

Ysgol Gynradd Herbert Thompson Herbert Thompson Primary School



Continuity of Learning Policy

2021

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INTRODUCTION

Foreword by Local Authority:

All schools are working in challenging and changing times as a result of COVID-19. There are a wide range of considerations for schools in planning for the continuity of learning. Schools need to develop a hybrid approach to learning that enables equitable learning for all learners in all scenarios, including when they are in school but also at home due to self-isolating. This approach will need to be reviewed and refined as informed by feedback from the whole school community and its stakeholders, and also with regard to research and learning from the wider education system.

As a school we will continue to follow our vision for the future which is based around the unwavering belief that our community will live with positive values and behaviours and have the aspirations and skills to live happy and successful futures.

We have six core values that drive us and underpin all that we do:

Diversity - we respect each other's differences and celebrate our uniqueness.

Respect - we listen to each other and treat everyone the way we would like to be treated; keeping hands, feet and unkind words to ourselves.

Determination - we try our best and never give up, even when things get tough.

Care - we are helpful and considerate, showing kindness to others and looking after our surroundings.

Achievement - we challenge ourselves every day and work hard to achieve our goals.

Security - we look after each other and keep ourselves and others safe.

AIMS OF THE POLICY

When considering our approach to hybrid learning, we will consider the following: (CSC Guidance on Continuity of Learning During COVID-19)

- **health and well-being:** learning should support learners' mental, emotional, physical and social well-being, as well as recognise the importance of outdoor learning and play

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- **purpose:** all learning should have a clear purpose in mind, focused around what is important for learners now and in the longer term
- **literacy, numeracy and digital competence:** learners should have opportunities to develop and apply these skills across the curriculum
- **broad and balanced learning experiences:** learners should have learning experiences that span a broad curriculum and that include opportunities to develop a breadth of understanding and a range of knowledge and skills
- **progression and assessment:** learners should make meaningful progress throughout this period. Learning should be designed to support increasing depth and sophistication of learning over time. We encourage the use of assessments to help learners move to the next steps in their learning
- **partnership with parents, carers and learners:** schools should develop a common understanding and language with parents, carers and learners; this can help underpin learning and support learning experiences.
- All learners should be contacted regularly to 'check in' – this would provide an opportunity to check on the safety and wellbeing of the learner as well as to explore their learning experience and consider possible additional support.
- All learners should be provided with the duration of learning time they would receive were they in their school or setting, regardless of whether or not some of their learning is taking place at home or elsewhere. There will be exceptions to the implementation of this expectation; however, it should be the starting position for all learners.

HEALTH AND WELLBEING

Regardless of their age, this may be a difficult time for children and young people. Some may react immediately, while others may show signs of difficulty later on. How a child or young person reacts can vary according to their age, how they understand information and communicate, their previous experiences, and how they typically cope with stress. Adverse reactions may include worrying about their health or that of family and friends, fear, avoidance, problems sleeping or physical symptoms such as stomach ache. Therefore, the wellbeing of our learners and families will continue to be our main priority and we will support our pupils that is appropriate to the age and stage of the learners.

- Key Stage 2 pupils have a daily meet session every morning. It begins with a daily registration and then has wellbeing focus. It is so important that children see their teachers and peers. Using the Meet chat facility, learners and staff

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interact with each other and ask and answer questions. Timings of these are scheduled throughout the morning to avoid clashes with siblings in other classes.

Timings for Google Meets are:

Year 3 - 9:00 - 9:30am

Year 4 - 9:30 - 10:00am

Year 5 - 10:00am - 10:30am

Year 6 (including Barafundle) - 10:30 - 11:00am

- Key Stage 2 pupils will take part in online chat-based discussions through Google Classroom. Every child is part of an online classroom and there is a stream that pupils and staff can communicate with each other.
- Audio calls take place for all learners. Within each team there are staff who contact children/families via the telephone. Teachers and LSAs call families throughout the week. Pupils are coloured coded to ascertain vulnerability of learners and more calls are provided as needed. Staff are also available via the telephone every day to support with online learning.
- Time to Talk Sessions provide support to children who want to talk for all sorts of reasons such as if they are anxious due to the current situation, missing their friends etc. These sessions are carried out by our trained ELSA staff.
- Online Worry Boxes (KS2) on Google Classrooms whereby children can privately raise worries that are affecting them.
- Collaborations with Cardiff City to provide home activities for example, CCFC Bluebird home festival.
- THRIVE activities will continue online, these may include intervention sessions for specific learners or suggested Thrive activities for all learners.

LITERACY, NUMERACY AND DIGITAL COMPETENCE

BROAD AND BALANCED LEARNING EXPERIENCES

Home Learning is a constantly-evolving entity and we will continue to evaluate the effectiveness of our provision and make changes if needed. The following applies whilst the school is closed to face to face learning for all pupils, with the exception of those who access the key worker or vulnerable learner provision. The overall priority is wellbeing first then continuity of learning. Teachers will plan lessons/activities that relate as closely as possible to the current class content or skills. The activities will reinforce existing understanding or introduce new content, where possible. There is an understanding that this may not always be possible due to home situations e.g parental support and lack of independent skills.

