

OUGHTRINGTON
COMMUNITY
PRIMARY SCHOOL



Remote & Blended Learning Policy

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DOCUMENT STATUS

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1	September 2020	New Policy



If remote education is needed during Autumn 1, teachers will revert to the use of the learning platforms that were used during Summer Term - Class Dojo. Staff and children are familiar with these and will be able to use them immediately. Steps will be taken during Autumn 1 to familiarise staff, children and parents with the use of Google Classrooms.

From Monday 2nd November, remote and blended education will be provided via Class Dojo for EYFS and Key Stage One, and via Google Classrooms for Key Stage Two.

Purpose of the policy:

Section 1 of this plan outlines the actions the school will take to provide remote education when a class or year group bubble (or bubbles) need to self-isolate following a confirmed case of COVID 19.

Section 2 of this plan outlines the actions the school will take to ensure that pupils, who are not ill, have access to learning:

- If a child is shielding at home and they require long term support while their cohort is in school
- If a child is well, but they have to self-isolate while their cohort is in school.
- If a child is well but awaiting test results and requires short term provision.

Teachers will work closely with parents to ensure that the needs of children who have EHCP plans in place are met as much as possible.

Aims:

- To have a robust plan which can be implemented immediately should a need arise.
- To maintain our commitment to providing high quality education and endeavour to minimise lost learning time.
- To provide an at home learning plan which emulates classroom expectations and promotes a broad curriculum.
- To provide a consistent approach to remote learning across the school.
- To reinforce the relationship between teachers and pupils through live teaching, personalised video content and an interactive platform.
- To provide remote learning that encourages interaction, feedback and celebrates success. This to take place daily using high quality online resources.
- To meet the pastoral needs of the pupils in our care.
- To provide resources, printed and/or technological, for children who do not have access.

Challenges:

Remote education for younger children will typically need more involvement from parents who may be facing a range of pressures.

When planning activities, we will be mindful of the children's development capabilities and independence. We will be as flexible and supportive as possible and available for parental

queries. The learning activities provided will be of a more practical nature and will necessarily require a higher level of support from adults at home. Older pupils will be taught how to use the online resources independently and how to contact their teacher for assistance.

Maintaining engagement over time.

Teachers will look for opportunities to engage learners with a variety of content, live/pre-recorded lessons, quizzes and creative tasks etc. Teachers will set clear expectations, celebrate success and provide encouragement.

Supporting pupils who need a higher level of support, including those with additional learning needs or an EHCP:

Teachers will be mindful of the variety of needs within their cohort when planning activities. Differentiated activities may be set or additional support materials included. Targeted questioning may be used in live or pre-recorded lessons and children will be encouraged to ask for help if required. Individual measures will be put in place to make sure that the needs of children with an EHCP are met as much as possible.

The demand for technology in the home:

We realise that the devices in the home will be in demand, particularly if more than one child's bubble is self-isolating at one time. Recordings of live sessions will be made available for pupils to access at a convenient time. Help may be available if pupils are struggling with access to technology and wifi. Please contact school if this is the case.

The demand on teachers when they have BOTH pupils in school AND learning at home:

We have created a blended learning "what if" table to cover every scenario (this can be found on page 6 of this policy) and developed a Home Learning Portal on our school website to further inform parents about curriculum content and direction. To access the portal, please visit our school website and locate the classes tab. At the bottom of the drop down menu the Home Learning Portal can be found. Details of the password needed for this area of the website have been sent to parents.

Section 1

Teaching and Organisation:

Your child's teacher will:

- Set meaningful and ambitious work each day in English, Maths and at least one other subject (following their usual class timetable which can be found on the Home Learning Portal). Each day, ideas for physical activity will also be given.
- Encourage their class through daily videos to "aspire to greater heights" and apply a growth mindset – resilience etc.
- Plan a programme that is a good way towards the amount of core teaching that would occur in the classroom.
- Continue to plan and teach a well sequenced curriculum so that knowledge and skills are built incrementally.

- Provide clear explanations and examples of new content delivered through live lessons/pre-recorded lessons, curriculum videos and online resources. Please note that live or pre-recorded lessons may not be delivered by your child’s normal class teacher.

Set work:

- An overview of tasks will be posted on Class Dojo (EYFS & KS1) or Google Classroom (KS2). At least 24 hours’ notice will be given of any live lessons. The following table gives a guide to the amount of work that will be expected each day. Teachers will set clear expectations for the completion and submission of work. We ask that parents support their child’s teacher in this by checking in with their child on a daily basis. Teachers can be contacted throughout the school day via Class Dojo and will respond to your messages as soon as possible.

	Platform Used	Daily learning in core subjects	Daily Learning in Foundation Subjects	Live or pre-recorded Lessons
KS2	Google Classroom	45 mins English work 45 mins Maths work Daily reading	45 mins work for one other curriculum subject area per day – see timetables Ideas for daily physical activity will be provided	At least 1 of these sessions will be a live* or pre-recorded lesson each day. Parents will be informed of the times of live lessons in advance. Additional pre-recorded instructional videos from teachers or other online sources may also be used.
KS1	Class Dojo	30 minutes phonics/spelling work 30 mins English work 30 mins Maths work Daily reading	30 mins of foundation subjects – see timetables Ideas for daily physical activity will be provided	At least 1 of these sessions will be a pre-recorded lesson. Other online sources may also be used. Live sessions on Zoom Education to support personal, social and emotional well-being will be held at least three times a week.
EYFS	Class Dojo	20 minutes phonics 20 mins English 20 mins Maths Daily reading	Short activities to promote the remaining EYFS areas.	At least 1 pre-recorded lesson will be provided. Short, regular nurture lessons to share a story or have “circle time”, dance etc to promote well-being.

