

Farmilo Primary School and Nursery

Blended Learning Policy

October 2020



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Reviewed by: SLT October 2020

Adopted by Governing Bodydate

Introduction

The Covid 19 outbreak has meant that educators up and down the country have had to make crucial decisions about how to communicate and learn with their children. This must be carried out effectively, consistently and most importantly safely, so that staff and children are protected.

Since returning to school, a number of children have needed to isolate due to symptoms or family members having symptoms and awaiting testing. This has meant that they have not been able to attend school but are well enough to complete learning. It is important that learning is provided so that further gaps in learning don't appear and the children 'keep up' with their peers.

As a result of this online learning will be provided for all children in all classes effective from 14th September. This means that any children who need to stay at home will have access to it.

The content that must be shared with families, includes:

- Daily learning tasks for the core subjects of Maths and English which are part of the planned teaching sequence
- Topic related learning in the form of a Web Diagram with suggested activities, to ensure all areas of the curriculum are covered
- Providing access to online resources including links to websites and activities to enhance learning

In the case of a whole class bubble lock down or local lockdown all of the above would continue to be provided by the teacher and teaching assistant within the class aswell as further resources and support.

It is vital that learning is completed at home during this period as many children have already had an extended period at home. In school we are putting lots of interventions in place to ensure that children 'catch up' on any lost learning. We need to ensure that children have continuity and that learning remains consistent during this uncertain time.

Safeguarding

Safeguarding will continue stand at the forefront of these new remote Teaching and Learning procedures and is why we have an updated addendum attached to our whole school Safeguarding policy. Here, guidance for the use of mobile phones is located and other important government guidance that will support our staff.

At Farmilo, we feel that **live-streaming** is not a strategy we want to pursue as the implications for safeguarding staff and children are too complicated and provide a certain amount of risk.

Prerecorded content may be shared by staff, such as via YouTube and on the class page including audio versions of spelling tests and narrated PowerPoints as well as Assemblies.

Safe Remote Learning

The Covid-19 outbreak may mean enforced school closure becomes more likely. Take the opportunity to plan before you close (enforced or autonomously) and carefully consider how to safeguard your remote learning.

There are a number of online options that schools may consider, ranging from merely setting homework or providing access to online resources through video tutorials and interactive video conferencing. Staff capability and the age of your children is going to determine your approach.

Whilst there are no expectations for you to do so, if you do decide to use audio and video for real-time online teaching, here are some things you might want to consider to help safeguard staff and children:

Organisation

- Do school online safety policies (Acceptable Use / Safeguarding / Standards) reference online teaching?
- How will personal data be managed?
- Have staff access to school systems and data?
- How will safeguarding be managed and have staff been trained?
- Consider the location children join from and what can be seen and heard on screen.

Participation

- Whilst clearly determined by age, setting tasks may be more manageable than timetabling lessons online
- How will children be supervised and what are the expectations of participation and attendance?
- What work will children be expected to do and when?
- How will parents be contacted and involved?

Technology

- Do staff and children have the necessary technology and access?
- Who will provide technical support?
- How will classes be conducted online, using what service / platform / tools / features?
- Have the technology service terms and privacy statements been considered?

swgfl.org.uk/saferemotelearning

Our Practice

The content and organisation of remote Teaching and Learning, is highlighted in more detail for each phase :

Early Years Online Teaching and Learning

In the event of a child isolating at home or waiting for test results:

In the event of a full local Lockdown or class closing parents will have access to:

Phonics

- Parents will have access to the Storytime Phonics videos in which the Phonics Fairy reads a story with the new phoneme and highlights some examples of key words with this phoneme.
- There will be 2 stories a week available, with video guidance on where to find stores and ideas. teachers will also suggest possible follow up activities that parents can complete. For example, practice applying the phoneme in words by blending and segmenting, think of sentences with keywords in, make a snap game etc There are lots of nice activities in the Teaching guidance that we used for phonics afternoons.

Maths

- Use White Rose Maths hub to guide parents to weekly learning activities based on different stories. Children will be expected to complete 2 tasks each week .

Topic

A Topic diagram will provide a range of activities linked to the EYFS areas of learning. It will be set for 3 weeks and be optional although we will encourage and suggest that parents complete 2 per week. The aim of this plan is to provide a balance of different ways of learning ALL areas of the Foundation Stage Curriculum including

- Communication and language development. ...
- Physical development. ...
- Personal, social, and emotional development. ...
- Literacy development. ...
- Mathematics. ...
- Understanding the world. ...
- Expressive arts and design
- Forest Schools

Key Stage 1

General principles:

- Day to day learning content will be live by **8:30am** on the class page, each day with *printable worksheets uploaded the evening before* to support families. (See note re printable worksheets below)
- Where at all possible, we will avoid setting 'new' content for parents to have to teach – instead we will revisit concepts taught to consolidate learning ready for a return to school. *This may be reviewed in the event of a lengthy, national lockdown.*
- Where possible, ensure that any worksheets provided are not essential to completion of the learning– tasks should be achievable on screen and on lined paper or typed responses into Dojo but parents may elect to print if they have the facility to do so.
- Staff will approve and comment on work throughout the school day (8:30am – 3:30pm)
- Award Dojos for learning as you would in class
- Staff do not need to be accessing Dojo outside of their working hours; work submitted afterwards may be approved the following day.
- In the case of isolated children being at home, parents can access the printable worksheets on the class page for the week. This will be English, Phonics and Maths. Teachers and TAs will keep in contact via dojo and a telephone call.
- In the case of the entire bubble being closed, the principles will be:

English and Maths activities are provided daily or equivalent to 1 per day.

