

## **'We Care About Each other'**

### Blended and Remote Learning Strategy

January 2021

Ratified by Governors 25<sup>th</sup> January 2021

It is the intention of Taddington and Priestcliffe Primary School to have a clear Blended and Remote Learning Strategy which supports pupils' learning, giving them access to high quality remote educational resources and face to face contact with teaching staff

#### **What will our Blended Learning Approach look like?**

At Taddington and Priestcliffe Primary School we are acutely conscious of the pressures on pupils, teachers, and families to access learning and provide learning through different mediums. The access and reliability to secure internet connection varies across the school building and across households. We are also aware that if families or bubbles go into Lockdown then there may be pressure when sharing hardware.

- We will use pre recorded videos/explanations published online
- We will set daily and weekly learning objectives and assignments
- We will create meaningful and ambitious learning.
- We will set realistic submission dates for remote work.
- We will use Google Classrooms to allow children and the teacher to communicate securely.

## **Communication**

We will communicate in the following way;

- Correspondence from Mr Handley will be via email and letters will be put on the school Website.
- Each class has a virtual classroom page. Information will be put on the class pages
- Google Classrooms will be used to set learning and learning activities and will enable children and staff to communicate.
- Teachers will email and respond to emails about learning. Teachers will give detailed written feedback to work submitted at least once a week for English and Maths and will acknowledge all other work submitted with a positive comment designed to motivate and praise children for their effort.
- If the whole class bubble goes into lock down then the class teacher will set pre recorded lessons and deliver live sessions at least once each day to enable children to socialise and communicate with their peers.
- For pupils who are not engaging with online learning, teaching staff will refer pupils to Mrs Storey who will phone home and feedback to teachers with any concerns, questions or needs that the pupil may have to feedback to the teacher who will seek to diminish any barriers to learning.

How will we deliver?	What will this look like?	What resources will we need?	How will teachers provide feedback and check the work?	Cost
G Suite] Google Classrooms	Work can be posted by the teacher. Children can then send work back in for feedback from the teacher	CPD INSET delivered by JH	Work will be sent in via G Suite for staff to monitor and check. Feedback will be given	
Videos provided by the teacher which will provide frequent, clear explanations of new content.	Short 10 minute videos of learning can be posted-either via G suite or the website or sign posting to videos  Use of White Rose Maths teaching videos	Time and video recording equipment	Work needs to be posted via G Suite in order for staff to give feedback	Done within the school day/time.  £95 cost of WR maths videos  No cost for English -part of usual curriculum expenditure
Google Meet	A chance to have a socialisation time on line and delivery of feedback sessions and daily live phonics sessions	Staff meeting CPD to recap what to do	This is also an opportunity for teachers to check on pupils well being	none
TT Rock stars	Children have their own log in and can sign in	Staff and pupil access the site		Cost of the license

RaZ Kids	Children have their own log in and can sign in to personalised levelled texts from R-Y4	Staff and pupil access the site		Cost of the license
Read Theory	Children have their own log in and can sign in to complete self paced levelled texts y4-y6	Staff and pupil access the site		Cost of the license

### Curriculum and Daily Expectations

We expect

1. **Reading**; Pupils to read every day.

In EYFS and Year 1 and 2 pupils will have access to Oxford reading tree books via [www.oxfordowls.co.uk](http://www.oxfordowls.co.uk) and RAZ kids. In Key Stage 2 (years 4-6) pupils will have a free reader book as well as comprehension activities set on RAZ kids or Read Theory depending on their reading level. Free reading could comprise of a fiction or non fiction book, magazines, news articles, etc...

2. **Exercise**; Pupils to exercise for at least half an hour a day- this could be an activity in the garden, following a You Tube video from Disney, or Yoga, Joe wicks or even an activity devised at home.
3. **Mental Health and Wellbeing**; Pupils to take part in a pastoral or well being activity- this could be listening to music, meditating, drawing, colouring, an activity from the Anna Freud Website [annafreud.com](http://annafreud.com). Further ideas and information can also be found on our school website; [www.taddingtonpriestcliffe.derbyshire.sch.uk](http://www.taddingtonpriestcliffe.derbyshire.sch.uk) The Headteacher will also publish a weekly collective worship video sharing success' of the

week and celebrating the achievement of all pupils as well as sharing the spiritual, moral or social message for the week.

