



Greenmeadow Primary School Distance/ Blended Learning Strategy



Strategy review Date	October 2020
Date of next Review	Ongoing
Reviewed by	Governors
Headteacher	Mrs Moses
Chair of Governors	Gaynor Evans

This policy has been reviewed; to the best of our knowledge we do not feel it impacts negatively on any specific group or individual within our school community.

Distance/ Blended Learning Strategy Plan

- **Isolation Phase 1** - If a child needs to self-isolate for 2/3 days until test results are received.
- **Isolation Phase 2** - If a child needs to self-isolate for 14 days due to family members testing positive.
- **Isolation Phase 3** – If a whole class needs to self-isolate for 14 days.
- **Isolation Phase 4** – National Lockdown.
- **Isolation Phase 5** – If a staff member needs to self-isolate for 14 days.

Isolation Phase 1 and 2:

- Teachers must post daily tasks linked to the classroom learning.
- Teachers must post the work on Google Classroom, mark and give constructive feedback.

Isolation Phase 3 and 4: Home Learning timetable

These two isolation phases will follow a curriculum timetable (see exemplar below).

- Daily planning to be set out on Google Slides and uploaded to Google Classroom.
- LLC (Language, Literacy and Communication), Numeracy, Self Study and Context will be taught daily.
- There will be at least **2 live sessions/webinar sessions a day**. Each class will have a specific timetable pertinent to their class.
- Each live session will last an hour.
- When teachers are delivering live sessions, another member of staff **must** be present. Class teachers to liaise with TA – depending on phase. Depending on which isolation phase we are in, will depend on which TA is allocated to the class teacher in order for them to undertake live sessions.
- Context planning will link with current class topics.
- Context planning will link to the 6 Area of Learning Experiences (AOLEs): Language, Literacy and Communication, Mathematical Development, Health and Wellbeing, Humanities, Expressive Arts, Science and Technology.
- Self-Study sessions will involve tasks such as: spelling, reading, times tables and any additional work that needs completing.
- Daily check-ins at the start and end of the day will take place via Microsoft Teams.

Isolation Phase 5:

- SLT to direct an alternative member of staff to provide daily learning (it may not follow the home learning timetable) and upload onto Google Classroom.
- Live streaming may not happen and access may be limited.

Home Learning Timetable

Below is an example of a Home Learning Timetable for isolation phases 3 and 4.

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-9:15	Daily Check In's (via Microsoft Teams)				
Session 1 9:15-10:15	LLC/ Welsh	LLC	LLC	LLC	LLC
10:15-11:00	Break				
Session 2 11:00-12:00	Maths/ Numeracy	Maths/ Numeracy	Maths/ Numeracy	Maths/ Numeracy	Maths/ Numeracy
Session 3 12:00-12:30	Self-Study	Self-Study	Self-Study	Self-Study	Whole School Assembly
12:30-1:30	Lunch				
Session 4 1:30-2:30	Context	Context	Context	Context	Context - Health and Wellbeing
2:30-3:00	Awards and Final Check In (via Microsoft Teams) Excluding Friday Afternoons				

Key
Live Session
Webinar
Self-Study

Live Session

The live teaching sessions will take place on Microsoft Teams. Timings of live sessions will depend upon the class teachers timetable.

Webinar

Teachers will provide pre-recorded demonstrations of specific skills.

Self-study

Self-study sessions will involve independent tasks such as: Spelling, Reading, Times tables, and any work that was set during live sessions.

Teacher Expectations

- When following the Home Learning Timetable, Friday afternoons will have a particular focus on Health and Wellbeing and there will be no awards and final check-ins.
- All teachers will have PPA (Planning, Preparation and Assessment) time every Friday afternoon.
- Teachers will post their class timetable on Google Classroom on a Friday afternoon so that parents can prepare for the following week.
- Teachers will respond with a comment to each piece of online work produced and pose questions to enhance/move learning forward.
- When setting work, teachers will provide:

-Clear learning objectives for each activity

-Success Criteria so that the children know what they will need to do/include to be successful

-Provide good examples/models of what a good piece of work looks like.

