

HYBRID LEARNING HANDBOOK

JAN 2021



BURGESS HILL

— GIRLS —

Tomorrow's Women

INTRODUCTION

During a period of absence parents, guardians and teachers will be dealing with a range of circumstances that will make a 'business-as-usual-but-online' approach unsustainable. This handbook relates to hybrid learning practices within the Senior School and Sixth Form in the event that:

- a student or year group bubble is self-isolating, but otherwise well and able to continue learning
- teacher(s) is self-isolating but otherwise well and able to continue teaching
- we have a period of whole-school closure

Our promises to our students

- We will do all we can to maintain our excellent personalised educational provision.
- We will promote, recognise and celebrate positive attitudes to learning in all areas of a pupil's school life and the world outside.
- We will encourage pupils to seek out new learning experiences and embrace change.
- We recognise that moving from a physical location and interactions to virtual ones will have their challenges but we will work hard to adapt and overcome them.

We will deliver all of the above via Google Apps. We outline below the key areas that will be supported; how provision will be accessed; and how lines of communication between teachers, pupils and parents will be kept open to support the continued learning of our students academically, physically and emotionally.

THE SCHOOL DAY

Learning or teaching from home presents different logistical and practical challenges to normal school. In order to have the flexibility for individual students, year group bubbles and teachers to operate remotely with others who are in school, lessons must run according to the timetable.

Lessons will be conducted on Google Meets aligned with the normal lesson times. Classes will begin and end at the usual times, although there will be an expectation that students work independently for periods of time within those lessons on set tasks, and submit work within time limits set by the teacher. This will ensure that students are not screen-bound for the whole day, which we know is harmful for young people.

Students learning from home are not required to wear school uniform but must wear appropriate clothing - day wear rather than sleepwear!

Effective form tutoring is central to the success of students and the wider school community; within an online environment this is even more the case. The primary role of a form tutor is to know their tutees well; to keep parents, carers or guardians informed about tutees' successes or causes for concern; and to work with teachers, pastoral heads and SLT to ensure each tutee is enabled and encouraged to succeed and thrive. **In any of the scenarios where teachers or students are working remotely, these aims do not change.**

8:30am – 8:40am	AM registration. Students working remotely must register by joining a Google Meet with their tutor. This is an opportunity for connection and a bit of social interaction.
8:40am – 10:00am	Lessons
10:00am – 10:20am	Break
10:20am – 1:00pm	Lessons
1:00pm – 1:50pm	Lunch
1:55pm – 2:00pm	PM registration*
2:00pm – 4:00pm	Lessons

Online school ends formally at 4:00pm. Students working remotely will not be able to access the co-curricular programme. However, it is extremely important for pupils to undertake some physical activity each day, from both a physical and mental health perspective.

* PM registration will not take place where a whole year group bubble is remote learning. Pupils will just 'go' to lesson 7.

TEACHING AND LEARNING

Under lockdown, we learned important lessons about what makes online learning more accessible and manageable and the teaching more effective, and we are building on this learning. Students working remotely will need to engage with their teacher and must abide by the online protocols, such as keeping their camera on, in order to ensure that learning is most effective. Some students find online learning gives them an increased level of focus and application; on the other hand, some classroom routines are more difficult, such as class discussion. The hybrid learning preparation sessions in October introduced students to the key elements of online learning. There will be further input and ongoing practical support, especially for younger students.

ACCESS TO REMOTE LEARNING

During a period of school closure for any whole group bubble, students will have access to remote learning immediately. The access to remote learning for individual students according to their individual circumstances is different.

Once a student has confirmed that they are absent from school for COVID-19 reasons, whether symptomatic or asymptomatic and self-isolating, there will be a period of 48 hours before they can access remote learning and attend Google Meets. This allows teachers time to adjust materials accordingly and ensure material is uploaded to Google Classroom. Subjects whose lessons fall within the 48-hour period may already have uploaded material to Google classroom, which students can access before remote teaching begins.

The form tutor will telephone the parent of the absent student at a convenient point within the 48-hour period to touch base with home.

Forty-eight hours after the student is first absent, subject to them being well enough to learn, they will log on to their lessons using Google Meet. All lessons will run according to the timetable, with the exception of PE. Students learning from home will not be expected to log on to a virtual PE class. It is not possible for PE staff to run a virtual session and a live PE session simultaneously. However, should a whole year group bubble be self-isolating, the PE teachers will run a virtual core PE lesson.