4. **Completion of work;** we expect the child to complete the work themselves, it is hard as a parent to want to do the work for your child in order for them to get it 'right' however this does not help your child in the long run. So where possible guide your child but allow them to be independent and 'have a go' themselves.
5. **Timetables;** Each class teacher will schedule tasks on Google Classrooms and on the school website page. Work should be scheduled at least the day before the activity should be submitted. Timetables and work scheduled more than a day in advance could overwhelm parents. At a parents request, a general overview of the week may be provided by the teacher.

### **What do we need to consider?**

What if our pupils do not have access to technology?

If our pupils do not have access to technology, we have already requested information to ascertain who needs improved internet access. They will then be provided with support to gain improve internet access via the Local Authority.

Google classrooms can be accessed via an android tablet, phone, laptop, PC, etc.

If our pupils struggle or are unable to access learning via technology, we will provide them with learning packs to complete and return to school and offer devices for loan.

### **How do we support parents in this process?**

A parent's guide has been published to support their child accessing 'Google Classrooms'. This has been emailed out to all families. We have established the routine use of this platform from September 2020 and as such many problems have been worked through in anticipation for the eventuality of remote/blending learning.

The learning will have clear objectives and clear success criteria for the child and the parent so that they know what the outcome should be. The parent or child will then upload their work using a laptop, smart device in a jpeg (picture) word, power point or PDF format in order for the teacher to monitor the outcomes and the learning taking place and then the teacher will be able to give feedback.

### **What if pupils do not access the work via G suite or paper copies?**

Using G Suite teachers will have a greater capacity to monitor the work each child is completing at home and give them feedback. If pupils are not completing online learning then teachers will refer pupils to Mrs Storey who will contact the parent to ask what help they require, to ascertain why the children are not completing the online learning. Mrs Storey will feedback to the teacher who will then seek to address barriers to learning.

### **Online Safety.**

We expect Pupils to follow the 'Acceptable Use Policy' that they signed at the beginning of the Academic Year. If Pupils feel worried or anxious or parents come across any online behaviours which make them feel uncomfortable then it is essential to report this to Mr Handley or Miss Bellicoso or their class teacher. We expect our pupils to respect everyone

online. To not use language which is offensive and to not bully any other pupils online.

Our Online Policy and sign posting to different support websites can be found here;

<https://www.taddingtonpriestcliffe.derbyshire.sch.uk/important-documents>

<https://www.taddingtonpriestcliffe.derbyshire.sch.uk/policies>

### **How we will support SEND pupils?**

The class teacher will support those who are School Action and School Action plus.

### **What happens if we go into complete lockdown again?**

If we go into complete lockdown again then all our learning for EYFS, Key Stage 2 and Key Stage 1 will be via Google Classrooms.

If we do go into complete Lock down again then a Google Meet ( live video meeting) will take place daily. The times of these sessions will be announced to parents on classroom pages and on the school newsletter. Meetings will enable the teacher to monitor children's well being and home learning as well as providing children with the opportunity to ask clarification questions relating to their home learning and for the teacher

to deliver group feedback based upon misconceptions identified in submitted work.

### **Who will lead Key Worker Bubbles?**

In the event of going into a second lockdown and the home learning received being taught via an e-learning platform- namely Google Classrooms, Teaching Assistants will have more responsibility in leading Key Worker Bubbles. One class teacher will remain in school supporting children to access the resources and materials published online by their class teacher. Management cover will be provided in school . In order to protect the bubble in school , teaching staff will work remotely. Should any staff working in school need to self-isolate, teachers working at home will be required to cover the in-school provision. This will ensure continuity of provision for the Key Worker bubble. In this scenario where the staff team are placed under additional strain, the frequency of live meetings may need to be reviewed.