

Cotford St Luke Primary School

Blended Learning Policy



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► Introduction

During the school closures in response to the coronavirus (COVID-19) outbreak in the UK, schools found they had to quickly adapt to providing pupils with learning opportunities they could access from home. Over the course of the subsequent lockdown period, school leaders and teachers had to develop systems for delivering home learning to their pupils for a significant amount of time. Now that schools have reopened to all pupils and classroom learning is returning largely to 'normal', it is more important than ever to have a plan in place to support any potential home learning for classes, year groups or the whole school, should a need to isolate or close again happen during the ongoing pandemic.

To be fully prepared in the event of future closures, partial closures or isolation of bubbles, Cotford St Luke Primary School has carefully considered, consulted on and developed this policy for remote learning. The overarching goal is to enable pupils to access high-quality teaching and learning even when they are unable to attend school. The policy outlines how teachers and other school staff will work to provide remote learning, whether they are delivering blended learning through the provision of both in-school and online lessons, or only accessing online home learning.

► Aims

The aims of this policy are in line with current government guidance. The specific aims are:

- to plan and outline how and when the remote learning policy will be implemented in Cotford St Luke Primary School;
- to support all pupils in their access to high-quality remote teaching and learning;
- to provide a clear remote learning strategy, including how and when learning should be assigned remotely, how it will be communicated, how pupils will submit work and how they will receive feedback on submitted work;
- to anticipate, identify and address any concerns associated with remote learning, relating to safeguarding, data protection, and health and safety;
- to make staff roles and responsibilities clear in relation to remote learning;
- to declare the software and online tools approved for use by the school to support remote learning;
- to declare how and when the school will support the delivery of home learning by staff, including the possible provision of hardware.

Section One: Remote Learning Strategy

► Circumstances where this policy will become operational

The systems and procedures outlined in this remote learning policy will come into effect under any of the following circumstances:

- a pupil, groups of pupils, class or bubble are required to self-isolate at home
- if a member of staff is required to self-isolate but able to work from home
- in the implementation of a local area lockdown and subsequent school closure

Systems and digital workspaces

- Outlining the systems, processes and workspaces to be used by the school to deliver remote learning

Class Dojo will be used as a communication tool throughout, to enable effective home-school links for parents and teachers.

If one or a small number of children are self-isolating at home, Class Dojo will be used to share work from class that the child may undertake, and this will be responded to using this platform. This can be undertaken by the staff member using workspaces at school.

If a class / bubble of children are required to self-isolate, or there is a local lockdown or full school closure, Google Classroom will be used to set, collect and review work by the class teacher. For Early Years, we will use Class Dojo and Tapestry. Setting and monitoring work will be undertaken by the class teacher from home.

If the class teacher is required to self-isolate but is able to work from home, they will be responsible for planning the work their class is to undertake whilst at school.

Should a child be unable to access remote learning digitally, paper copies of work will be provided. Parents should contact the school office to discuss arrangements.

Lesson sequences, content and planning

- Describing how, what and when teachers will plan and deliver learning remotely.

Two weeks of maths and English remote learning are planned and available on the school Onedrive:

<https://elim.sharepoint.com/:f:/r/sites/cotfordstluke/staff/Shared%20Documents/2020%20to%202021%20Home%20Learning?csf=1&web=1&e=VXd9TY>

These will be stand-alone units in English and Maths that can be undertaken and completed within any two week closure period, linked to NC objectives for the appropriate year group. Class teachers will deliver the work via Google Classroom in the most appropriate way for the needs of their learners. Class teachers will also provide supplementary learning opportunities, for example in Science or Humanities, for children to undertake.

Class teachers will ensure that work is available in a timely fashion for children to complete throughout the closure period.

Video and live lessons

- Outlining how teachers will deliver online lessons, either through pre-recorded content or live streaming.
Pre-recorded lessons are video lessons provided either by school staff or other sources. These are not 'live' but made available for pupils / families to access when needed
Live video sessions involve live interaction between staff and pupils at a set time during the day.