- Teachers will provide differentiated tasks through use of Chilli Challenge levels:



Mild = Medium challenge



Hot = Hard Challenge



Flaming Hot = Very hard Challenge

Daily Task Planning

- In order for home learning to be consistent, we are going to set the work on Google Classroom on a daily basis.
- The daily tasks will be set on Google Classroom the evening before, giving both parents and children the chance to get prepared for learning the next day.
- On a daily basis there will be 3 slides: Slide 1 - Literacy, Slide 2 - Maths, Slide 3 - Context.
- All slides will include: a Learning Objective, Success Criteria, an explanation of the activity which needs to be completed and Chilli Challenges.
- Attached will be a Google Docs for the Literacy task, another Google Docs for the Maths task and another Google Docs for Context (3x separate Google Docs attached)

to the Google Classroom assignment alongside a Google Slides with the information).

Day 1

Literacy

L.O - Can I use adventurous vocabulary?

Success Criteria

Pupils must: use adjectives, use adverbs, use similes, use appropriate punctuation and a variety of sentence starters (ly, 3ed, tripling)

Activity

Write a description of this forest.



Chilli Challenge:

Write 2 sentences to describe the picture.



Write sentences to describe the picture using adjectives and adverbs.



Write a setting description to describe the picture. Use adventurous vocabulary and a variety of sentence starters.

Pupil Achievement

- Daily awards will be presented at the end of each day (via Teams). These will include: Star of the Day and Dojo winner of the Day.
- Dojo points will be awarded throughout the day. These can be awarded for work handed in, during live sessions and overall engagement levels.
- Pre-recorded celebration assembly will take place on a weekly basis.
- Pupils will be given regular opportunities to 'share' and celebrate their work via Microsoft Teams.

Teaching Assistant Expectations - Isolation Phases 3 and 4

- In the event of going into Isolation phases 3 and 4, Teaching Assistants will be deployed to a class to conduct weekly wellbeing phone calls during the isolation/school closure. These phone calls will be carried out in school.
- Class teachers will be required to facilitate a weekly update from the Teaching Assistant assigned to their class. The update must include a complete list of pupils they have been able and unable to contact. The class teacher should then report the names of the pupils to the Head Teacher (via email) of who they were unable to contact, so that the EWO can be informed.
- TAs to allocate a session every week to develop their own personal skills in the use of the tools available on our learning platforms: HWB Tools and Google Classroom.
- TAs to record all Professional Learning opportunities on their individual Professional Learning Diary on Google Drive.
- TAs to complete Reading and Research tasks set by the Distance Learning Lead.

- All Teaching Assistants should access Google Classroom on a daily basis to support positive feedback on completed tasks and offer further wellbeing support to the pupils.

Teacher Feedback

Teachers should continue to use a wide range of ‘Assessment for Learning’ strategies as demonstrated here:

Feedback and assessment	Examples
Verbal feedback	Face-to-face in school Virtual meetings e.g. in Google Hangout Audio or video clips e.g. using Flipgrid Videos giving general class feedback Voiceovers layered over pieces of work Using the chat feature and post to Stream
Written feedback	Writing on a message board Using review software to highlight and comment – e.g. track changes Messaging in Teams Peer feedback through collaboration on a document Using class and private comments in Google Classroom Digital stickers that pupils can store in Google Keep and make a note of why they were awarded them Using version history in any G Suite tools to capture stages in working and comment on the process
Diagnostic Assessment	Using Forms to provide multiple-choice assessments Short quizzes or tests to gauge understanding Questioning by using the chat facility, in virtual meetings or face to face in school Create simple adaptive tests using hyperlinks – e.g. for intervention groups Using pre-prepared tests to assess specific aspects – e.g. reading ages, basic numeracy, non-verbal skills

Home Schooling Expectations

If a parent decided to home-school their children, we will ensure we provide the following:

- Maths and Literacy Programme of Study which shows a progression of skills for each specific year group.
- Homework Menu available on Google Classroom.
- Medium Term Planner with teacher voice and pupil voice activities linked to the termly topic.
- Work produced must be uploaded onto Google Classroom so that teachers can mark the work produced at home. This will enable teachers to track pupil progress.
- Teachers must make regular contact with parents and pupils throughout the duration of any children being home-schooled.