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Blended Learning Approach at Herbert Thompson



Type	Description
Face to Face	<i>This takes place with a teacher or LSA in school, in the same room as the child. This provides human connection and it is much easier to communicate complex messages.</i>
Synchronous	<i>Learning happens in real time so there is potential to respond immediately to learners' feedback. Provides a greater connection with the individual learner. An opportunity to reassure and support students who are struggling with their learning. Does not have to include the teacher, can be effective for peer to peer support.</i>
Asynchronous	<i>Can be viewed/used at any time. Can be used multiple times. Can be used to supplement and add to key 'to be learn' content. Can be used to stretch or support learners at either end of the ability spectrum or used to individualise content for a particular circumstance.</i>
Offline Learning	<i>This enables pupils to engage with content fully at a time suitable to them and reduces screen time. Can be directly supported by parents. Doesn't require wifi at the time of learning. Can be completed asynchronously.</i>

FACE TO FACE - *This takes place with a teacher or LSA in school, in the same room as the child. This provides human connection and it is much easier to communicate complex messages.*

- 1:1 intervention sessions with the therapy dog Trixie for those targeted children.
- CCFC Hub Physical Exercise Sessions. - Physical activity sessions outside for learners to get active. In poor weather, sessions may take place remotely.

ONLINE SYNCHRONOUS LEARNING - *Learning happens in real time so there is potential to respond immediately to learners' feedback. Provides a greater connection with the individual learner. An opportunity to reassure and support students who are struggling with their learning. Does not have to include the teacher, can be effective for peer to peer support.*

- Live Google Meet sessions (KS2) - Learners have a daily meet session every morning. There is also a focus on learning and an emphasis on motivating and engaging learners. Using the Meet chat facility, learners and staff interact with each other and ask and answer questions. Additional learning sessions are organised if and when needed.
- Online chat-based discussions through Google Classroom (KS2) - Every child is part of an online classroom and there is a stream that pupils and staff can communicate with each other.

ONLINE ASYNCHRONOUS LEARNING - *Can be viewed/used at any time. Can be used multiple times. Can be used to supplement and add to key 'to be learn' content.*

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Can be used to stretch or support learners at either end of the ability spectrum or used to individualise content for a particular circumstance.

- Social media conversation through a closed Facebook page (Nursery) - Staff will set activities for learners, maintain contact and model/lead sessions such as singing familiar songs, reading stories, playing learning games or learning outdoors.
- Learning activities will be set on See Saw (learning app) for Nursery - Year 2 - Staff will create differentiated learning activities and share with children with written instructions and voice instructions. Families can share the learning that they are doing at home also. Staff will also post videos to support learning.
- Google Classroom learning assignments for KS2 - Learning assignments will be set daily and shared with children on Google Classroom.
- Recorded instructional video. - Pre-recorded teaching sessions will provide an opportunity for children to have an activity explained/demonstrated or introduced by one of their teachers.
- Recorded presentation with voiceover or audio comments inserted into slides, word document or PDF. These are screen pre-recorded by staff to teach or explain a concept.
- Learning Videos. - Links to video e.g. BBC bitesize/Youtube where a concept or a teaching point links directly to an activity
- Learning Apps - My Maths, Big Maths and Purple Mash are used to set work at the children's level of learning.
- Use of eBooks for Home Reading - Oxford Reading Owl and MyOn

OFFLINE HOME LEARNING - *This enables pupils to engage with content fully at a time suitable to them and reduces screen time. Can be directly supported by parents. Doesn't require wifi at the time of learning. Can be completed asynchronously.*

- Hard copy worksheets/booklets/resources - These will be used if children cannot access online learning (e.g. due to additional learning needs or in that they are unable to access/focus enough whilst using digital devices).
- Practical offline activities – e.g. exercise, gardening, cooking etc. - These may be shared from time to time as a wellbeing task that is very practical in nature.

DAILY LEARNING CONTENT - This may vary if we host special days/events (usually this will be on a whole school level and will be communicated well in advance to parents/carers).

Daily Staple Activities:

- English/Literacy Activity
- Maths/Numeracy Activity
- Context/Theme Activity based on the current Values Focus (**For Example – Spring 1 is Diversity**).

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- Assignments/activities will be set for Expressive Arts and Health and Wellbeing sessions (by PPA teachers, to be completed when class teachers are having PPA time).
- Daily Reading using the online reading resources.

Additional Activities:

- From time to time other activities may be set, including wellbeing, assemblies or whole school theme tasks.

PROGRESSION AND ASSESSMENT

Over the course of the disruption caused by a full or partial school closure, our expectation is that all learners should continue to make meaningful progress. Our staff will determine what the steps of progression are for our learners. The purpose of assessment is to support each individual learner to make progress at an appropriate pace, ensuring that they are challenged and supported appropriately. We will use a range of means of assessment and feedback to help our learners make progress. These may include:

- Written feedback in response to marking (when tasks are submitted)
- Verbal feedback where appropriate via a Google extension (Mote).
- Activities can be sent back if children need to respond to feedback.
- Assessment system – after completing quizzes children are set other texts.
- Wellbeing Assessment Data.