Teachers will not be expected to deliver live video lessons, as there are a wide range of high-quality, professionally produced **pre-recorded video** resources available. Teachers may provide pre-recorded teaching through the use of videos uploaded to Google Classroom or provided via a YouTube link using the school account. **Live video sessions** may be used to engage all pupils and to support pupil wellbeing. These might take the form of a 'class meet' or opportunity for teachers to answer questions, give feedback and clarify key learning points

Safeguarding & Online safety expectations:

- Only accounts set up by the school are used. Administrative access to these accounts is by -our technology support provider.
- Staff and learners will use a safe and appropriate place with no bedrooms, inappropriate objects or inappropriate information visible.
- There will be two members of staff with the video session. Should this not be possible, the session will be recorded to ensure that children and staff have peace of mind about safety and security.
- Staff should keep a note of anything that causes concern during the session and report this immediately to the headteacher or, in his absence, the deputy headteacher
- Before any sessions are recorded, permission for recording must be obtained from parents and carers, stating that videos of sessions will be stored within the closed school G-suite drive. Recordings can only be accessed by staff linked to that class (including staff with responsibility for safeguarding) & staff with administrative responsibility for the G-Suite account. Recordings will be reviewed by safeguarding staff in the event that an issue with the session is reported. Recordings will be kept for 10 days before being deleted.
- Expectations for behaviour are the same as those in the classroom. Inappropriate behaviour will be dealt with in line with our school behaviour policy and may result in the school removing access for individuals, for a class or for the school.
- Online safety habits will be reinforced within each session and learners will be helped to understand livestreaming as part of learning and not something for primary aged children to use through social media.
- Chat will be used for learning purposes.
- Cameras will be used as this will benefit the well-being or learning of children. There may be times when staff request that cameras be turned off.
- Our Data Protection Officer has been informed about our use of livestreaming and a privacy impact assessment has been done.
- Parents and carers will be informed when a livestreaming session will be taking place and the time limit for the session. They are asked to ensure their children understand:
 - Online sessions are only accessed in a shared family area (never a bedroom).
 - If the session is recorded, this will be saved within the school network
 - **No-one else will take screen shots or recordings of the session.**
 - **No images or recordings of the session are to be shared** within or outside the Google Meet.
 - Normal classroom standards of behaviour are expected. If these are not adhered to, access to these sessions will be removed.
 - Chat is used only within the session, when made available by staff, and is used positively and appropriately.
 - Livestreaming is being used for learning. All livestreaming by primary aged children should be supervised by a trusted adult.
 - Habits for responsible use of technology including appropriate clothing.

Communication and visibility

- Describing how communication will take place in the following scenarios: teacher to teacher, teacher to pupil, pupil to pupil, teachers to parents. Also considering when teachers will be available for pupils to communicate with and how pupils will interact with their peers during online lessons.

Teachers will communicate with each other via email or phone. Teachers will communicate with parents via private messages on either Class Dojo or Google Classroom, depending upon which platform is being used. Teachers will be available and 'online' within school hours on their normal working days.

Private peer communication is not permitted within Class Dojo or Google Classroom for pupils, but they can communicate using the class Stream in Google Classroom, which the class teacher or teaching assistant will monitor. Google Meet can be used for live interaction with pupils – this will not take the form of lesson delivery, but will be used for stories, games or activities to encourage participation and communication from pupils. Any Google Meet sessions

must be recorded by the class teacher leading them.

Providing pupils with feedback

- Outlining how pupils will submit and receive feedback on their work.

Pupils will submit their work via Google Classroom using the upload links, or via Class Dojo for EYFS.

Pupils will receive feedback on their work via Google Classroom, or Class Dojo for EYFS. This will take the form of a written comment from the class teacher / staff member responsible for checking the piece of work, ideally on the same day it is submitted, or within one working day of it being submitted.

Submission dates can be set on pupils' work if appropriate to the age / needs of the children.

Pupil engagement

- Strategies to be used by teachers to engage and encourage pupils during online learning.

Teachers will take steps to engage and encourage children in their online learning through the use of positive reinforcement and engaging activities, for example: supportive private feedback, supportive comments on class streams, questions and activities designed to encourage collaboration and communication, including through the use of other secure websites / apps (eg Google Quiz and Padlet) to encourage children to participate in their learning.

Parental engagement

- Strategies to be used to engage parents in their children's remote learning.

Parents will need to support children in their remote learning, therefore activities planned should:

- be clearly explained with relevant supporting material if appropriate
- require some parental involvement in some activities
- be 'offline' as well as computer based

Parents should be encouraged to communicate with teachers via Google Classroom messages, or Class Dojo messages if they require support. Phone calls can also be placed to families if appropriate, particularly those who are not able to access online learning.

