

Blended and Remote Learning Strategy

Adopted: September 2020

For review: September 2021

Introduction

From 20th March 2020 parents were asked to keep their children at home, wherever possible. Since this time, schools and all childcare providers have been providing care for a limited number of children: those who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home. Schools have also been providing 'remote learning' opportunities for those children not attending school.

Following the continued reduction in infection rates across the country, the DfE announced in June 2020 that schools would be fully open to all children at the start of the new academic year in September 2020. The guidance published prior to full reopening clearly states that where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, it is expected that schools to have the capacity to offer immediate remote education.

The purpose of the remote learning strategy is to state how facilitation of home learning will operate within Upton Meadows to meet the needs of the DfE guidelines and the NPAT Educational Guidance. The purpose of this is to ensure access to a high-quality education if they are not able to attend school for reasons related to Coronavirus.

Upton Meadows aims to ensure that home learning and learning in school offer parity, meaning that all children are in receipt of the same curriculum and no learning is lost. This is also known as Blended Learning as home and school learning are not separate and we aim for the experiences of children learning at home or in school to weave together. It is our intention to provide an effective strategy and the resources necessary for to proactively support all children who are not able to attend school due to circumstances related to COVID-19.

The curriculum for Remote Learning will closely match that taught in school so that all children continue to make progress in their learning whether accessing in-school or remotely. They will then be able to return to the classroom having kept up with subject knowledge and content. Please see the NPAT Long-term Maps for links to Oak Academy that mirrors the school's curriculum. These can be found in the Remote Learning channel in the UMPS Staff Area of Teams.

The Lead for Blended/Remote learning is: Vicky Palmer

Roles and Responsibilities

Headteacher and SLT	<ul style="list-style-type: none">- Ensure that there is a strategic plan in place for Remote Learning that effectively impacts children's learning.- Ensure that staff are supported with training and the resources needed to fulfil their role in Remote Learning.- Door-step visits when required.
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Governors	<ul style="list-style-type: none"> - Monitor the delivery and effectiveness of the Blended and Remote Learning Strategy - Monitor the provision of staff training - Work with the Headteacher to ensure the school has the resources needed to fulfil the requirements of Blended and Remote Learning
Remote Learning Lead	<ul style="list-style-type: none"> - Track and ensure every child who is absent and requires Remote Learning has access and appropriate arrangements in place. - Monitor Remote Learning curriculum provision across the school. - Ensure that communication with parents is taking place to ensure that children are engaging in Remote Learning. - Ensure that praise and reward of children is taking place. - Engage with NPAT Remote Learning Lead Team.
Class Teachers	<ul style="list-style-type: none"> - Equip the children with the skills and knowledge to confidently access Office 365. - Ensure learning is set online for every day of a child's absence. - Provide hard copy versions of the work to the office for easy copying and distribution if needed – all avenues of support for online learning should be explored in details before hard copy is given. - Respond to any request for support made with the online platform via the email sent from the office/absence spreadsheet as soon as reasonably possible on the first day of absence. - Support and mark every child's Remote Learning work in-line with agreed expectations. - Ensure that contact is made with parents via phone following the first day that a child does not access learning from home. Record contact/attempted contact on 'Class Contact Sheet' on Teams. - Monitor and record engagement with remote learning. - Feedback to Remote Learning Lead/SLT if there are concerns or they require support. - Report any safeguarding concerns that arise using MyConcern.
HLTAs/P.E and Sport Lead	<ul style="list-style-type: none"> - Ensure learning for subjects taught is provided to class teachers or uploaded directly into the Class Teams. - Ensure feedback is given as appropriate.
Teaching Assistants	<ul style="list-style-type: none"> - Support teachers to collate items for the Remote Learning Packs. - Support teachers to make contact with children in the class via phone calls or Teams. - Support teachers to provide feedback to children. - Complete interventions with children who require additional support to learn the skills and knowledge required to access Office 365. - Where appropriate, liaise with the SENCO and/or Pastoral Lead and/or Class Teacher regarding any specific remote work that needs undertaking for identified children with additional needs.
Office Staff/Pastoral Team	<ul style="list-style-type: none"> - Monitor absence and follow up reasons for absence with families. - Communicate those who are absent due to COVID-19 to SLT via the Whole School COVID absence tracker on 'Teams'. - Email class teacher, Remote Learning Lead and Pastoral Team so that they are aware of who is absent due to COVID-19, including advising if hard copy packs are required. - Support with door-step visits to deliver packs when required. - Maintain additional communications with families, based on the tiered safeguarding communication strategy.

