



Part of the Pickwick Academy Trust



Remote and Blended Learning Guidance

This remote and blended learning commitment statement has been written as guidance for staff and parents during the COVID-19 Pandemic. This supports the Trust's overarching '*Blended Learning Guidelines*' and is to be referred to alongside our '*Blended and Remote Learning Policy*.'

It sets out the systems and technology that staff will use to keep the learning experience going for children, and details how they can be used effectively and safely, while allowing for the differing needs of families.

It will also identify how we will continue to provide weekly blended learning opportunities that not only provide the basic skills tasks but also provide opportunities for extended learning that links to the curriculum your child is following in class.

This information is also intended to provide clarity and transparency to children and parents or carers, about what to expect from **remote education** if local restrictions require the whole school, entire cohorts (or bubbles) or individual children to remain at home.

The school's usual Online Safety Policy and Acceptable Use Agreements still apply at this time but this policy is an addendum in these unprecedented circumstances

Blended Weekly learning

Blended learning is defined as children and families being able to access their learning from wherever they are and whenever they choose, spending time learning at home and in school.

Home Learning is defined as additional or follow up learning to what has been accessed at school.

Our weekly blended learning incorporates both the weekly homelearning basic skills challenges that all children **must** complete and a range of challenges that the children **could** complete across the week. This will be sent to all our children on a Monday.

The key weekly challenges will be reading, spelling and times tables. The practice activities will be a mixture of games, both web based and also practical games and activities, (see the school website www.ivylane.wilts.sch.uk for details by visiting the home learning link). There will also be a range of further 'could' challenges that the children can choose to complete at home.

All spelling and math's passports can be found on our website and your child will know which passport they are currently practicing in school. If your child's class teacher needs to pass on any information regarding your child's passport target, they will do so using Seesaw.

It remains the responsibility of the class teacher to track and amend achievement of children's spelling and math's targets and this will happen in the class as part of our weekly planning. This is very similar to how we track and monitor reading band progress across the school.

The class teacher will only respond to the **must** challenges on a weekly basis.

Remote learning

Remote learning is defined as all, or almost all children (whole school or bubble) accessing learning from home on a full-time or rota basis.

Ivy Lane School is committed to working in close partnership with families and recognises each family is unique and because of this, remote learning will look different for different families in order to suit their individual needs. This information is to be used as a general guide and parents can expect further details of remote learning for their child as and when it is required. A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching. We aim to implement remote learning from your child's third day of absence. However, the children can instantly refer to the **weekly blended learning challenges** with the expectation that if a child is isolating, they would complete all the must, should and could challenges.

Keeping regular learning going during the period that schools close classes/year groups or whole school, is of great importance to reduce the impact on children's education, however we understand that everyone's circumstances at home will be different. Some families have one child to support while others have several. Some families have one device to share while others may have more – and some things may work differently on different devices. Some parents will have plenty of time to help their children learn, while others will be working from home and may have much less time and some children will be able to work more independently than others or need greater challenge. Therefore, we aim to offer a mixture of online and paper-based learning to access.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. Ivy Lane Primary School would recommend that each 'school day' maintains structure.

We would encourage our parents/carers to support their children's learning, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration.

Every effort will be made by staff to ensure that learning is set promptly. Should accessing learning be an issue, parents should contact school promptly and alternative solutions may be available, such as paper-based packs delivered, devices (Chromebooks or iPads) or routers/dongles etc. These will be discussed on case-to-case basis.

We will continue to use the platform Seesaw to share the learning.

There are 3 general scenarios outlined below; the first scenario where your child is not permitted to attend school due to isolating, the second outlines the actions in the case of a whole bubble not being permitted to attend school or in the event of lockdown and the third is if a whole bubble is isolating and the class teacher is not able to deliver the remote learning. Remote learning will be shared with families when they are absent due to **Covid related reasons only**.

The government's Oak Academy online lessons will continue be used for remote learning for every year group, covering a wide range of curriculum objectives. <https://www.thenational.academy/> We will also supplement these with our existing subscription packages which children are familiar with, for example White Rose Maths, Spelling Shed, TT Rockstars and Numbots.

We appreciate that some families will not be able to engage with the full range of tasks due to their own family circumstances and in this case suggest they focus on key learning priorities to try to reduce the impact on children's core Maths and English skills.