Building independent skills

- Tools, resources and ideas for teachers to use to encourage their pupils to develop their independent learning skills, such as online calendars and scheduling apps, appropriate research sources, etc.

Pupils will be able to see assignments they are required to complete in Google Classroom and when these should be completed by. Hyperlinks can be used to guide pupils towards appropriate resources to support their learning, including explanatory videos, texts and knowledge bases they may need.

Roles and responsibilities

- The roles and responsibilities of all staff, pupils and parents involved in remote learning.

Staff: class teachers will plan and deliver engaging lesson content and tasks, and feedback on work that children complete. They will communicate with parents regularly, including more specific support via private messages on Google Classroom / Class Dojo where necessary. Teaching assistants will support in responding to children's work and messages.

Pupils: will be expected to participate in remote learning, either digitally or on paper, completing tasks as asked and responding to feedback where necessary. Ideally, they will also participate in class communications, through public comments, whole class activities and Google Meetings.

Parents: will be expected to support their children in their remote learning as much as possible by assisting them in completing tasks where necessary, ensuring they have access to the work they need to do (whether digitally or on paper), helping their children to use technology responsibly and safely and communicating with staff if they need support or to give feedback on how they and their children are managing the work set.

Section Two: Safeguarding, Health and Safety Considerations

Security and online safety

- How will the school ensure remote learning complies with GDPR regulations and provide a safe learning environment for all pupils and staff?

Both Google Suite for Education and Class Dojo are GDPR compliant. Pupils require a personal log on for Google Classroom and parents must create personal logins to be able to access Class Dojo. As such, personal data is protected. Where staff use Google Meet they will ensure that meetings are recorded from the outset so there is a record of each one. YouTube will only be used for sharing videos of staff providing lesson content, and this will be done through an unlisted link added to Google Classroom or Class Dojo. Other collaborative sites used, such as Padlet, will require a given code, link or password to join, and will not contain any personal information relating to pupils or their images.

Promoting good digital citizenship

- What strategies will be implemented to encourage pupils to be good digital citizens? How will online pupil behaviour during remote learning be monitored and managed?

All classes undertake regular E-Safety units of teaching, and E-Safety rules are embedded within all lessons involving technology. Pupils and parents agree to an Acceptable Use Policy (AUP), and a digital version of this will be uploaded to each class stream within Google Classroom asking parents to discuss with their children and agree once more before accessing the online learning provided.

Pupils are not able to communicate with each other privately within Class Dojo, Google Classroom or Google Meet, and public comments will be monitored by staff. Where inappropriate comments are identified, these will be deleted and parents will be contacted with a reminder about the AUP for digital learning.

Screen time and being active

- How will the school ensure that staff and pupils take precautions to limit screen time and encourage children to be active in their home environment during times of remote learning?

Staff will be available and responsive online between the hours of 9am and 3pm. Daily tasks set online will not exceed those given in a normal school day, and will be a mix of activities that can be completed on and offline, including activities that require children to utilise resources at home in a creative, physical or social way.

Workload

Staff will only be required to monitor and respond to work submitted or messages from parents during normal working hours (8:45am – 4:30pm).

It is the responsibility of all staff to manage their workload and discuss with a colleague or line manager if they have concerns.

It is not expected that the provision of online learning should lead to an overall increase in working hours and staff should endeavour to complete planning, uploading, marking and providing feedback within their normal working hours.

Wellbeing

- How will the wellbeing of all stakeholders be monitored and supported during times of remote education, and what strategies will the school employ to support the wellbeing of those pupils, families and staff with identified concerns?

We have extremely high levels of uptake on Class Dojo and this will be the first point of contact for parents to share concerns with staff. If families are not engaging, staff will make a pastoral care phone call. In the event that no contact can be made, a home visit will be made by a member of SLT to ensure the wellbeing of pupils and their families and to

determine if any further support is needed.

Staff will remain in regular contact with their class and phase teams, SLT and the Wellbeing Buddy. Staff in school will

regularly check in with those isolating and will be proactive in offering support in the event of concerns arising. All staff will have access to the Care First counselling line (0800 174319), which is staffed 24 hrs a day and available to all staff to use.

COVID-19

Section Three: Software and Hardware

Software

- What software will the school approve for use during remote learning and how will this be accessed?

