Blended Learning at Mulberry School for Girls

Mulberry School for Girls is a vibrant learning community: staff and pupils have a shared responsibility to ensure that all pupils develop a range of skills to be active, independent and lifelong learners. All learning, whether delivered in the classroom in school or via our online classroom, is planned to provide appropriate levels of challenge linked with each child’s prior attainment and learning. Lessons are designed to provide variety and be of appropriate pace to maximise the opportunities for each girl to develop her confidence, creativity, leadership and love of learning in order to attain the necessary qualifications to broaden her life chances. The principles of teaching and learning at Mulberry School for Girls remain the same in a blended learning environment.

We want all our learners to make exceptional progress so that they can successfully compete in a global workplace. A global pandemic has changed learning and teaching patterns and has led to individuals, year groups, and even the whole school community having to work from home. Mulberry Learn, powered by Microsoft Teams, is the 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 pupils and parents or carers about what to expect from remote education.

What is a blended learning environment?

Blended learning is when teachers and pupils are learning together but not in the same classroom – some working from home and some learning at school. Mulberry Learn is used to include everyone in the learning experience in this situation.

What is a remote learning environment?

Remote learning is when the whole class is learning from home. Mulberry Learn is used to deliver the lesson to all pupils together using web technology.

What are the principles of remote learning at Mulberry?

- Students have access to learning resources that allow them to learn and keep pace with the planned curriculum – meeting learning outcomes and being assessed at planned assessment points.
- Students have access to their full curriculum by following their normal school timetable.
- Students are able to engage in dialogue with their teacher. Dialogue includes any opportunity for students to ask questions, seek clarification or communicate with their teacher.
- Students are expected to engage with remote learning and must submit work to prove their attendance and engagement. This work will be checked for completion by teachers. Subject MFA cycle protocols explain which pieces of work will be marked and receive feedback.

Live Learning – What is expected?

When all children are learning from home, all lessons will be delivered ‘live’, which means that the teacher is present and working with students during the lesson time. There are primarily two ways that children will 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 takes their slides and records their voice over the top of them giving instructions, clarifying examples, and sharing the answers. The teacher is live on the post wall during the lesson offering guidance and support to children and engaging in dialogue with the class.
Occasionally alternative methods are used, an example might be when a teacher is absent and cover work is set.

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

1. The teacher invites the child to the lesson that is being taught in school – the child 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 is included in the remote curriculum?**

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, where there is a practical element in Art, Drama, Music, Science, Computing and PE this will supplemented with videos or alternative tasks. Our remote subject curriculum offers the same breadth and depth as our curriculum in school.

**How much time should children spend studying when they are learning remotely?**

Students must follow the routine of their normal school day.

In a remote setting the school day will be structured in the following way:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>8.45 – 9.10am</td>
<td>Online registration – students should log in to their form class team and complete the assignment</td>
</tr>
<tr>
<td>9.10 – 10am</td>
<td>Period 1</td>
</tr>
<tr>
<td>10 – 11.10am</td>
<td>Period 2 (including break time)</td>
</tr>
<tr>
<td>Break times</td>
<td></td>
</tr>
<tr>
<td>10 – 10.20</td>
<td>Year 8 and Year 9 break</td>
</tr>
<tr>
<td>10.20 – 10.40</td>
<td>Year 7 break</td>
</tr>
<tr>
<td>10.50 – 11.10</td>
<td>Years 10, 11, 12 &amp; 13 break</td>
</tr>
<tr>
<td>11.10 – 12pm</td>
<td>Period 3</td>
</tr>
<tr>
<td>12 – 1.40pm</td>
<td>Period 4 (including lunch)</td>
</tr>
<tr>
<td>Lunch times</td>
<td>Lunch times</td>
</tr>
<tr>
<td>12 – 12.50pm</td>
<td>Years 7, 8 and 9 lunch</td>
</tr>
<tr>
<td>12.50 – 1.40pm</td>
<td>Years 10, 11, 12 and 13 lunch</td>
</tr>
<tr>
<td>1.40 – 2.30pm</td>
<td>Period 5</td>
</tr>
<tr>
<td>2.30 – 3.20pm</td>
<td>Period 6</td>
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</tbody>
</table>

The work set for students should take between 6 and 8 hours a day to complete. After the school day students will be set home work and be asked to submit assignments to supplement and complement their learning in lessons.

**What pastoral care is offered to children learning remotely?**

Pupils are expected to attend remote registration with their form tutor every day when they are learning from home. They have contact with their form 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 Head of Year by email or through Mulberry Learn and Heads of Year 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 Year.

**How do pupils access online learning remotely?**

Mulberry Learn is powered by Microsoft Teams. Students should log in to Microsoft Teams in one of the following ways:

- Through the Microsoft Teams website directly [here](#)
- Through the school website [here](#)

A dedicated IT support team will support pupils with accessing Mulberry Learn. Where students have trouble accessing they should email [HelloIT@mulberryschoolfogirls.org](mailto:HelloIT@mulberryschoolfogirls.org)

We have loaned over 500 laptops to students where families have passed on concern about IT access. Parents are regularly reminded to contact their daughter’s Head of Year if access becomes a problem. Children 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.

