

Chapelford Village Primary School



Blended Learning Strategy

At Chapelford Village Primary, we value the partnership between home and school. We value feedback which we receive from parents and work hard to implement change where possible. During the recent school closure, parent responses regarding feedback to pupils has led us to consider other vehicles for sharing learning at home. As a result, this academic year, we will be using Seesaw (an online learning app) to develop an effective blended learning strategy. Seesaw allows teachers to set a wide range of appropriate learning for all pupils and also facilitates effective feedback in a variety of ways including verbal and written. Additionally, as responses can be completed on-line or uploaded from photographs or other documents, the need for printing is minimised.

What is Seesaw?

Seesaw is an app that allows teachers to assign learning activities to children. It also allows children the opportunity to share their learning with their teacher for feedback and acknowledgement. We think this will be very helpful to families who are engaged in distance learning.

How will this be set up?

Parents will download the Seesaw app or login through a website (TIP: access is easier on a tablet or laptop where possible). Each child will receive a unique home learning code which provides your child access to their class. Please note that each child will receive a unique code, so if you have three children in the school then you will receive 3 unique home learning codes for each of them to access their own class.

How will learning activities be shared?


Teachers will share a suggested programme of work through the Seesaw app. Please see the separate attached document outlining how learning will be shared in different situations.

Will children need a laptop?

Seesaw can be downloaded onto a device such as a phone or tablet or alternatively you can login online on a laptop or computer for example. Children will be instructed to share completed tasks via photo, video, uploading documents etc. (instructions will be included in the app). Teachers will provide acknowledgement of completed learning tasks or feedback during the week.

Blended Learning Model:

The blended learning model contains three areas of learning support; home learning set for all pupils in all year groups weekly, blended learning for those directly affected by COVID-19 guidelines and partial or full school closure.

<u>Home Learning</u> <i>For all pupils in school</i>	
Home Learning activities will be set for each class as outlined in the Home Learning at Chapelford Village Primary School document. This will include weekly maths learning, spelling/phonics activities and regular reading. Pupils can access this home learning through their Seesaw accounts. Feedback will be given to pupils as appropriate.	
<u>Blended Learning</u> <i>For pupils needing to shield or isolate</i>	
Our blended learning strategy has been developed for children and families who are unable to attend school as a direct result of COVID-19.	



Class teachers will make contact with families who are isolating by the end of the first day of absence to discuss and agree the learning at home. Learning will be shared via Seesaw for all pupils. This will include daily Maths and English, where children will learn inline with the teaching in school, to support the seamless transition back to school. Weekly learning will also include science, RE and one other wider curriculum subject inline with the teaching in school. Pupils will be given feedback on the work completed through Seesaw. Weekly home and school communication will take place via phone calls, Seesaw or email to ensure children and families are well supported.

Partial Closure

For individual bubbles or whole school

In the event of a partial closure for a year group bubble, work will be set daily by the class teacher. This will follow, as much as possible, the structure of a regular school day. Pupils will be expected to access this learning through their Seesaw accounts. Maths and English lessons will be set daily and wider curriculum activities will be delivered across the week.



Information available on the school website:

- Overview of coverage across the year in all subjects for each year group (Long term plans)
- Progressions of knowledge and skills for each subject area
- Knowledge organisers for blocks of learning across the wider curriculum
- Example timetable for the school day

This will enable us to offer remote learning which:

- Links to our school curriculum
- Is broad and balanced
- Makes use of high quality online and offline resources of Resources being used in school o Oak National Academy lessons and resources which are consistent with the curriculum being taught in school o Printed textbooks, workbooks and texts
- Enables interaction with, and assessment and feedback from teachers in school
- Meets the needs of children with SEND through differentiation and work linked to personalised targets

When teaching pupils remotely, we will:

- set learning which mirrors what is being taught in school so that it is well-sequenced, builds knowledge and skills incrementally and provides coverage equivalent to that in school
- Provide daily learning activities which are meaningful and ambitious across all subjects
- Provide frequent, clear explanation of new content, delivered by a teacher in school or through high quality curriculum resources and/or videos
- Monitor how well children are progressing through learning set
- Adjust pace or level of challenge in response to assessments and monitoring
- Provide opportunities for daily contact with teachers either via email and messaging or video calls

- Not rely on long-term projects / internet research-based activities
- Supplement resources provided by teachers and contact with teachers, with Oak National Academy lesson videos and resources which link to the curriculum coverage in school

Communication:

- Staff will endeavour to respond as quickly as possible to communication from the children, however where some children are in school and some are learning remotely, teachers will only be able to respond when they are not teaching. In these circumstances Teaching Assistants may respond to children.
- Responses from staff will be made during normal working hours – if communication is outside these hours, responses will be made following day
- Parents or children should contact their class teacher, via email or seesaw, as soon as possible if schoolwork cannot be completed or there are any issues.
- Staff will contact all families in the first two days of online learning to ensure support is offered and next steps identified
- Communication will remain open between staff and families via email, Seesaw and telephone. Contact information will be shared regularly with parents

Safeguarding:

- The Safeguarding Team will identify ‘vulnerable’ pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.
- All contact with vulnerable pupils will be logged and suitably stored in line with the Data Protection Policy.
- The safeguarding team will maintain contact with vulnerable pupils’ social workers or other care professionals during the period of remote working, as required.
- All members of staff will report any safeguarding concerns to the safeguarding team immediately.