Online Platform

Each class (from Y2-6) will have a Class 'Team' set up on Office 365 with a class notebook to use within it. Staff will receive training in all aspects of managing a class team during PDD2 in September and throughout Term 1. Staff will be actively encouraged to share good practice during regular scheduled sessions.

A 'Parent Guide' to using Teams or Tapestry will be sent home electronically and hard copy and all parents will have their children's email address and passwords resent to them.

It is essential that children become used to the online platforms whilst working in school with the support of school staff and also that staff and pupils are able to 'blend' learning successfully where individuals or small groups are absent from school for COVID reasons.

In Y2-6, teachers will begin to utilise Teams during lessons where appropriate to encourage collaborative learning via this platform even when pupils are together in the classroom. Staff will also be encouraged to explore aspects of the Oak National Academy during lessons so that children are familiar with the platform and format in case of needing to access it from home.

At least one item of weekly homework will be set using the Class Team Notebook within the Class team. This may be completed on paper with photographs taken and emailed to teachers or using the online forum. Y6 will also use *SATS Companion* for the setting of homework tasks. EYFS and Y1 will utilise Tapestry for the setting of online homework tasks and will also make use of the Ruth Miskin Virtual Classroom resources to set weekly phonics homework.

Tapestry in EYFS and Y1:

The decision has been made for 2020-2021 to continue with the use of Tapestry into Y1 at least for the first term (see Y1 intent document).

In the event of remote learning being need for EYFS or Y1, staff will set specific tasks daily on Tapestry and parents will be supported and encouraged to upload photographs and/or videos of their children.

Accessibility

Following an analysis of our parental survey on access to technology, further work will be undertaken to identify families where accessibility may be a challenge. This will be aided by the setting of homework online as this will enable to us to explore reasons for non-completion with parents and children ahead of it being needed for COVID-reasons.

At present, hardware in school is too limited to loan to large numbers of children but we have placed orders that will enable us to expand our capacity and explore this as an option in the future. We may also be entitled to 38 devices through the government 'Laptops for Schools' programme, although this is not guaranteed. Where there is a significant need identified, we will endeavour to offer options on a case by case basis, including the option of giving or loaning families a keyboard and mouse that can be attached to a gaming device.

Hard Copy of Remote Learning

Paper copies of work to support remote learning will be provided if necessary and class teachers will be responsible for providing master packs to the office so that they are ready to be copied if needed. Arrangements for collection and delivery of these packs will be dependent on specific circumstances.

Children completing paper copies of work will be encouraged to take photographs of work completed and email it to their teachers daily. Basic stationery will also be provided if necessary, along with an exercise book to work in.

Expectation for Remote Learning

Expectations for Children (and Parents):

We recognise that for some parents remote learning will present some significant challenges, particularly where there are several children at home and parents may also be trying to work from home. However, it is essential that parents ensure that there is enough time in the day for children to be supported to complete their daily curriculum offer **every day** that they are not at school as long as they are well enough to do so. Where a child is unwell and would not normally have attended school, we do not expect learning to be completed. We are aiming to offer flexibility with our remote learning, which is why at this stage we have taken the decision not to live-stream lessons during the school day, apart from the two check in points of registration and the DEAR session (see below).

Our Daily Curriculum Offer:

<p>EYFS</p>	<ul style="list-style-type: none"> • Phonics link (Ruth Miskin Virtual Classroom) (10-15min clips) • Daily Reading (10-15mins) • Kinetic Letters (link for daily structured practice – these are in progress and will become available over the coming weeks) (10min approx.) • English (30-40mins) • Maths (30-40mins) • 2 x tapestry photos (of something they have done at home that day, e.g. played with their trains, baking, going for a walk) • Daily physical activity (set by P.E. and Sport Lead) (varying lengths) <p>SEND/Emotional Wellbeing Support will be offered in addition to our core curriculum offer where there is an identified need.</p>
<p>Y1</p>	<ul style="list-style-type: none"> • Phonics link (Ruth Miskin Virtual Classroom) (10-15min clips) • Daily reading with link to Oxford Owl for additional reading (10-15mins) • Kinetic Letters (link for daily structured practice – these are in progress and will become available over the coming weeks) (10min approx) • English (30-40 mins) • Maths (30-40 mins) • A directed wider curriculum subject (possibly supplemented by Oak) per day (Science/Geography or History/Art or DT/R.E./Music or Computing) (30-40 mins) • Daily physical activity (set by P.E. and Sport Lead) (varying lengths) <p>SEND/Emotional Wellbeing Support will be offered in addition to our core curriculum offer where there is an identified need.</p>
<p>Y2-6</p>	<ul style="list-style-type: none"> • Phonics link (Ruth Miskin Virtual Classroom) or spelling activity (10-15 min clips) • Daily reading with link to Oxford Owl for additional reading (15-20mins)