A physical Activity (which may take the form of a workout video from YouTube)

PSHE will be included on Wellbeing Wednesday.

Topic learning as planned taking in to account resourcing at home

Maths:

- Continue to use White Rose Maths videos provided on their website. Staff upload their worksheets to match the videos.
- Additional games and resources such as TopMarks sent to support learning.
- Continue to send links to Youtube videos that are used in class, such as Jack Hartmann.

English:

- Learning should follow the same structure as it would in class. Monday-Wednesday may include sentence work, grammar or drama activities and a Big Write is completed on a Thursday. Teachers will record on powerpoint the weekly structure for parents to access.
- On Fridays, teachers create a Phonics/Spelling focused powerpoint where they record their voice and 'teach' the lesson.
- Children should continue to use BugClub as an additional reading resource.
- Children can use Phonics Hero (some free trials available)/Teach Your Monster to Read to support their phonics knowledge at home.
- Continue to send links to Phonics Youtube videos that are used in class, such as Geraldine and Alphablocks.
- Recorded lessons uploaded to Dojo or KS1 Youtube channel

Creative/Topic/ PE

- PSHE is included in Wellbeing Wednesday and is shared on the class story.
- PE content may be shared in the form of a prerecorded workout from a third party such as the Joe Wicks workouts.
- Topic lessons/ activities uploaded to Dojo

Key Stage 2

General principles:

- Ensure learning content is live by **8:30am** on your class page, each day with *printable worksheets uploaded the evening before* to support families. (See note re printable worksheets below)
- Where at all possible, we will avoid setting 'new' content for parents to have to teach – instead we will revisit concepts taught to consolidate learning ready for a return to school. *This may be reviewed in the event of a lengthy, national lockdown.*
- Where possible, try to ensure any worksheets provided are not essential to completion of the learning– tasks should be achievable on screen and on lined paper or typed responses into Dojo but parents may elect to print if they have the facility to do so.
- Staff will approve and comment on work throughout the school day (8:30am – 3:30pm)
- Award Dojos for learning as you would in class
- Staff do not need to be accessing Dojo outside of their working hours; work submitted afterwards may be approved the following day.

English and Maths activities are provided daily or equivalent to 1 per day.

A weekly Topic lesson/ science lesson.

A Physical Activity (which may take the form of a workout video from YouTube)

French and PSHE will have a weekly input to watch e.g a song/video on Youtube.

Topic learning linked to the in school planning dependent on resourcing at home

Maths:

- Use of WhiteRose Hub resources – individual lessons, week-by-week, are provided and resourced. <https://whiterosemaths.com/homelearning/>
- Utilise TimesTable RockStars regularly, monitor children's progress in this and do comment on this in messages/phone calls.
- MathAntics YouTube channel uses all the same methods as our calculation policy – even if children are set a 'revision' task of something previously taught, a video will accompany it for reference.
- TopMarks daily 10 may be set as a revision basis for lots of the core skills of arithmetic <https://www.topmarks.co.uk/maths-games/daily10>

English:

- Prerecorded lessons will be shared via the school LKS2 & UKS2 YouTube channels. These should build towards Big Write as part of our teaching sequence and incorporate analysis of genres, opportunities for imagination and creativity and working on spelling, grammar and punctuation.
- Set weekly spellings. These can be set on a Monday and tested on a Friday. Staff are able to audio record the test on a Friday.
- Thursday is a Big Write day, a writing task is set, which would not require parent prompting

Creative/Topic/PE

- Topic lessons will be shared for the week, via prerecorded YouTube videos.

- **Whatever is set, should not require parents to buy resources.** A range of ways to complete creative tasks should be offered so whilst they *could* make a movie in iMovie, they could also just act it out for parents or draw the storyboard version.
- PE content may be shared in the form of a prerecorded workout from a third party such as the Joe Wicks workouts.

Feedback for Learning Across the School

If a child is isolating or is at home waiting for a test they can access the daily learning and upload it to Dojo or email it to the teacher. As the class teacher and TA are in school teaching all day, the feedback will be provided after school.

If a whole class including the Teacher and Teaching assistant are all at home, then work can be uploaded/ emailed and feedback can be provided throughout the whole day.

Access to IT Equipment and Resources

We recently contacted all parents in the form of a questionnaire to find out what access children have to IT equipment at home to support their homelearning. We have some IT equipment in school provided by the DFE that can be loaned out to families who have no access to this equipment. A member of staff should make contact with you if qualify for this should your child need to take time off or if the whole class are at home.

Very few families have no internet access but if this is the case for you other resources will be provided by school to support your child's learning.