Remote learning

Circumstance 1)

My child (*and their siblings if they are also attending Ivy Lane*) is absent because they are awaiting test results and our household is required to self-isolate or identified as a 'contact'.

The rest of their school bubble are attending school and being taught as normal.

Staff will endeavour to view and feedback on as much of child's work as they are able, while balancing their workload inside of school. Children at home should receive feedback at least twice a week.

Please note that the class teacher will be in school, so will be unable to respond to queries during the school day.

KS1/KS2

The learning will try and link where possible to what the children in school will be doing, whilst remaining manageable for staff to prepare on top of their usual weekly workload. To do this, we will refer to our weekly blended learning challenges and we will also make use of a number of ready-prepared high quality online materials (drawing heavily on units from the national Oak Academy that fit with our school curriculum) and supplement these with our existing subscription packages which children are familiar with, for example White Rose Maths, Spelling Shed, TT Rockstars and Numbots.

Please refer to your child's weekly blended learning challenges and aim to complete all.

Must challenges:

Spelling/Maths Passport learning

TT Rockstars and Spelling Shed

Daily reading

Could challenges:

These link to your child's enquiry learning in school along with other wider curriculum tasks.

Alongside this, you child's class teacher will add some links to Oak Academy and White Rose Maths onto Seesaw. Please also refer to our website for a list of suitable online resources to access.

Reception

Must challenges:

Daily ready

Tricky word practice

Phonic strip

Letter and Number Formation

Number practice

Could challenges:

These link to your child's enquiry learning and play.

Remote learning

Circumstance 2)

-My child's whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.

-In the event of lockdown with school only open to vulnerable children and those of critical workers. (Critical worker and vulnerable children will follow the same timetable and learning in school.)

KS1/KS2

The learning set will follow a similar timetable for the class had they been in school, wherever possible. The learning (including remote teaching and independent work) will take children broadly at least 3 hours each day.

We ask that children will be present for remote learning by 9:00am and cease their remote learning at 3pm from Monday to Friday, with the exception of breaks and lunchtimes.

Children are not expected to do learning during these times, so please ensure they have some downtime.

Video messages from the child's class teacher will be pre-recorded and uploaded to Seesaw, e.g. start/end the day, story time, introduce a session or model the learning where appropriate.

Morning Tasks – uploaded to Seesaw by 9am

- **Maths lessons** uploaded to Seesaw, following on/mirroring the maths being covered in the classroom at that time. This may be a combination of white rose maths videos (the scheme used in school), the screens shared in the classroom and resources/worksheets used in the classroom. Answers will be provided for self-marking at home.
- **English tasks** uploaded to Seesaw following the sequence of learning happening in the classroom. The quantity will be dependent on age /stage of your child. This will include spelling, grammar, writing and reading.

English and maths learning - all completed work submitted by 12.30pm. Detailed teacher feedback on 1 piece per subject per day, will be uploaded within 24 hours. Other learning will be acknowledged (e.g. 'like').

Lunchtime 12.30pm – Teacher to check back in to Seesaw with a message.

Afternoon tasks – uploaded by class teacher to Seesaw by 1pm

- **Enquiry/wider curriculum task(s)** will be uploaded to Seesaw for children to complete and hand in virtually, by taking a photograph of their completed learning. This will be lessons your child would have had in class this term which can be most easily adapted to remote learning.

End of day 2.45pm – Teacher will check back into Seesaw with a message and/or a story
(Please note that if your child's teacher is teaching the critical worker/vulnerable children, there may be delay in timings with this.)

All wider curriculum tasks to be submitted by 4pm and teachers will comment on one piece, at the end of the week.

1:1 support if your child receives 1:1 support and they are isolating or at home due to school closures, a more bespoke programme of support will be set up. This may include phone calls with

your child's 1:1 support TA or SENCO. They will usually be expected to still complete the learning set on Seesaw.

Instant Learning

Please refer to your child's weekly blended learning challenges and aim to complete all.

Reception

Reception's Timetable will also be similar to their school day, including 'Busy Time' where children have the opportunity to take part in child initiated free play.