*Live lessons to be recorded and uploaded to the class G-Drive so they can be accessed by children who may not be able to attend at the allotted time. Teachers may edit these for clarity. We recommend that pupils attend live sessions where possible.

Activities will be posted on Class Dojo or Google Classrooms the night before. At least 24 hours' notice will be given of any live lessons, these will follow the weekly timetable.

During live/pre-recorded lessons, teachers will explain concepts and provide modelling. There will be opportunities for the children to take part and ask and answer questions. The children may be asked to practise a skill during the live lesson so should always come prepared with any relevant materials/resources. Independent work may follow the online lesson.

Daily reading will be part of all children's remote learning programme. Class teachers will provide guidance to parents about how long children should read for each day.

For pupils with identified SEND, differentiated activities or additional support materials may be provided or more personalised learning tasks set.

Teachers will keep a record of children's participation in remote learning.

Providing feedback:

- Teachers will offer feedback on the children's work. This could be in the form of a like, an emoji, a comment, a correction, a target for next time or a statement of encouragement and appreciation.
- Teachers will provide more detailed feedback for tasks which will move the children's learning on the most. Teaching Assistants may also support the teachers to do this.
- Children will be encouraged to act on suggestions for improvement and praised for their renewed effort.
- EYFS & KS1 will be asked to upload photos or videos of their work. We would appreciate parental support to enable them to do this.
- Teachers will continue to use online sites such as My Maths and Cracking Comprehension to support their teaching. Sites like this provide the children with instant feedback and the data is available to the teacher.
- Teachers will celebrate individuals, share work, and work hard to promote a strong sense of belonging. Teaching Assistants may also contribute.

Section 2:

Provision for children who are:

- long term shielding or
- who are self-isolating for a period of 14 days when their cohort is in school or
- who require short term provision, e.g. while they await test results.

Blended Learning Scenarios & Procedures

Scenario	Home Learning Access
1. Teacher absent from school self-isolating but physically well. Class in but groups isolating	Teacher will deliver remote learning for groups of children who are self-isolating, as long as the teacher themselves remains well. If the teacher becomes unwell, normal teacher absence procedures apply.
2. Teacher off ill, class in	Normal teacher absence procedures apply.
3. Teacher off ill, class in but groups self-isolating	If symptomatic, normal teacher absence procedures apply Groups of children who are self-isolating will be referred to the home learning portal.
4. Your child is off with COVID related symptoms/awaiting test result	Teacher to refer parents to Home Learning Portal on the school website. If unwell, child is not expected to complete any work
5. Your child has tested positive for COVID but the rest of the class remains in school	See point 4
6. Class & class teacher off self-isolating, parallel class & teacher are still in school	Remote learning will be provided, as long as the teacher remains well.
7. Both classes in a year group off self-isolating as well as both teachers	See point 6. Teachers to support each other depending on health.
8. Child is long-term shielding and class teacher is in school and teaching a class full time	Child will be provided with a mixture of work set via Google Classroom, Dojo and the school portal. Staff will not be able to respond to all work or tasks completed. Teachers will provide more feedback for tasks which will move the children on the most. Teaching Assistants may also support the teachers to do this.

Attending Live Lessons:

All participants should dress appropriately.

Devices should be positioned in a quiet location free from background noise. A family space is preferable to a bedroom.

Care should be taken that there is nothing inappropriate visible in the background.

Where possible, children should use their given names rather than a nickname to help the pace of the lesson.

If placed on mute, children should not unmute themselves unless requested.

Usual expectations for behaviour and participation apply during a live lesson. Children will be encouraged to give an activity their best even when it is tricky!

Pupils and Parents:

Staff can expect pupils who are learning remotely to:

- Arrive in time for live lessons with all equipment needed, ready to learn
- Complete work to the deadline set by the teachers
- Alert the teachers if they need help or if they cannot complete the work for whatever reason
- Review and respond to feedback, targets or questions.

Staff can expect parents of children who are learning remotely to:

- Make school aware if their child is ill or self-isolating
- Facilitate home learning tasks as much as is possible, taking into consideration individual circumstances
- Seek help from school if it is needed.

Additionally, if you know of any resources that staff could point other parents to please share!

Who to contact:

Questions about lesson content or class-based queries including broken links etc	Your child's class teacher through Class Dojo messaging.
Questions about children's workload or well being	Your child's class teacher through Class Dojo messaging. The class teacher may then refer this to our pastoral care lead.
Questions/problems regarding family access to technology	Contact the school Remote Education lead through the school office.
Concerns about Safeguarding	Contact the school Safeguarding lead through the school office.
Concerns about GDPR	Contact the school GDPR lead through the school office.
Wider questions about Oughtrington's remote education provision	Contact the school Remote Education lead through the school office.