Remote Learning/Blended Learning Plan

Status	Date
Date issued	October 2020
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Review date	December 2020
Date adopted by Governing Body	

Belong, Believe, Become

This plan covers the support for pupils in the event of Blended Learning / Remote Learning being implemented. It will be reviewed and adapted during the course of the academic year and following publication of government guidance.

Definitions:
Blended Learning is a style of education in which children learn via electronic and online media as well as traditional face to face teaching.

Remote Learning is whereby children access all their learning through electronic and online media

Purpose:
To ensure there are procedures in place so that children are supported effectively in the event that they are unable to be taught within the school grounds of Mandale Mill Primary School.

Format:
Mandale Mill Primary School have been using Seesaw for Schools during the Summer Term 2020. This will be used to support in the event of children not being able to access school as a result of isolation associated with Coronavirus. However, if children themselves are too ill to attend then they should not be expected to engage in home learning.

Support:
In the event that children do not have the equipment/facilities at home to access their learning online, school will apply for a device as part of the DfE scheme. In the meantime, children will receive their work via a paper based pack. The level of support at home should be considered when activities are set.

Expectations:
In the event of any form of isolation and loss of learning caused by Coronavirus, parents must understand that engagement in home learning is compulsory, as is the expectation that Mandale Mill Primary School makes that provision available and accessible to all.

In preparation for home learning, parents and children need to receive logins and passwords for the following platforms:
- Mme
- TT Rockstars/Numbots
- Reading Plus
- Lexia
- Seesaw

Amount of work set will be 3 activities per day (see information in table). This should be a consolidation of work already completed in school or have clear teaching points for children to not need further explanation from parents

Setting three pieces of work will mean a maximum of 90 pieces a day. There is an expectation that feedback for these tasks is acted upon daily. The level of feedback should address any misconceptions held by the children in the work submitted and acknowledge the work completed by 'liking' the response.

Children will be expected to complete the work by 2:30pm on the day it is set. This will help with teacher workload. Any child submitting their work later than this, should not expect their work to be marked that day. By asking for work to be submitted by 2:30pm, this should allow ample time for feedback to be completed. This can also be ongoing during the school day.

Safeguarding
The use of Seesaw conforms to GDPR regulations in terms of data protection and sharing of data. Access to Seesaw is restricted to individual users which means families are only able to access their child's account while at home.

Scenario 1

Pupil needs to isolate because someone in their household is symptomatic or tests positive	
Ongoing Support	**Safeguarding/SEND/ Other Support**

Day 1:
Teachers to set 10 days worth of work based on basic skills that would be relevant at any stage of the year,e.g. 10 English, 10 maths and 10 curriculum area. These are to be uploaded to the relevant folder on Sharepoint. These need to be saved in the correct year group folder (staff resources/6. September 2020/ 8. Remote Learning/ Year *) and saved in the following format:
  ➢ Year * English Day 1
  ➢ Year * Maths Day 1
  ➢ Year * Curriculum Day 1
 	
If a child has access to technology:
➢ Teacher upload their work to Seesaw daily (can be scheduled)
➢ Teacher will respond to their tasks daily in line with class marking
 	
If a child does not have access to technology:
➢ All of the work in the Sharepoint folder will be printed for teachers;
➢ Pack delivered (given to child if they are in school) containing work equivalent to two school weeks. Pack to include:
    o An overview sheet explaining the pack;
    o 1 English, 1 maths and 1 curriculum area piece of work daily based on basic skills
    o Each Friday, parents will be expected to return the work to school. This will be quarantined over the weekend and can be marked from Monday. The child will receive this feedback on their return to school.
 	
➢ Children make full use of the various learning platforms we use in school, e.g. TTRockstars, Lexia, Numbots, Reading Plus.
	PSA test
	Work welfare

A whole bubble or multiple bubbles are isolating because of an outbreak of Coronavirus	
Ongoing Support	**Safeguarding/SEND/Other Support**

Day 1:
➢ Children make full use of the various learning platforms we use in school, e.g. TTRockstars, Lexia, Numbots, Reading Plus;
➢ Teacher to complete an announcement on Seesaw to outline what the learning will look like until they return to school;
➢ Teacher to organise home learning on Seesaw following their usual timetable
Day 2+:
➢ Morning Announcement at 8:30am to set the scene for the day and praise efforts for previous learning;
➢ Teacher upload 3 tasks per day (by 8:30)
    o English
    o Maths
    o Curriculum Area (linked to the timetable for that day)
➢ Tasks will be appropriately scaffolded;
➢ Children to complete tasks and upload them to Seesaw by 2:30pm at the latest;
➢ Teacher responds to tasks throughout the day. Late submissions will be marked the following day.
 	
In the unlikely event that the class teacher is poorly and not able to work from home, another member of staff will be appointed to take charge of the home learning for the class.
	Day 1:
	➢ Audit of bubble requirements, e.g. technology, FSM, Safeguarding etc
	➢ Communication Strategy for children developed, e.g. telephone calls
	➢ Telephone calls to be made between 10-11. If the telephone call is not being made from the school number, staff must withhold their number.

- **Article 3:** All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.
- **Article 4**: The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.
- **Article 17**: You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.
- **Article 27:** You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do
- **Article 28**: Every child has the right to a good education.