

Saltney Ferry C.P School



Blended and Remote Learning Policy

Chair of Governors:	Headteacher:
Ratified on: 9 th February 2021	Revise by: Spring 2024

Saltney Ferry CP School
Blended and Remote Learning Policy (Covid-19)

Purpose

This policy covers the support for learners in the event of blended and remote learning being implemented due to school or class closure.

Blended learning is a style of education in which learners learn via electronic and online media as well as traditional face-to-face teaching. This will be used to support learners when needing to self-isolate due to Covid-19.

Remote learning is whereby learners access all their learning through electronic and online media, this will be used when a whole class/year group/school is isolating due to Covid-19 restrictions. We will refer to this as **‘Home Learning.’**

‘Home Learning’ expectations

- We will provide links to appropriate remote learning for pupils that are not able to attend school so that no-one need fall behind.
- Each family is unique and because of this, should approach Home Learning in way which suits their individual needs.
- We realise that the circumstances that cause our school to close 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 so access to technology as a family may be limited;
 - Parents may have two or more children trying to access technology and need to prioritise the needs of young people studying towards GCSE/A Level accreditation;
 - School staff may also be trying to manage their own home situation and the learning of their own children;
 - systems and technology may not always function as they should.

Format of Blended Learning due to INDIVIDUAL learners self-isolating

In the event that learners need to self-isolate due to Covid-19 because of contact tracing at home, (therefore not affecting an entire class/year group) these children will be supported with their learning remotely via Class Dojo/Seesaw (Foundation Phase classes and Year 3/4 class) or Class Dojo/Seesaw and Teams (Year 4/5/6 class) Where possible, home learning activities will be similar to school learning activities.

Format of Remote Learning due to WHOLE CLASS isolation

- Each child has been provided with a class ‘10-day’ pack.
- This pack would be used in the case of a whole class needing to self-isolate at the same time as each other including the teacher.
- This would also be supported with remote learning via Class Dojo/Seesaw for Foundation Phase and the Year 3/4 class (Mrs Morris) and ClassDojo/Seesaw/Teams for the Year 4/5/6 class (Mr Martin).
- Each teacher will provide 3 pre-recorded videos each day (2 morning videos for Nursery) if needed to support the pack.

Format of remote learning due to FULL SCHOOL closure

- Foundation Phase classes and the Year 3/4 class (Mrs Morris) will use Class Dojo/Seesaw to support learners in the event that remote learning is required.
- The Year 4/5/6 class (Mr Martin) will use Class Dojo for communication with parents and Teams for remote learning.
- Each teacher will provide 3 pre-recorded videos each day (2 morning videos for Nursery)
- These will be posted on Class Dojo at approximately 9am, 11am and 1pm.
- Additional online resources, links and activities will also be posted.
- Completed learning and tasks by the children should be regularly uploaded onto SeeSaw or Teams (Year 4/5/6) for teachers to monitor and feedback.
- Communication with home/school will be through Class Dojo messages.
- To further support the wellbeing of our learners, children in Year 2 to 6 will be able to access one live check-in session (video-conferencing) per week.
- Children in Nursery to Year 1 will access one live check-in session per fortnight.

Feedback

- Children should expect 3 activities a day which class teachers will provide feedback on.
- The level of feedback provided by teachers should address any misconceptions held by the children in the work submitted, and acknowledge that the work has been completed.
- Children should be made aware that their work has been seen.
- Levels of participation will be monitored by class teachers.
- Parents of children who are not accessing remote learning will be contacted initially via Class Dojo.
- If a response is not received this will be followed by a phone call home.

Equality

- The use of Class Dojo, Seesaw and Teams will ensure all children are able to access the learning opportunities provided by class teachers.
- All children will be provided with their login details prior to any school/class closures.
- Children without access to equipment/facilities at home will be provided with a device (iPad or Laptop) to loan from the school.
- The serial number of the device will be recorded prior to it being taken home and a loan agreement will be signed.
- A MiFi device can be provided to a household that does not have access to Broadband.
- The use of pre-recorded videos allows families to access the same learning as everyone else. This can then be used whenever and however is appropriate to individual family needs and routine.

Support

- Children frequently use Seesaw and Teams as part of the curriculum which will support the transition between school and home learning.
- If further support is required parents are encouraged to contact the class teacher via Class Dojo.
- For those families that have accessed a device load any technical issues need to be logged with school's Cluster IT Technician –Sam Dodd sam.dodd@castellalun.flintshire.sch.uk When contacting Sam parents should let her know the learners name, the device number and name of our school.