Morning Tasks- weekly timetable uploaded by 9am on Monday

- **Phonics lessons** link provided on the uploaded plan to Seesaw, continuing the program of phonics learning that would be happening in the classroom at that time. This may be a combination of an online video of an adult explaining the sound and how to apply it or small phonic based activities to practice the new sound learnt.
- **Maths Activity** link or activity provided on the uploaded plan to Seesaw, continuing the program of maths teaching that would be happening in the classroom at that time.
- **Busy Time**- This will be time where your child can choose what they would like to do or play. The learning can take place independently or you can join your child in their play but please ensure you let them lead and guide where the learning goes.

Afternoon Tasks- Story uploaded at 2.30pm daily

- **Enquiry based task**_will be uploaded within the plan on Seesaw. These activities will be based on Knowledge and Understanding of the World, Creative Development, Physical Development and Outdoor Play.
- **Story time**- Either a link to an interactive story or a video of an adult story telling will be uploaded onto Seesaw at 2.30pm.

Any completed learning can be submitted via Seesaw where Teachers will respond to within 24 hours. Additional home activities may also be uploaded onto Seesaw should you wish to share them too, however teachers will only comment on activities set as part of our remote learning.

Remote Learning

Circumstance 3)

My child's whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.

My child's class teacher is not able to teach the class.

KS1/KS2

In the event that the child's class teacher is unable to deliver full remote learning due to a class bubble closure, the **Senior Leadership Team** will take over the responsibility for this. It is important to be mindful that they will still be present and working in school, therefore there may be some adaptations to the learning presented. Learning will be linked to the blended learning weekly tasks, along with a number of ready-prepared high quality online materials (drawing heavily on units from the national Oak Academy that fit with our school curriculum) and supplement these with our existing subscription packages which children are familiar with, for example White Rose Maths, Spelling Shed, TT Rockstars and Numbots.

The learning set will follow a similar timetable for the class had they been in school, wherever possible.

We ask that children will be present for remote learning by 9:00am and cease their remote learning at 3pm from Monday to Friday, with the exception of breaks and lunchtimes.

Children are not expected to do learning during these times, so please ensure they have this time.

Video messages from SLT may be pre-recorded and uploaded to Seesaw, e.g. start/end the day, story time, introduce a session where appropriate.

Morning Tasks – uploaded to Seesaw by 9am

- **Maths lessons** uploaded to Seesaw White Rose
- **English tasks** uploaded to Seesaw Oak Academy

English and maths learning, all completed work submitted by 12.30pm. Detailed teacher feedback on 1 piece per subject per day, will be uploaded within 24 hours. Other learning will be acknowledged (e.g. 'like').

Lunchtime 12.30pm

Afternoon tasks – uploaded to Seesaw by 1pm

- **Enquiry/wider curriculum task(s)** will be uploaded to Seesaw for children to complete and hand in virtually by taking a photograph of their completed learning. This will be lessons your child would have had in class this term which can be most easily adapted to remote learning.

End of day 2.45pm – SLT (where possible) will check back into Seesaw with a message

All wider curriculum tasks submitted by 4pm and SLT will comment on one piece, at the end of the week.

1:1 support if your child receives 1:1 support and they are isolating or at home due to school closures, a more bespoke programme of support will be set up. This may include phone calls with your child's 1:1 support TA or SENCO. They will usually be expected to still complete the learning set on Seesaw.

Instant Learning

Please refer to your child's weekly blended learning challenges and aim to complete all.

Reception

Morning Tasks- weekly timetable uploaded by 9am on Monday

- **Maths Activity** uploaded to Seesaw
- **Phonics Activity** uploaded to Seesaw
- **Busy Time**- This will be time where your child can choose what they would like to do or play. The learning can take place independently or you can join your child in their play but please ensure you let them lead and guide where the learning goes.

Afternoon Tasks- Story uploaded at 2.30pm

- **Enquiry based task**_will be uploaded within the plan on Seesaw. These activities will be based on Knowledge and Understanding of the World, Creative Development, Physical Development and Outdoor Play.
- **Story time**- Either a link to an interactive story or a video of an adult story telling will be uploaded onto Seesaw at 2.30pm.

Any completed learning can be submitted via Seesaw where Teachers will respond to within 24 hours Additional home activities may also be uploaded onto Seesaw should you wish to share them too.