



## **Blended Learning at Robert Mellors Primary Academy – 2020/21**

**Updated January 8<sup>th</sup> 2021**

Aims:

- To teach an ambitious and broad curriculum
- Prioritise within subject the most important components for progression
- Fill in gaps in core knowledge – through an emphasis on reading
- Plan based on the educational needs of pupils

Planning should:

- Be informed by assessment of starting points
- Address gaps in knowledge and skills
- Make effective use of regular formative assessment

RMPA has developed remote education which is integrated into school curriculum planning so that it is an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown.

Staff at RMPA have developed a plan to ensure that 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.

### **EYFS**

Nursery (F1) teachers focus on the prime areas of learning, including: communication and language, personal, social and emotional development (PSED) and physical development.

Reception (F2) teachers assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary. We follow updates to the EYFS disapplication guidance.

All children in EYFS are given equal opportunities for outdoor learning.

### **Key Stages 1 & 2**

For pupils in key stages 1 and 2, the priority is to identify gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so that children read widely, and develop their knowledge and vocabulary. The curriculum remains broad, so that the majority of pupils are

taught a full range of subjects over the year, including science, humanities, the arts, physical education/sport, religious education and relationships and health education.

Guidance from the DfE states that schools are expected 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
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- provide printed resources, such as textbooks and workbooks, 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

When teaching pupils remotely, we:

- give meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources 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
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

These expectations are fulfilled in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support.

The DfE state that the amount of remote education provided should be as follows;

**Key Stage 1:** 3 hours a day on average across the cohort, with less for younger children

**Key Stage 2:** 4 hours a day

## **Our approach**

All children in school have been surveyed about online access at home. When asked who watches YouTube, roughly 90% of the children said that they did using a range of devices including; Smart TVs, laptops/PCs, tablets, phones and games consoles. Roughly half of the children asked said that they had their own device. Many children say that they have access to more than one device (either their own or shared) at home.

Existing provision (our approach during the first lockdown in 2020) was accessed by a small minority of children. Daily learning was provided through the school website.

The Seesaw app is utilised to share remote learning for all children. This platform has previously been used by Foundation and KS1 as a successful means of communicating with parents. Paper activities are made available for children who have **no** or limited access to online learning.

Teaching staff assess outcomes and provide feedback and/or support for individuals and groups as daily learning is shared via Seesaw.

## **SEN**

For children with Special Education Needs and Disabilities, teachers provide activities and support that are specifically chosen to cater for individual children. This may include bespoke learning activities if necessary.

Live sessions may be provided for individual children with a known member of staff via Microsoft Teams. This will be organised with parents/carers. The Pupil Acceptable Use Policy for remote learning will apply in any circumstances of live teaching.

## **Maths**

We follow the White Rose scheme of learning for Maths.

Learning from this scheme is provided as home learning in line with the unit objectives which are current. This takes the form of short video links to explain new content and work which can be completed on paper/on the Seesaw app.

<https://whiterosemaths.com/homelearning/>

Children are expected to do a daily maths activity.

Maths Weekly Skills/Arithmetic may also be used as a maths activity.

Children are directed to carry out daily times tables practice using the Times Tables Rock Stars app or by using pen and paper methods.

Answer sheets may be posted on the website for children to self-assess at the end of a day.

## **Writing**

We use Oak National Academy units of learning which are matched to current learning objectives. The theme of the learning may differ from that carried out in class for individual children who are isolating but the text types match those being taught in school. Once a child

has returned to school, the work completed at home is integrated into the learning at school to ensure continuity of provision.

<https://www.thenational.academy/>

Children in Key Stage 2 are expected to do a daily English activity.

### **Phonics**

Children in Foundation and Key Stage 1 are provided with a daily phonics lesson from YouTube. This lesson is matched to the current learning objective within the specific Phase. Lessons follow the Letters and Sounds programme of phonics learning.