	<ul style="list-style-type: none"> • Kinetic Letters (link for daily structured practice – these are in progress and will become available over the coming weeks) (10min approx) • English (45-60 mins) • Maths (45-60 mins) • A directed wider curriculum subject (possibly supplemented by Oak) per day (Science/Geography or History/Art or DT/R.E./Music or Computing) (45–60 mins) • Daily physical activity (set by P.E. and Sport Lead) (varying lengths) • Y3-6 access to the home learning section of <i>Language Angels</i> for French activities (access by choice) <p>SEND/Emotional Wellbeing Support will be offered in addition to our core curriculum offer where there is an identified need.</p>
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In addition to this, there will be a minimum of two ‘live’ contact points during the school day – one for morning registration and setting of expectations and the second for the *DEAR* (Drop Everything And Read) session - parents will be advised of the time of this.

Where appropriate, additional resources, including teaching videos/LOOM videos will be added to supplement the learning in these curriculum areas. It may be possible for teaching inputs from school staff to take place via video, either live or pre-recorded, and parents will be advised if this is the case.

Expectations for Staff:

	Setting of Work	Feedback
One or a small group of child are absent from their bubble	Grids for English, Maths and Phonics subjects will be pre-loaded weekly Grids for Foundation subjects will be pre-loaded termly – children to access on a needs basis Daily physical activities will be set by the P.E. and Sport Lead Children will join the class virtually twice a day for the register in the morning and the <i>DEAR</i> session	Not required for short-term absence of 2/3 days (e.g. related to testing/awaiting results). Work will be acknowledged when child returns to school. For longer-term (i.e. more than 3 days), direct, individualised feedback once a week
The children within a bubble are all absent or the whole school is closed/national lockdown	Grids for English, Maths and Phonics subjects will be pre-loaded weekly. Supplementary videos/LOOMs will be added as appropriate to support learning Live and pre-recorded videos may be considered as an alternative to Oak National resources Grids for Foundation subjects will be pre-loaded termly – children to access on a needs basis	<i>It is expected that all bubble staff, teachers and teaching assistants, will be available between the core hours of 8.30am and 3.30pm.</i> Children will receive feedback in a variety of forms: <ul style="list-style-type: none"> • Teacher comments • Virtual stickers • Quizzes set by teachers in Teams

	<p>Daily physical activities will be set by the P.E. and Sport Lead Children will join the class virtually twice a day for the register in the morning and the <i>DEAR</i> session</p>	<ul style="list-style-type: none"> • Quizzes set on the Oak National website at the end of lessons • Teaching video/LOOM addressing misconceptions and further practice
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The setting of work will ordinarily be shared between teams with different teachers taking on responsibility for different subject areas. Where a teacher is too ill or is struggling to work from home all reasonable steps will be made to provide an effective cover solution for this in the same way as would be provided if a teacher were absent from school.

Marking and Feedback

Feedback will be given to children as laid out in the ‘expectations for staff’ section above. The expectation from school leaders is that this would not take longer than marking a child’s book if they were in class. Quizzes and Assignments are functions in Teams that allow staff to set work and also set the marking criteria. This means that children will have work marked on occasions with instant feedback.

Remote Learning Leads will monitor to ensure that all children receive feedback.

Supporting Children with SEND

If staff require support with setting Remote Learning work for children with identified SEND they should contact the Inclusion Lead. There should be a continued focus on children making progress while at home. Our children still require high expectations of their learning while at home and on each child achieving their targets, whether the target is Greater Depth, Age Related Expected or specific SEND targets. As with children in school, work for children at home will need to be differentiated and appropriate to their ability. All books sent home should also be well matched to a child’s learning needs.

