

Knighton Mead Primary Academy Blended Learning Offer

(including the use of Remote Education, supported by technology)

2020-2021

This document outlines our contingency plans, should pupils need to access this offer. This will ensure our blended learning provision is robust throughout the challenge of continuing learning during the Covid-10 pandemic. This process aims to give clear align between face-to-face and remote education so that, should pupils need to self-isolate, they can transition smoothly back into the classroom, having followed the same curriculum sequence as their in-school peers. Remote education will involve technology wherever possible. This consistency between face-to-face and remote education will ensure that no child falls behind, and will alleviate pressure on teachers in instances of pupil mobility.

OUR PRINCIPLES

Our Blended Learning Offer will:

- Enhance teaching and learning
- Be coherent and co-ordinated
- Make the best possible use of school-based resources and technology
- Be accessible to all
- Improve outcomes for all

BLENDED LEARNING TEAM

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| <ul style="list-style-type: none"> • Jenny Slinger • Rebecca Smith • Gemma Oldham | <p>Team leader</p> <p>Curriculum Lead</p> <p>Microsoft Teams Champion</p> |
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PHASE SPECIFIC DETAILS

Phase	Software	Hardware	Enhancement Examples
Phase 1 (EYFS)	Tapestry Busy Things	ipads Interactive white-board Beebots	Chatterpix Google Expedition Puppet Pals
Phase 2 (Y1-Y3)	TTRS Numbots Accelerated Reader and MyOn Microsoft Teams <i>Children will also have access to White Rose videos - the link provided through Teams.</i>	ipads Interactive white-board Laptops Chrome Books	Adobe Spark iMovie
Phase 3 (Y4-Y6)	Times Table Rock Stars Accelerated Reader and MyOn Microsoft Teams <i>Children will also have access to White Rose videos - the link provided through Teams.</i>	ipads Interactive white-board Laptops Chrome Books	Adobe Spark iMovie

IF A CLASS BUBBLE HAS TO SELF-ISOLATE

- Chromebooks will be allocated to children in the bubble prior to the children leaving for the last day before isolation. (pupils with no device at home will be prioritised – up to one class set of Chrome Books)
- Teachers will set three tasks per day: an English task, a maths task and one of the following: a PE, science, art, DT, geography or history task. The topic tasks will be dependent on which topic is current in class. The curriculum subjects which are being covered in school will continue wherever possible. These activities will total approximately 2.5 hours of learning.
- For each task, teachers will run 2x small group coaching sessions via Teams with up to 15 children at a time. This is to ensure all children, especially those with English as an Additional Language, receive tuition in a group with minimal interruption and maximum teacher time. *NB this offer could change if the teacher becomes unwell.* Timings for children's lessons will be communicated through text – either morning (9-12:00) or afternoon (12:30-3:30). The half day session will include all learning for that day.
- Teachers will give feedback on tasks via Teams after each task in line with the daily home learning timetable.
- Pupils are using Teams regularly when in school to support engagement if learning offsite through this software
- One afternoon a week, teachers will phone all parents / guardians of children who are not engaging. Non-engagement following this will be referred to the Principal (Miss Slinger).

IF THE SCHOOL HAS TO CLOSE

- Chromebook allocation will be prioritised for disadvantaged children and families across the school. (Up to 31 children)
- We have checked the financial / time cost of preparing learning packs for the remaining children vs the cost of purchasing appropriate work books. As such, work books will be created by school staff. In the event of a whole school closure, we would allocate age appropriate work books for the remaining children who cannot access Teams on either a school or home device, as has been successful with previous closures.

IF AN INDIVIDUAL HAS TO SELF-ISOLATE

- Teachers will set work to take home and support children in accessing recorded lessons through Microsoft Teams.
- Teachers will keep in touch via Twitter, text messages and phone calls – Seesaw will go live Jan 2021. Families can also get in touch with teachers through the year group email address.

SUPPORT FOR TEACHERS

- Weekly refresher training for staff on key skills timetabled to s that teachers can provide remote learning confidently.
- Blended Learning team available on Teams during a whole school closure to provide support with technical issues.
- Should live support be required during a bubble closure, a member of the blended learning team will be released.
- On the day of a bubble closure, the Blended Learning team leader will provide remote training after school for affected teachers.
- GO will also provide links to websites and videos that will provide technical support for teachers.

DfE guidance on remote education: Summary of key points

- Remote education, where needed, is **high quality and aligns as closely as possible with in-school provision**: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.
- Develop remote education so that it is **integrated into school curriculum planning**: remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are **given the support they need to master the curriculum and so make good progress**.
- 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, we expect **schools to have the capacity to offer immediate remote education**. In developing these contingency plans, we expect schools to:
 - Use a curriculum sequence that allows **access to high-quality online and offline resources and teaching videos**, and that is linked to the school's curriculum expectations
 - Select the online tools that will be **consistently used** across the school in order to allow **interaction, assessment and feedback**
 - Provide **printed resources** for pupils who do not have suitable online access
 - Recognise that younger pupils and **some pupils with SEND may not be able to access remote education without adult support**, and so schools should work with families to deliver a broad and ambitious curriculum.
 - Set assignments so **that pupils have meaningful and ambitious work each day** in a number of different subjects
 - Provide **frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos**
 - Gauge how well pupils are progressing through the curriculum, **using questions and other suitable tasks** and set a clear expectation on **how regularly teachers will check work**
 - Plan a programme that is of **equivalent length to the core teaching pupils would receive in school**, ideally including **daily contact with teachers**
 - We expect schools to **avoid an over-reliance on long-term projects or internet research activities**.

Remote education: overarching principles

- **Curricular alignment**: remote plans follow precisely the same sequence as face-to-face enactment of the curriculum
- **High quality resources** that mirror those used in face-to-face teaching where applicable and appropriate, are easily accessible and break learning down into small steps (avoiding long-term project type tasks). This includes the use of videos
- **Feedback and assessment of learning** should remain regular, in line with normal curriculum expectations

Tier 1

The default position for areas in national government intervention is that education and childcare settings will remain open. An area moving into national intervention with restrictions short of education and childcare closure is described as 'tier 1'. There are no changes to childcare, and the only difference in education settings is that where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.

All nurseries, childminders, schools, colleges and other educational establishments should remain open and continue to allow all their children and young people to attend, on site, with no other restrictions in place.

Tier 2

Early years settings, primary schools and alternative provision (AP) providers, special schools and other specialist settings will continue to allow all children/pupils to attend on site. Secondary schools move to a rota model, combining on-site provision with remote education. They continue to allow full-time attendance on site to vulnerable children and young people and the children of critical workers. All other pupils should not attend on site except for their rota time. Further education (FE) providers should adopt similar principles with discretion to decide on a model that limits numbers on site but works for each individual setting.

In all areas of national government intervention, education settings where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.

Tier 3

Childcare, nurseries, primary schools, AP, special schools and other specialist settings will continue to allow all children/pupils to attend on site. Secondary schools, FE colleges and other educational establishments would allow full-time on-site provision only to vulnerable children, the children of critical workers and selected year groups (to be identified by Department for Education). Other pupils should not attend on site. Remote education to be provided for all other pupils.

In all areas of national government intervention, education settings where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.

Tier 4

All nurseries, childminders, mainstream schools, colleges and other educational establishments allow full-time attendance on site only to our priority groups: vulnerable children and the children of critical workers. All other pupils should not attend on site. AP, special schools and other specialist settings will allow for full-time on-site attendance of all pupils. Remote education to be provided for all other pupils.

In all areas of national government intervention, education settings where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.