[https://www.youtube.com/channel/UCP\\_FbjYUP\\_UtldV2K\\_-niWw/featured](https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_-niWw/featured)

Children in EYFS and Key Stage 1 are expected to do a daily phonics lesson.

Any children in KS2 who are having phonics intervention will also have videos posted from this website to specifically cover the sounds that they are practising.

### **Reading**

Children will all have a reading book that they are currently reading. The expectation is that this is read on a regular basis (at least 3 times a week) and this will be recorded in the pupil's planner. Where children do not have access to a range of books at home, school staff will support with the provision of e-books or the loan of books from the school library.

For reading activities for the whole class we use The Oak Academy reading units. We may use The Oxford Owl Reading website to provide extra support for children in who may need it through specifically chosen books or as a source of books for children to access and enjoy as a family. This website is also used as a source of e-books for any children who do not have reading books at home. A reading comprehension from Twinkl may be used for the class.

<https://www.thenational.academy/>

[www.oxfordowl.co.uk](http://www.oxfordowl.co.uk)

### **Broader Curriculum**

Children are provided with daily learning which covers a range of subject areas throughout each week of absence. This learning aligns with the topic and/or subject year group objectives, although the content may differ slightly to that being taught in class.

Oak National Academy and/or BBC Bitesize units are used for this purpose. Where necessary a follow up activity will be provided to go alongside the video.

Research projects will not be given.

### **PE**

PE sessions are provided at least twice weekly. These may include activities such as;

- Cosmic Yoga
- Joe Wicks workout
- Sessions recorded by school staff

### **Story time and PSED activities**

From Week beginning 18.1.21, live sessions are organised on a weekly basis to enable children working remotely to connect with other members of their class/year group via a class 'Team' using Microsoft Teams. Activities include; story time, Friday disco, circle time.

### **Assessment and feedback**

Children are asked to send completed tasks to their teacher via the Seesaw App. Appropriate daily feedback is given on completed tasks, including further support where assessment identifies misconceptions or even providing challenge if required.

Parents and children are able to communicate with their teacher regarding the work set to clarify any misunderstandings and ask for further support if needed. Teachers use this information to adjust future learning if necessary.

Teachers will make short pre-recorded videos as a means of workshopping/supporting children with any misconceptions which arise.

### **1:1 and small group interventions**

Where deemed necessary based on ongoing assessments, teaching staff may deem it appropriate and necessary to provide 1:1 and small group interventions to enable children to keep up or catch up with curriculum year group expectations. Live sessions may be provided for individual or small groups of children with a known member of staff, via Microsoft Teams. This will be organised and agreed with parents/carers. The Pupil Acceptable Use Policy for remote learning will apply in any circumstances of live teaching.

### **Contact with families**

Parents are made aware of how to access home learning through a text, the school website and the Seesaw app. If children don't engage in home learning, we endeavour to make contact via a phone call. If we are able to make contact this way, we seek to understand why they are not engaging in home learning and provide whatever support we can. Vulnerable families also receive phone calls from a DSL or the Emotional Well-being teacher if appropriate. If a child continues to not access home learning, teachers integrate them back into school learning once they are back.

## Information for parents

### **What should my child expect from immediate remote education in the first day or two of pupils being sent home?**

Children are provided with a paper pack of age-appropriate learning activities for English and Maths. Parents may also choose to use websites such as BBC bitesize to complement these activities and the current topic. Children should also have a reading book and TTRockStars (KS2) activities.

### **Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?**

Where **individual** children are learning remotely in the case of household isolation, they are provided with learning activities in line with the learning objectives which are being covered in school by the remainder of the year group. Some adaptations may be made e.g. in English, the same objectives will be covered but not always in the same context – the text that they might be reading may be different from that being used in school.

Where **whole** classes/bubbles of children are learning remotely (e.g. in the case of a bubble closure), learning is provided which meets year group expectations. All children are provided with the same objectives within the same context. Learning is differentiated according to need.