**How do pupils receive feedback on their learning?**

Pupils are expected to submit assignments to share their work with their teachers. Teachers check the completion of these very regular assignments. Teachers use a range of strategies to feedback to students in online lessons:

- 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 can expect 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 is engagement with learning checked and how does the school communicate with parents?**

Mulberry School for Girls uses EduLink One as a parent communication tool. Parents can access this at [www.edulinkone.com](http://www.edulinkone.com) and can log in using their parent username and password.

Each day teachers take registers of attendance to lessons and registration. Any student who doesn’t attend registration will be telephoned. Attendance to lessons is also tracked and communicated to parents where there are concerns by email or telephone.

Parents receive reports and are invited to parent consultation events as usual. These events take place using Mulberry Learn and EduLink One.

**How are parents asked to support their daughter’s 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 daughter’s class teams and to regularly ask her to share her work with them.
What extra support is in place for children with SEND or vulnerable children?

Mulberry School is open for the children of key workers and vulnerable children, including those with SEND. The Associate Headteacher, Ms Tuffee, leads this provision and can be contacted by email here: jtuffee@mulberryschooltrust.org

Children with SEND have a key liaison member of staff who contacts them weekly for a welfare call when they are learning remotely, or more regularly if the pupil has needs that require this. Learning packs are provided for children with severe and complex needs with daily check in phone calls to check on progress with learning. Teaching Assistants provide differentiated learning experiences where children were entitled to this at school. Our SENDCO Ms Duherich can be contacted here: aduherich@mulberryschooltrust.org for more information about our provision for children with SEND.

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

Students are offered intervention sessions remotely. Our very successful prep programme runs for pupils in years 7, 9, 10, 11 and 13. This programme focuses on independent learning and supports children to develop good habits and routines to achieve their goals. These sessions run remotely with intervention co-ordinators and facilitators mentoring and supporting students.

How is the blended learning experience different if a child is self-isolating?

Where individual pupils are self-isolating and the rest of the school is learning on the school site, we expect them to follow the same structure of their day as their peers, albeit independently.

- Students should spend registration time sending an email to their tutor or posting on the post wall.
- Students should follow their timetabled lessons by using their curriculum resources that are uploaded on to Mulberry Learn. They may be invited to join a lesson live, or be set assignments to complete at home. This work should be completed in their book to be shown to their teacher or handed in using Mulberry Learn.
- Some teachers will invite students to join their lessons remotely and others will set assignments or signpost children to curriculum resources.

If a child is unwell they are not expected to work and should communicate with their Head of Year that they are not able to join the lesson.
Appendix 1

(a) How to join a live lesson
1. Open Teams
2. Click on ‘Calendar’ in the left hand column
3. Click on the meeting that will appear in your calendar
4. Check your camera and audio settings and then click ‘Join Now’

(b) How to find and view assignments
1. Open Teams
2. Click on the team for the class that you need to access
3. Click on ‘assignments’ at the top of the page
4. Select the assignment
5. View the assignment – in the top right hand corner there are options for handing in your work

Appendix 2

Behaviour and Conduct

1. Professional communication

Students must always remember that Mulberry Learn is Mulberry School for Girls and communication through chat and post walls should meet the terms of the following code of conduct that students have in their school planner:

<table>
<thead>
<tr>
<th>Code of Conduct for Posting:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The post wall is only for discussing relevant schoolwork and is not a social chatroom.</td>
</tr>
<tr>
<td>2. Every post you write will be seen by other students in your class, teachers and senior leaders. It can also be printed to show your parents or Head of Year.</td>
</tr>
<tr>
<td>3. Any post you write should be written using appropriate language and should not use slang.</td>
</tr>
<tr>
<td>4. Once you have posted a message you will not be able to edit or delete it.</td>
</tr>
</tbody>
</table>

2. Behaviour and Conduct

Online lessons are lessons and as such behaviour must replicate a normal classroom face to face session. Therefore:

- Pupils should not eat, drink or chew gum when participating in online lessons.
- If cameras and microphones are on, pupils should listen carefully and interact positively at all times.
- Body language is important in online lessons. Pupils should be aware of how they present themselves.
- Pupils should be in appropriate dress for lessons.
- Pupils should arrive to the remote lesson on time.
- Pupils should not do other things – even if work- when participating in online learning. All other devices should be on silent or off, to avoid distractions or interruptions.

3. Safety of Mulberry Learn.
Pupils have their own personal Mulberry Learn account and are responsible for all communication that takes place on their account. The following code of conduct is included in every student planner.

<table>
<thead>
<tr>
<th>Teams Code of Conduct:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Never share your account with another person</td>
</tr>
<tr>
<td>2. Never leave yourself logged on a device and your MS Teams unattended</td>
</tr>
<tr>
<td>3. You are ultimately responsible for your teams account</td>
</tr>
<tr>
<td>4. Never share your log in details with another persons</td>
</tr>
<tr>
<td>5. Never send a link, or any other information, sent to you through MS Teams to anyone outside of Mulberry School for Girls.</td>
</tr>
<tr>
<td>6. Individual’s personal information must not be shared or requested.</td>
</tr>
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</table>