In other practical subjects, the expectations of a student learning remotely will vary depending on the subject. In some cases it will be possible for the student to participate fully, but in others this will be difficult. In these cases, the teacher will endeavour to set appropriate alternative work for the student for that lesson.

In a hybrid situation where some students are in school and others are self-isolating, the teacher may not be on the Google Meet instantly at the beginning of the lesson. Students at home must wait on the Google Meet until they hear the 'ping' which signals that the teacher has joined.

To access the teacher's help during a lesson, students can turn their mic on and speak to the teacher or put a question in the chat box. In a hybrid situation, the experience for students

working from home may sometimes feel more passive, but teachers will endeavour to involve and engage all students as much as they can.

We ask that students are patient with the hybrid learning situation. It is inevitable that managing hardware, in-school pupils and the operational challenges of a normal school day will have an impact.

The Pupil Code of Conduct applies to the online learning environment, as do the usual rewards and sanctions for pupil behaviour.

If a teacher is absent and unable to teach remotely, we will endeavour to cover the lesson in the usual way and there will be no Google Meet teaching.

MONITORING PROGRESS AND GIVING FEEDBACK

Students should complete their classwork and homework in their books or A4 file paper as usual. This is to ensure continuity. In the majority of other circumstances, teachers will ask a student to show them during the lesson what they have managed to complete and the teacher will give some verbal feedback. Teachers will endeavour to engage students learning remotely as far as possible in the lesson to ensure that they can access the learning and are making progress.

In some cases, teachers may request that students complete and submit work on Google Classroom. This is more likely to be the case for older students. This will be done using the 'Assignment' function, which allows students to submit their work directly for marking and feedback.

PASTORAL SUPPORT AND WELL-BEING

The form tutor remains the first port of call for your daughter if she is learning remotely. We understand that learning from home presents different challenges for different students. It has benefits like more personal freedom and a quieter environment, but also difficulties like anxiety, social isolation and dealing with the 'fear of missing out'.

Our hybrid learning preparation sessions focused on dealing with difficult feelings and situations that might arise. We emphasised the importance of using phones and social media sensibly, keeping perspective and practising good self-care.



Any concerns should be raised with the school through the usual channels.

ACCESS TO REMOTE LEARNING - LOWER SCHOOL (YEARS 7 & 8)

IS THE PUPIL ABSENT FOR COVID-19 REASONS?

YES

NO

1. Please inform the Form Tutor and Senior School Reception asap.
2. A standard remote learning email will be sent to you to confirm the reason for absence.
3. Teachers to prepare remote learning in 48 hours.
4. The Form Tutor will telephone you within 48 hours.

1. If the pupil is ill, then they need to recover. No work will be set.
2. If the pupil is at home but parents indicate they are well enough to do school work, they should attend school. No access to remote learning.

REMOTE LEARNING IN THE LOWER SCHOOL (YEARS 7 & 8)

IS THE TEACHER IN SCHOOL?

YES

NO

ARE THERE ANY PUPILS IN THIS GROUP ACCESSING REMOTE LEARNING?

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YES

NO

YES

NO

Camera on in the classroom

No action required

Camera on in the classroom

Camera on in the classroom

ACCESS TO REMOTE LEARNING - YEAR 9 - U6

IS THE PUPIL ABSENT FOR COVID-19 REASONS?

YES

NO

1. Please inform the Form Tutor, relevant Pastoral Head and Senior School Reception asap.
2. A standard remote learning email will be sent to you to confirm the reason for absence.
3. Teachers prepare to begin remote learning in 48 hours.
4. The Form Tutor will telephone you within 48 hours.

1. If the pupil is ill, then they need to recover. No work will be set.
2. If the pupil is at home but parents indicate they are well enough to do school work, they should attend school. No access to remote learning.

REMOTE LEARNING IN THE YEAR 9 - U6

IS THE TEACHER IN SCHOOL?

YES

NO

ARE THERE ANY PUPILS IN THIS GROUP ACCESSING REMOTE LEARNING?

ARE THERE ANY PUPILS IN THIS GROUP ACCESSING REMOTE LEARNING?

YES

NO

YES

NO

Google Meet as all students have laptops

No action required

Google Meet
(In-class camera for some practical subjects)