Children with specific SEND targets, e.g. Speech and Language, will require work to support these targets. Staff will be supported with this by the Inclusion Lead and specialist Teaching Assistants, who may also be able to offer virtual one-to-one sessions.

Children who have an EHCP will need to continue to work toward the targets set out in their plan. Support staff who work 1:1 with these children will, where possible, have a daily check in via phone call or video call to provide additional support for the child’s learning and for parents. They will work closely with the Inclusion Lead and class teachers to ensure that the provision outlined in the EHCP is as closely met as possible in a remote learning scenario. The Inclusion Lead will communicate appropriately with the NCC EHCP Team to keep them informed of the provision being made.

Supporting Children with EAL

Google Translate offers flexible ways in which children and parents can translate into their home language. Children will be given teaching on how to use this tool in school. The Google Translate App

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can be held over a text in a book and it will translate the text to the language selected. This is an ideal support for parents and children when using school textbooks.

Internet Explorer offers the ability to convert a page to immersive reader. This then can be changed easily to another language and even offers to read the text in the child's language to them. This is particularly useful for younger children or those who are new to English.

All letters and parent guides will be provided in the family's main spoken language where it would assist the family in understanding Remote Learning expectations and support. The school will seek to support parents of younger children with all these strategies. Children will be given opportunities to learn how to translate texts in school.

Online Safety

It is essential that 'safe' online behaviours are re-taught to the children as early as possible in the Autumn term and these are revisited with them regularly. Children should be taught explicitly what to do if they see something online that worries them or makes them feel unsafe.

Children will also be explicitly taught/reminded of appropriate behaviours in online chat threads and any live video chat and/or lessons.

The following documentation is available for staff and/or parents:

- Acceptable Use (e-safety) policy
- Safeguarding & Child Protection Policy + COVID Safeguarding Addendum
- NPAT Virtual Learning Guidance

There are also several useful online safety links available on the 'E-Safety Safeguarding' page on our school website www.uptonmeadowsprimary.org.uk

Wellbeing/Pastoral Support

Our daily curriculum offer includes the opportunity to login to a live story time with teacher in the class which will allow the opportunity for children to maintain a connection with their class. Where individuals or small groups are isolating for longer periods of time it may be appropriate to facilitate break-time chats with friends every couple of days – these would be supervised by school staff. Our tiered communication strategy also allows for regular phone call and email check in with parents and children.

Long-term absence

There may be situations where a child may be absent from school for extended periods of time. At Upton Meadows, the community and the well-being of all our students is of vital importance. To support a child who is engaged in longer periods of absence we will seek to involve them in school routines where appropriate. This may include logging onto live streams of certain lessons such as Kinetic Letters or PSHE where discussions are taking place and also working collaboratively through Teams on shared documents. As outlined in our offer, the registration and DEAR session each day will also take place live and provide an opportunity to regularly join the class more informally.

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Supporting Pupils' Social, Emotional, Mental Health

The Pastoral Team will be responsible for contacting external agencies for children and/or families who are struggling with mental health during this time. They will also maintain strong communication links with families through regular welfare checks as set out in the Attendance and Safeguarding Addendums.

Where a child is struggling emotionally and additional support would benefit a child's wellbeing, a referral will be made to our pastoral team as usual and an ELSA will be assigned specifically to that child. They will have allocated time online for conversations to support learning or conversations and wellbeing intervention activities. For children who will be absent for a period of time exceeding three weeks, this will be allocated as a standard offer for the family.

Opportunities to have time talking with friends during break times may be used via live streaming. A staff member will be required to monitor these sessions at all times.

In the event of a bubble closure or more widespread lockdown, staff will revert to the tiered communication with families as used previously and set out in the Attendance Addendum.

Safeguarding

Staff will continue to raise safeguarding concerns in the same way as always via MyConcern and also by speaking to any of the DSLs in school or over the phone for advice. Our COVID-19 Safeguarding Addendum will remain in operation at all levels of potential closure.

Staff Training

Staff will receive initial basic training in the setting up and organisation of Microsoft Teams and Tapestry during the September training days. This will be followed up with training focussing on more specific aspects of Teams during September. Regular feedback and sharing sessions will be built into weekly staff meeting times. Support staff training will also be planned so they are also familiar with how to support teachers remotely in Teams.

Hardware Strategy/Action Plan

The Computing Action plan for 2020-2021 lays out our intent for how we will develop hardware provision and the school infrastructure so that it can support increased demand.