Wellbeing and Safeguarding measures

- Whether children are at home or in the classroom, safeguarding and welfare of children is paramount.
- Communication with our children and families is key during this time. This will be mainly through Class Dojo messages however please phone families that you have had limited contact with.
- Additional contact must be provided to those children who have an SLA or a Statement of Additional Needs.
- Mrs Reynolds will be completing wellbeing calls to identified individuals/families.
- The Headteacher will be informed if there has been no contact from a family after a teacher has reached out through messages and phone calls. EWO service will then be involved.
- The use of Class Dojo, SeeSaw and Teams conforms to GDPR regulations in terms of data protection.
- Access to Seesaw is restricted to individual users which means families are only able to access their child's accounts while at home. Any work added to a child's account should be their own, examples of work from their peers should only be shared with the permission of the parent of that child and should celebrate accomplishment or effort alike.
- Teams allows learners to only access their work and not the work of their peers.
- The chat facility of Teams should not be used a social network.
- Safeguarding concerns about a child should be logged on CPOMS and discussed with the Designated Safeguarding Person (DSP). If a child is thought to be in immediate danger 999 should be called.

Video-Conferencing

Video-conferencing is a synchronous approach involving multiple parties with the option for each participant to turn on cameras and audio. It requires all participants to take part at the same time.

- A lesson refers to the delivery of a classroom lesson – whether this is through video-conferencing or through a live-streamed event
- A session refers to instances outside of a typical lesson where there may be only one learner present such as a well-being catch-up session with a learner or an additional learning need (ALN) appointment.
- Saltney Ferry CP School will be providing a live check-in session per week/fortnightly.

Expectations of learners during live lessons and sessions (video-conferencing)

Teachers will share ground rules at the beginning of each live check-in session. These are:

- Be respectful of others -our normal school rules should be followed.
- Contribute to the class in a positive manner and do not be disruptive at any time -remember to take turns and be a good listener
- Be punctual for all check-in sessions.
- Dress appropriately for all check-in sessions, thinking about respect for others
- Ensure the location you log in from is appropriate (not bedroom), i.e. consider background, camera angle, privacy, etc.
- Your camera can be on or off - you decide
- Mute your microphone
- Use the 'Raise Hand button' to ask or answer a question

- Use the 'Chat' button to communicate (if you want)
- Do not take photos or recordings whilst on the call

Expectations of parents/carers during live lessons and sessions (video-conferencing)

Parents/carers have a responsibility to ensure their child adheres to the following rules when taking part in live check-in session:

- The same high standard of behaviour as shown in the school classroom is expected in a live check-in session.
- Ensure that their child agrees to and follows the learner expectations.
- Ensure that siblings, pets or other adults do not disturb the check-in session.
- Not take full part in the check-in session themselves although they are more than welcome and encouraged to be in the same room and support from a distance.
- We appreciate and accept that Nursery and Reception children will need enhanced support during the check-in sessions and this will involve the parents taking part.
- Consider the location of where your child is accessing the live check-in session e.g. background, noise, other family members
- In line with GDPR regulations, photos and recordings are not to be taken during the live check-in session.

Expectations of staff during live lessons and sessions (video-conferencing)

- Change background as standard practice.
- Share rules/expectations at the beginning of each live check-in session (see expectations of children)
- Be mindful that not all children will want to switch their camera on – make turning the camera on optional.
- Adhere to professional standards of dress when in front of the camera.
- Be conscious that in an online environment remarks are being heard by a number of children and could be easily misconstrued.
- Ensure all children have left the check-in session before ending the meeting and then cancel the link. This will also prevent a one-to-one situation at the end of a check-in session
- Be mindful of the need for confidentiality; especially if live from a venue where other adults or children are present.
- Always have another member of staff as part of any live lesson or session.
- Turn captions on for children with hearing impairments.
- Ensure that they keep themselves up-to-date with all relevant policies and procedures, including online safety, safeguarding and data protection policies

Useful documents

Welsh Government Guidance on live-streaming and video can be found here:

<https://hwb.gov.wales/zones/keeping-safe-online/live-streaming-and-video-conferencing-safeguarding-principles-and-practice/>

Mental Health and Emotional Wellbeing Impact Statement

Saltney Ferry CP School is committed to the protection and promotion of positive mental health and emotional wellbeing of our whole school community; pupils, staff, parents and carers. We recognise how important mental health and emotional well-being is to our lives in just the same way as physical health. This Policy has been written and reviewed in line with our school's vision and Mental Health and Emotional Wellbeing Policy.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at Saltney Ferry CP School.