or part of the lesson and shares this with students, giving instructions, clarifying examples, and sharing the answers. The teacher is 'live' in the class Team during the lesson offering guidance and support and engaging in dialogue with the class.
3. Occasionally alternative methods are used, for example of a teacher is absent and cover work is set.

When the school is in a blended learning environment, with some students at school and some at home, teachers will offer two types of lesson:

1. The teacher invites the student to the lesson that is being taught in school so the student can follow along with what the class are learning.
2. The teacher shares resources for students to complete during the lesson time that allows them to keep up with the planned curriculum.

What timetable or schedule will students follow when they are studying remotely?

When learning remotely, students will follow the normal school timetable:

8.40-9am	Registration
9-9.50am	Lesson 1
9.50-10.40am	Lesson 2
10.40-11am	Break
11-11.50am	Lesson 3
11.50am-12.40pm	Lesson 4
12.40pm-1.20pm	Lunch
1.20pm – 2.10pm	Lesson 5
2.10-3pm	Lesson 6
3-3.50pm	Lesson 7

(School finishes at the end of Lesson 5 on Fridays)

How much time should students spend on school-work every day when learning remotely?

When learning remotely, students should spend the same amount of time on their school-work as they would do if they were in school. and therefore will be learning online for the following amount of time:

Key Stage 4 students (Year 10 and Year 11)	<p>7 x 50 minute lessons a day Monday to Thursday and 5 x 50 minute lessons a day on Friday, plus at least one hour a day of home learning</p> <p>Total: 27.5 hours a week of lessons plus a minimum of 5 hours a week independent learning</p>
Key Stage 5 students (Year 12 and Year 13)	<p>6 x 50 minute lessons per week for each A-level subject, plus another 3 hours per week for each subject independent learning</p> <p>12 x 50 minute lessons per week for students studying the Level 2 or Level 3 Diploma, plus another 6 hours per week independent learning</p> <p>18 x 50 minute lessons per week for the Level 3 Extended Diploma, plus another 6 hours per week independent learning</p> <p>2 lessons per week for students taking resit English or maths, plus another 2 hours per subject independent learning</p>

What will students learn when they are studying remotely?

When learning remotely, students follow the same curriculum as they would if they were in school. All students at Mulberry UTC are working towards external qualifications, so it is crucial that they continue to work towards these qualifications when learning remotely. The sequencing of the curriculum may change, however, and some subjects will be taught differently when students are working remotely including PE and PSHE.

If an individual or small group of students is self-isolating, they will be provided with work by their teachers which enables them to continue to progress in their qualifications. Where possible, students will be given the opportunity to dial in to lessons taking place in school, to enable them to access the curriculum in the usual way. In these circumstances, students will also be given resources for PE and PSHE which encourage them to stay healthy and active.

If the school is closed to the majority of students because of a national or local lockdown, teachers may re-sequence the curriculum to ensure students can work towards their qualifications most effectively. For example:

- Science teachers may return to units students have already completed in order to revise existing knowledge, rather than teaching complex new content which is difficult to do when students are learning remotely.
- Digital Media teachers may decide to delay the teaching of a unit that requires students to use Adobe editing software, which cannot easily be done remotely, with a unit that focuses on film theory that is easier for students to complete from home.
- English teachers may decide not to complete a speaking and listening assessment, which is difficult to do online, and may instead choose to focus on a poetry unit because the sharing of texts and required textual analysis can be completed effectively while students are learning remotely.

Students will be taught PE online by the school's fitness coach, who will provide them with video resources to support their ability to stay active and healthy.

When the school is closed to most students, a full PSHE programme will be provided to all students alongside a full programme of pastoral care including assemblies.

What will the school provide for individual students who are self-isolating?

Where individual pupils need to self-isolate but the majority of their peer group remains in school, the remote education provided will differ from the approach for whole groups. This is due to the challenges of teaching students who are both at home and in school at the same time.

As soon as individual students are required to remain at home, teachers will give them work to complete at home. This may take different forms, depending on each particular situation, but is likely to include:

- Printed workbooks for students to complete on paper
- Work set for students electronically on Teams
- Work emailed to students by their teachers
- Students 'dialling in' to lessons taking place in school using Teams

During this time, teachers will do their best to provide students with work that relates to the learning they have been doing in lessons. In some cases, teachers may provide students with revision guides or other study materials that support them to develop their general subject-specific skills instead.

How do students receive feedback on their learning?

Students are expected to submit assignments to share their work with their teachers while learning remotely. Teachers check the completion of these assignments on a regular basis.

Teachers use a range of strategies to feedback to students in online lessons, including:

- Whole class feedback by sharing models of student work and talking through corrections
- Using quizzes and polls during lessons
- Setting assignments using online resources such as Seneca learning and Heggarty Maths
- Giving pupils verbal feedback in live lessons or written feedback through dialogue on the post wall.

Students are given written feedback on work in the same way as they would in school. Work is marked and return to students electronically through the assignments function.

How does the school check that students are engaging with remote learning?

Each day teachers take registers of attendance to lessons and registration. If a student does not attend registration, a phone-call and/or a text message is sent to their parents. Attendance to lessons is also tracked on a daily and weekly basis and parents are informed if there are concerns by email or telephone.

Parents receive reports and are invited to parent consultation events as usual. These events take place using Teams and on the telephone.

How can parents support students' engagement with online learning?

We expect students to attend for every lesson of their usual timetable, and we ask parents to help and support with this to ensure that this is the case. We want to ensure that all of our students continue to have the same opportunities to make outstanding progress and to enable successful progression to a wide range of universities, jobs and apprenticeships.

Classwork and homework is mostly set through the 'assignments' tab on Microsoft Teams, with some use also of class notebooks and regular workbooks. Parents are asked to check their son or daughter's class Teams, to regularly check whether they are completing the work that is set for them and to let the school know if they identify any issues.

What extra support is in place for children with SEND or vulnerable children?

Mulberry UTC is open for the children of key workers and vulnerable children, including those with SEND. The Senior Vice Principal, Ms Brian, leads this provision and can be contacted by email:

sbrian@mulberryschoolstrust.org.

Students with SEND have a key liaison member of staff who contacts them weekly for a welfare call when they are learning remotely and the SEND team are also running a very successful 'Open Classrooms' initiative which provides a drop-in support service for students.



What pastoral care is offered to students when they are learning remotely?

Students are expected to attend remote registration with their House tutor group every day when they are learning from home. They have contact with their tutor either through a scheduled meeting or through the post wall every day. In a blended learning environment, students should post a message to their tutor daily.

Registration activities are set daily in the same way as they would be at school. These include lessons from the PSHEE curriculum. Each pupil can contact their tutor and Head of House by email or through Teams and Heads of House have regular contact with their year group through emails and posts.

When whole year groups or the whole school are learning remotely, attendance to online registration is compulsory and pupils who do not attend remote registration will be telephoned and this will be recorded as an absence. These wellbeing calls are fed back to Heads of House and the pastoral team.

How are students who have fallen behind supported to catch up?

Students are offered intervention sessions remotely. This includes individual and small group tuition, which is being offered to Year 11 and Year 13 students as a result of the additional funding which the government has made available to schools during the pandemic. If you are concerned about your son or daughter's progress and believe they need additional tuition or other support, please contact the school to discuss this with us.