



## St John's Primary School

### Blended learning strategy

#### Rationale

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

The Department for Education says it expects schools to give pupils access to high-quality remote resources, and to provide printed resources such as textbooks and workbooks to pupils without internet access.

The DfE guidance states that there is "no single right answer" when it comes to remote teaching, as the exact approaches adopted by each school will vary "depending on the needs of its pupils and school context".

#### Our remote education offer – Pupil scenarios

Scenario	Our remote education offer
<b>Tier 1</b> <b>Individual pupil self-isolation</b>	<p>Teachers will telephone their pupils for a welfare check.</p> <p>Teachers will set work via google classroom (years 2-6) or Tapestry (Reception and Year 1) for these pupils in line with the planned curriculum to minimise gaps in knowledge, ensuring sequences of learning are appropriate to facilitate knowledge, skills and understanding upon their return.</p> <p>Pupils should receive quality feedback on their submissions addressing any misconceptions as necessary.</p>

	Pupils (with parental support) will be encouraged to communicate via google classroom with any queries regarding the work set.
<b>Tier 2</b>  <b>Year group closure</b>	Year groups within school will continue to follow their normal timetable.  Pupils in year group/groups that are self-isolating will follow an adapted timetable where lessons will be taught remotely via Google Classroom or Tapestry. Resources and work will be distributed and collected in for marking via these platforms.
<b>Tier 3</b>  <b>Whole school closure</b>	Pupils will follow an adapted timetable where lessons will be taught remotely via Google Classroom or Tapestry. Resources and work will be distributed and collected in for marking via the relevant online platform.

#### Our remote education offer – Staff scenarios

<b>Scenario</b>	<b>Our remote education offer for pupils in school</b>	<b>Our remote education offer for pupils self-isolating without symptoms</b>
<b>Member of staff isolating with Covid symptoms</b>	Member of staff would ring in sick in accordance with the sickness policy.  All lessons in school taught by cover supervisor/ supply teacher.	All Google Classroom/Tapestry lessons and individually set teaching activities (for those children who are self-isolating whilst the remainder of their year group are still being taught in school) would be cancelled. A notification would be sent out to relevant year group parents via Parentmail, informing them of the staff's absence by JM.
<b>Member of staff isolating without Covid symptoms (member of immediate family with Covid symptoms or has been in direct contact with someone who has a</b>	Member of staff would ring in to report absence.  All lessons in school to be delivered by cover supervisor/ supply teacher with self-isolating member of staff using online platform to support the	Teachers will continue to set work for individuals isolating via Google Classroom/Tapestry in line with the planned curriculum to minimise gaps in knowledge; ensuring sequences of learning are appropriate to facilitate knowledge, skills and

<p><b>positive diagnosis for Covid-19)</b></p>	<p>delivery of the lesson and provide direction on expected standards.</p> <p>It is expected that the member of staff at home remotes in for no less than 25 minutes of the lesson. The isolating member of staff is required to plan the sequence of lessons during their absence. These can be made available on the relevant online platform.</p>	<p>understanding upon their return.</p> <p>When one or more year group is isolating, teachers will continue to follow an adapted timetable where lessons will be taught remotely via Google Classroom/Tapestry. Resources and work will be distributed and collected in for marking via the appropriate online platform.</p>
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### **Monitoring work set and Online delivery**

Staff will be required to save Google Classroom/Tapestry lessons for safeguarding purposes. These recordings will be sampled by SLT to ensure delivery meets our curriculum intent and standards for implementation.

Work set via Google Classroom/Tapestry will be monitored by SLT appropriate standards and high expectations continues.

### **Points for consideration when embedding remote learning practices**

- Take a pragmatic approach to covering the curriculum, prioritising important concepts and particular groups of pupils where necessary. Teachers might decide to postpone particularly tricky concepts until a later stage, although the flexibility to alter the sequence will depend on the nature of the subject.
- Take a phased approach to curriculum content when familiarising teachers and pupils with new ways of working. Some schools are postponing the introduction of new curriculum content until remote education practices are better embedded. They're spending the first few weeks reinforcing long-term memory by consolidating topics and concepts already taught. But many schools are finding that consolidation does not have to mean repeating old lessons and this is not necessarily good practice except in exceptional circumstances.
- Create educational resources in a range of formats so that they are accessible to all, reducing the risk of pupils being left behind. Pupils are more likely to have access to mobile phones than laptops or computers, so using formats (like PDFs) that can be viewed on mobile devices can improve access to resources. Other schools have identified teaching resources that can be easily printed and posted.

- Ensure remote learning practices are inclusive by researching accessibility features when planning and designing lessons. Many educational platforms that are commonly used include a wide range of free accessibility features. For example, voice-to-text and text-to-speech conversion or different viewing formats to support pupils with dyslexia and other special educational needs.
- Identify any teachers and pupils who may need additional help in making the best use of technology and tools, and think about how to address gaps in their capability and increase their confidence. Not all teachers, parents and pupils will feel confident using technology to support remote education. Some schools have provided training or peer-to-peer support to teachers and pupils.
- Provide pupils with different ways of explaining concepts or identify any likely misconceptions in advance. Teachers will have a good understanding of what effective teaching practice looks like in a classroom setting, but these same practices will often be more difficult to maintain when teaching remotely.
- Build formative assessment and feedback into teaching approaches through a mixture of quizzes, digital tools and modelling of good answers. These will help teachers to understand how pupils are achieving.
- Allow a variety of remote education practices across your school. In primary schools, for example, pupils will need more support from parents, and extended periods of screen time for learning may not be engaging without a mix of other activities. In secondary schools, older students may be able to learn more independently, while younger year groups will continue to need support. The approach to teaching and the level of contact that teachers have with pupils may also need to be different across subject areas.
- In addition to completing work on line, each child will receive an exercise book where they can record work. This can then be photographed and uploaded.