Primarily, Class Dojo and Google Classroom will be used for remote learning. The school YouTube account may be used to upload and share videos by staff where appropriate. The website will be updated with whole school messages. All of these are accessible via PC, laptop, iPad and other mobile devices.

Hardware in school

- What hardware and software is available for staff when providing remote learning while in the school building?

All teaching staff have class PCs that can be used to provide remote learning whilst in the school building. The software being used is all accessible online.

Hardware for teachers when working from home

- What hardware will teachers have access to if working from home and how will any technical issues be addressed?

The majority of teaching staff have a school laptop which they can use when offsite. Software can also be accessed via personal PCs, laptops, iPads and other mobile devices. The ICT subject lead and ICT technical support are able to offer support in the event of technical difficulties.

Pupils' access to technology at home

- How will the school support and enable pupils to access remote learning through the technology available to them? How will the school address the technological divide for disadvantaged pupils?

Whilst the majority of our pupils have been able to access remote learning through technology they have available at home, we recognise that not all can do this. In such situations, we will provide paper-based versions of the online learning. Parents should contact the school office to discuss this. We may also be able to arrange a loan of school equipment, such as a laptop or Chromebook, to support children without easy access to technology at home.

Section Four: Subject Specific Information and Resources

Maths

WhiteRoseMaths.com will provide the bulk of the maths resources suitable for home learning. Parents and children can access videos explaining topics. Teachers will provide additional resources to complement these units, including White Rose worksheets.

Mathletics tasks will continue to be set by teachers for classes.

See Appendix 1 for further resource suggestions

Reading

Oxford Owl, Getepic, Lovereading4kids all offer free ebooks or pdf extracts from books that can be used for reading.

See Appendix 1 for further resource suggestions

Writing

Edshed tasks will continue to be set by teachers for classes. Pie Corbett's talk for writing home learning units will be used for two week closures.

See Appendix 1 for further resource suggestions

Foundation subjects

See Appendix 1 for a wealth of resources

Wellbeing

Coram Life Education have made content from their SCARF resources available to support pupils' wellbeing and SEMH

www.coramlifeeducation.org.uk/scarf/home-learning-unit-3-Keeping-Myself-Safe-activities-during-self-isolation

Appendix 1 – Links to useful online learning resources

Printables

Twinkl provides resources and downloads for all curriculum areas. Usually their premium content requires a subscription but they are offering all resources free in the event of school closures.

<https://www.twinkl.co.uk/>

Teacher's Pet is another site offering lots of free printables for download across a wide range of subjects.

<https://tpet.co.uk/>

First News is a newspaper for children containing lots of (panic free!) sensible information on loads of the top international news stories. You can subscribe at a cost but everyone can download one digital copy for free at any time.

<https://subscribe.firstnews.co.uk/free-downloadable-issue/>

Online Learning

Teach Your Monster to Read is a wonderful game made in association with leading educational experts and follows phonic phases 1, 2 and 3 in separate games. Perfect for EYFS through to KS1. Apps are available and paid for but the online website version is always free. Your child can follow their monster around and learn without realising how much they are learning to read!

<https://www.teachyourmonstertoread.com/>

2Simple's Purple Mash is an online platform full of content which keeps children engaged and supported through the curriculum in every subject. Games, videos, activities and ebooks are available. Suitable for ages 4-11. Usually a paid subscription but free in event of closures.

<https://2simple.com/blog/using-purple-mash-when-school-closed/>

Pobble is an online writing platform. They post a free picture a day with prompts for discussion and writing.

<http://www.pobble365.com/>

BBC Bitesize is always free and has videos, lessons, and games covering the whole curriculum all the way up to GCSEs.

<https://www.bbc.co.uk/bitesize>

Oxford Owl provides free ebooks all the time for children of primary age.

<https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/>

Duolingo is a free website made for language learning. One for all the family. Not specifically made for schools and you can pick whichever language you like. An initial assessment helps to pick up your current level if you want to improve rather than start from scratch.

<https://www.duolingo.com/>

Handwriting practice a bit a day will be essential for infant and junior age children. **Handwriting Heroes** has premium content and apps but their letter formation videos are always free so will help remind children of the right formation while practicing.

<https://appytherapy.com/handwriting-heroes/>

Mangahigh maths games are for children age 5-11. Usually a paid subscription but free for school closures.