Where school is **partially closed** (e.g. in a national lockdown), all children in each year group are provided with the same curriculum and teaching.

## Accessing remote education

### **How will my child access any online remote education you are providing?**

We use the Seesaw app to communicate the online learning expectations. Seesaw can also be accessed through a web browser. Children each have a unique registration code which links them directly to their class teacher. Seesaw allows weblinks, recorded videos, photos, live streaming etc to be communicated.

### **If my child does not have digital or online access at home, how will you support them to access remote education?**

Parents are encouraged to send a message to class teachers via Seesaw or to contact the school office to communicate any concerns or support needed. Within the first 2/3 days of remote learning, a member of staff will endeavour to contact all parents by telephone to discuss any requirements.

A member of staff will explore with the parent all the options for use of any digital devices which are available at home. *It is possible to access Seesaw via the web browser on gaming consoles such as a Playstation or an X-Box and via a Smart TV.* School staff are available throughout each day to give advice on how to engage with learning via these devices coupled with a phone for sending completed work back to the teacher.

Where devices are deemed to be unsuitable, the school endeavours to provide a digital device through a loan agreement made between the school and parent.

Other resources e.g. stationery and bespoke learning for children with additional needs may also be provided/offered to support access, engagement and progress.

Through consultation between school staff and parents, it may be decided that paper-based learning is the best option for some children. This will either be made available for a parent to collect from school or delivered by school staff. Completed learning can be photographed and submitted to the class teacher for assessment via the Seesaw app or email in order to be assessed.

### **How will my child be taught remotely?**

We use a combination of the following approaches to teach pupils remotely:

- Recorded teaching e.g.
  - Oak National Academy lessons
  - Phonics videos on YouTube
  - Video/audio recordings made by teachers
- Commercially available websites or apps to support the teaching of specific subjects or areas
- E-books for reading
- Printed paper packs produced by teachers
- Live teaching via Microsoft Teams

## **Engagement and feedback**

### **What are your expectations for my child's engagement and the support that we as parents and carer should provide at home?**

We expect children to access and engage with remote learning each day.

We know that children learn best when routines and expectations are consistent and clearly communicated. School staff are available throughout each day to support parents to implement such measures.

We recognise that everyone has different home circumstances and obstacles may prevent all learning to be accessed and completed. We only ask that parents and children do their best when learning remotely – if it isn't possible to complete everything (or sometimes, anything) this is respected by the school staff.

Teaching teams will offer ongoing support and a sympathetic response regardless of circumstances. The school will provide bespoke support depending on the differing needs of families.

### **How will you check whether my child is engaging with their work and how will I be informed if there are concerns?**

Year group teaching teams check engagement with remote learning throughout each school working day. At least one staff member is always available in school hours to provide ongoing assessment and support.

Ongoing communication via Seesaw, telephone or email between staff and parents/children aims to address any arising needs.

Weekly pastoral phone calls take place between the school safeguarding team and identified families as a means of 'checking in' and identifying any arising need for support. These are communicated as necessary to class teachers.

### **How will you assess my child's work and progress?**

Assessment and feedback happen in a variety of ways including;

- Answer sheets being provided for self-assessment
- Teacher scrutiny of completed work
- Written comments via Seesaw messaging
- Verbal feedback in recorded/live messages
- Online quizzes – e.g. as a part of recorded teaching

The amount and regularity of feedback is dependent on the activity which has been provided.

### **Additional support for pupils with particular needs**

#### **How will you work with me to help my child who needs additional support from adults at home to access remote education?**

All children and parents will receive ongoing support in line with their needs.

A differentiated approach is taken to ensure that children with additional needs are provided for. School staff including the SENDCO work alongside parents to provide the necessary learning opportunities, support and resources.

1:1 or small group provision may be implemented via Microsoft Teams for a variety of reasons e.g. speech and language therapy, phonics boosters.