Absence of children:

- If a child is unwell during a period of remote learning, this should be reported every day to the school office, following normal procedures, by telephone or email.
- This information will be passed to relevant staff so that it can be noted that your child will not be completing their remote learning for that day and will be absent.
- Absence will be monitored, and where concerns are raised, this will be followed up.

Absence of staff:

- If a member of staff is absent due to illness, another member of staff will cover their lessons.
- In the event of limited staff members being able to fulfil the home learning expectations, parents and carers will be informed of adaptations needed to the provision based on the number of staff who are available.

E-safety:

All staff and pupils using audio communication (online or telephone) must:

- Use appropriate language – this includes others in their household.
- Be seated in a suitable location for learning – bedrooms are not an appropriate location for these sessions
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Children should be free from distraction so that they can focus on the session and activity in the background should be kept to a minimum
- Mute their microphone unless they are speaking; children must use the “hand up” tool to indicate that they wish to speak as they would in school

- Children must leave the session when it is ended
- Not record, store, or distribute audio material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they can be heard
- During the period of remote learning, and through computing lessons whilst in school, the school will continue to: Reinforce the importance of children staying safe online.
- Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.
- Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.

Returning work to the teacher:

- Children will return work online
- This should be done as soon as it is completed so that teachers have time to assess, provide feedback as required to address misconceptions or support improvement and editing, and adapt future learning
- Work must be finished before returning it to their teacher.
- Work must be completed to the best of a child's ability.
- Work returned to their class teacher must be the child's own work.
- If work is not returned, and there is a lack of engagement, this will be monitored and followed up, as children are expected to engage with the learning set

The home learning expectations at CVPS has been reviewed in line with the school's recalibration plan September 2020. This will continue to be reviewed half termly.

Reading

Year Group	Expectation
Reception It is the school's ambition that children will share a story with an adult every night, which will develop into children reading to an adult each night as the term progresses.	<ul style="list-style-type: none"> ➤ Reading book (Read Write Inc home book matched to the phonics taught in class) to be taken home. Books will be changed when appropriate. This will start in Autumn 2. ➤ Key words (common exception words) to practice and learn ➤ Read at least 5 times a week and an adult to make a comment and sign Reading Record Book each time.
Year 1 & 2	<ul style="list-style-type: none"> ➤ Reading book to be taken home. Children accessing Read Write Inc phonics will be sent a home a reading book matched to the phonics stage. As children progress through the RWI phonics scheme and become more fluent readers they will take home an appropriate book banded book. ➤ Read at least 5 times a week and adult to make comment and sign reading record book each time.
Even as children are getting older, reading to an adult is vital to develop language, comprehension skills, book knowledge and memory. As such, children should be encouraged to read as often as possible at home.	
Year 3 & 4	<ul style="list-style-type: none"> ➤ An appropriate book banded reading book, Read Write Inc home reader or free read. ➤ Read at least three times a week with an adult and twice independently. A comment to be made and adult to sign reading record book each time they read with their child. ➤ Fortnightly comprehension activity (alternated with grammar home learning).
Year 5 & 6	<ul style="list-style-type: none"> ➤ An appropriate book banded reading book, Read Write Inc home reader or free read. ➤ At least 5 independent reads. Children to independently record reading and an adult needs to sign reading record book at least once per week. We still

	<p>encourage all children to share their book with an adult and discuss what they have read.</p> <ul style="list-style-type: none"> ➤ Fortnightly comprehension activity (alternated with grammar home learning).
Reading Challenge:	<ul style="list-style-type: none"> ➤ It is expected that children from EYFS to Year 6 read 5 times per week. For those children that complete this reading and record this in their reading record, signed by an adult, each week will be put into a raffle to receive an award.

Spelling

Year Group	Expectation
Reception	<p><u>From Autumn 2:</u> <u>Spellings to Learn:</u></p> <ul style="list-style-type: none"> ➤ Updated common exception word list to be shared via Seesaw half-termly. Each week children and parents to choose, up to 5 words to practise and learn at home using shared spelling strategies. ➤ Additional phonic activities linked to the taught sounds each week.
Year 1 & 2	<p><u>Spellings to Learn:</u></p> <ul style="list-style-type: none"> ➤ Updated common exception word list to be shared via Seesaw half-termly. Each week children and parents to choose, up to 5 words to practise and learn at home using shared spelling strategies. ➤ Additional phonic activities linked to the taught sounds each week.
Year 3 - 6	<p><u>Spellings to Learn:</u></p> <ul style="list-style-type: none"> ➤ Updated common exception word list to be shared via Seesaw half-termly. Each week, children to choose 5 words to practise and learn at home using spelling strategies. ➤ Additional spelling activities linked to the taught phonics or spelling rule each week.

Maths

Year Group	Expectation
Reception	<ul style="list-style-type: none"> ➤ Weekly Maths home learning from Spring 1 onwards.
Years 1- 6	<ul style="list-style-type: none"> ➤ Weekly Maths home learning. ➤ Number facts -Year 1 (Weekly from Autumn 2) ➤ Times tables - Year 2-6 (Weekly)