PARTNERSHIP WITH PARENTS, CARERS AND LEARNERS

The participation of parents and carers in learning is essential for developing learning experiences that involves learning inside and outside school. Parents and carers engaging with learners at all ages will help consolidate school-based learning. We also value all stakeholders opinions in the review and development of remote learning.

- We will continue to communicate with parents and carers through the school Facebook page, school website and school texting system on any updates and learning expectations.
- We will communicate with parents, carers and learners through Google Classroom, Seesaw, Facebook (Nursery) and audio calls to support learning and the progressions of learning.

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- We will provide an Online Learning Clinic with a teacher and LSA in order to support families who are struggling to engage their children with learning as well as offering any families the offer to connect and receive support with learning.
- All stakeholders will have the opportunity to respond and provide feedback via questionnaires.

ROLES AND RESPONSIBILITIES

We realise that the circumstances that cause our school to adopt a hybrid learning approach will affect families in a number of ways. In our planning and expectations, we are aware of the need for flexibility from all sides: parents may be trying to work from home, home situations may not enable quiet learning opportunities; teachers may be trying to manage their home situation and the learning of their own children, thus systems may not always function as they should. An understanding of, and willingness to adapt to, these difficulties on all sides is essential for success.

In the case of an extended closure, we believe that it is in the best interests of our pupils that we continue to provide structured support to the best of our ability. Bearing in mind the need for flexibility, we understand that work may be completed out of sync. That said, the work that pupils engage in during a period of closure, or as part of the 'blended learning' approach, will be part of our current planning.

The Governors will:

- Ensure their first concern is in relation to staff and pupil wellbeing.
- Support the headteacher to articulate the school vision.
- Support the headteacher to communicate expectations of '*Stay Safe. Stay Learning*' policy to parents/carers.
- Support the headteacher to create and review school policies pertinent to the continuation of learning policy.

<https://gov.wales/stay-safe-stay-learning-supporting-education-system-html>

The Headteacher (in consultation with SLT) will:

- Be mindful that teachers' workload should not be increased during this period and put factors in place to support staff, especially when working remotely.

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- Have a strong regard for the health and wellbeing of staff and pupils.
- Ensure plans are in place to support learners when teachers are ill or otherwise unable to work.
- Ensure plans pay regard to all safeguarding elements of Local Authority (LA) guidance on blended learning.
- Ensure there are clear systems and protocol for communication with parents and teachers.
- Agree platforms for staff to use and share information and resources (Google Classroom, Seesaw, Purple Mash).
- Ensure there are mechanisms in place to monitor and quality assure the quality of online learning.
- Ensure any contact between pupils and teachers will only be through a platform provided by the school and not through personalised accounts open to public viewing, comments or sharing.
- Ensure any equipment provided by the school is for work purposes only and there are shared agreements in place for pupils and parents on what behaviour and contact is appropriate.

Teaching staff will:

- Place significant emphasis on wellbeing development by checking in via audio calls and completing the vulnerability lists and tracking of engagement spreadsheets.
- Continue to follow the safeguarding policy and notify SLT/DSP of any concerns.
- Prepare daily tasks (minimum of one Literacy, one Numeracy and one Topic) to meet the needs of the child.
- Share high quality teaching and learning activities with their class through Facebook (Nursery), Seesaw (Nursery - Year 2) and Google Classroom (KS2).
- Ensure daily contact with pupils, either face-to-face (Non-class based teachers), through Google Meets (KS2) or audio calls.
- Reply to messages, set work and give feedback on learning/activities.
- Make allowances for online learning, understanding that the circumstances may affect families in a number of ways.
- Inform the Headteacher if unwell and follow absent procedures.
- Provide support in the school hub as needed.

Non-teaching staff:

- Support class teachers in preparation of support packs/activities/comments and audio calls.

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- Update the tracking of engagement spreadsheet/vulnerability list as and when needed.
- Continue to follow the safeguarding policy and notify SLT/DSP of any concerns.
- Inform the Headteacher if unwell and follow absent procedures.
- Support, where necessary, individual/small groups of pupils by providing tailored activities which can either be used in school/hub or when learning at home.
- Have access through Google Classroom/Seesaw/Facebook (Nursery) to support remote learning.
- Provide support in the school hub.

Policy Date: February 2021

Policy Review Date: February 2022

Governor Signature:

Date:

Headteacher Signature:

Date:

We are a Rights Respecting School and are fully committed to embedding the principles and values of the United Nation Conventions for the Rights of the Child (UNCRC). This policy enables our pupils to access and enjoy the following articles of the convention.



Article 1 – Every child under the Age of 18 has all the rights in the Convention.

Article 28 – Every child has the right to an education.

Article 29 – Education must develop every child's personality, talents and abilities to the full.

Article 42 – Every child has the right to know their rights.