<https://www.mangahigh.com/en-gb/blog/2020-03-06-free-access-schools-online-maths-coronavirus>

Music Theory has some content always free with lessons and exercises to do at home. For all ages and musical abilities.

<https://www.musictheory.net/>

Useful Websites for Home Learning

ED SHED (MATHS & SPELLING SHED)

Children will need their Ed Shed logins to access Spelling Shed and Maths Shed.

[KHAN ACADEMY](#)

Khan Academy offers personalised lessons across the curriculum for children aged 2-19. There is a huge amount of content for children to master. Children do not need to register but all the content is free.

[HAMILTON TRUST](#)

Hamilton Trust offer weekly learning packs for Maths and English. These resources are printable.

[OAK NATIONAL ACADEMY](#)

Oak National Academy offer lessons for all areas of the curriculum. You can pick and choose resources from the resources available.

PE

[5 MINS A DAY](#)

[GO NOODLE - DANCING](#)

[COSMIC KIDS YOGA](#)

Early Years

[CRICKWEB - EARLY YEARS](#)

[TOPMARKS - EARLY YEARS](#)

Phonics

[EDUCATION.COM](#)

[LETTERS & SOUNDS](#)

[PHONICS BLOOM](#)

[PHONICS PLAY](#)

Maths

[SNAPPY MATHS](#)

[MATHS FRAME](#)

[TOPMARKS - MATHS](#)

[CRICKWEB YEARS 1 & 2](#)

[CRICKWEB YEARS 3-6](#)

[DK FIND](#)

[THE SCHOOL RUN - MATHS](#)

[THE MATHS](#)

[MATHS ZONE](#)

[OUT -](#)

[MATHS](#)

[FACTOR](#)

English

[CRICKWEB - YEARS 3-6](#)

[CRICKWEB YEARS 1 & 2](#)

[BBC BITESIZE ENGLISH](#)

[THE SCHOOL RUN - ENGLISH](#)

[TALK FOR WRITING](#)

[TOPMARKS - ENGLISH](#)

Reading

[FAMOUS AUTHORS READING THEIR BOOKS](#)

[WORLD BOOK READER - FREE EBOOKS & AUDIOBOOKS](#)

[LOVE READING 4 KIDS](#)

[BOOK TRUST](#)

[OXFORD OWL - FREE EBOOKS](#)

Science

[DK FIND OUT - SCIENCE](#)

[CRICKWEB SCIENCE - YEARS 1 & 2](#)

[CRICKWEB SCIENCE - YEARS 3-6](#)

[BBC BITESIZE - SCIENCE](#)

[WOW SCIENCE](#)

[TOPMARKS - SCIENCE](#)

[8 SIMPLE SCIENCE EXPERIMENTS YOU CAN DO AT HOME](#)

Geography

[BBC BITESIZE - GEOGRAPHY](#)

[CRICKWEB GEOGRAPHY - YEARS 1 & 2](#)

[CRICKWEB GEOGRAPHY - YEARS 3-6](#)

[NATIONAL GEOGRAPHIC KIDS](#)

[NATIONAL GEOGRAPHIC YOUTUBE CHANNEL](#)

History

[CRICKWEB HISTORY - YEARS 3-6](#)

[CRICKWEB HISTORY - YEARS 1 & 2](#)

[DK FIND OUT - HISTORY](#)

[BBC BITESIZE - HISTORY](#)

Religious Education

[CRICKWEB RELIGIOUS EDUCATION - YEARS 3-6](#)

[TOPMARKS - RELIGIOUS EDUCATION](#)

[BBC BITESIZE - RELIGIOUS EDUCATION](#)

Music

[BBC BITESIZE - MUSIC](#)

[OUT OF THE ARK - SONGS](#)

[TOPMARKS - MUSIC](#)

Computing

[BBC BITESIZE - COMPUTING](#)

[DK FIND OUT - COMPUTING](#)

[CODE.ORG](#)

French/Modern Foreign Languages

[BBC BITESIZE - FRENCH](#)

[CRICKWEB - FRENCH](#)

[DUOLINGO](#)

Art

[THE SCHOOL RUN -
ART](#)

[TOPMARKS - ART](#)

[LEARN TO DRAW
WITH MO WILLIAMS](#)

[YOUTUBE - ART FOR
KIDS](#)

[DRAW WITH ROB](#)

[DRAW WITH SHOO
RAYNOR](#)