



CHAT Primary Schools
Blended Learning Strategy/ Remote Education
Updated: January 2021

At CHAT we are committed to providing high quality blended learning for all children through our home learning approach and our Covid-19 strategy.

At Kingfisher Hall Academy our aim is to ensure:

- All children have access to the internet, when this becomes more freely available through government initiatives.
- All families have at least one device for home learning and where possible all children have their own device.
- Our online opportunities provide a learning experience that is appealing and that delivers successful learning outcomes.

Across all primaries there is a mix of online and paper home learning that takes place on a weekly basis as part of our homework policy. To facilitate our online approach, CHAT currently use DB Primary as their learning platform and children are allocated their own username and password. In class, teachers also use this platform to deliver the Computing curriculum and as a result children are very familiar with the system which will support their ability to use this at home. We have an online learning champion in each school, who is responsible for supporting teachers in their use of DB Primary. EYFS families are also using Tapestry to record their home learning achievements.

As a trust we are currently looking into the number of our children and families who have no access to the internet and do not have a device at home and therefore can't access home learning or blended learning. The trust is committed to the equality of opportunity for all and are in the process of developing a strategy that will ensure all households have access to online learning. In the meantime, we are sending home paper packs to children who can't access online learning.

In the event of a bubble or full lockdown, all primary schools will move immediately to using DB primary. This will involve face to face teaching with groups of children based on feedback. However, when a child is self-isolating or waiting for test results we have opted for a blended approach to home-learning; where paper packs are sent home with some face to face and use of DB-Primary. This is to ensure we minimise the impact on teacher workload whilst also ensuring children make progress at home.

The strategy below outlines the approach we are taking that will prepare us for effective blended learning in the event of a lockdown or a child being prevented from attending school due to Covid-19.



Blended Learning/ Remote Learning Action Plan				
Event	Actions	Who	When	Impact
Pre-lockdown actions	<ul style="list-style-type: none"> Record RWI lessons Time for YGLs/PhLs to research online resources e.g. Oak Academy Record procedural maths Record story telling Prepare SEND paper packs for children with greatest needs Class audit of access to the internet and use of devices- highlighting those in need of paper copies/ Device loan scheme Survey of quality of home learning during lockdown. Purchase chrome books and arrange loan scheme to be advertised to parents 	<ul style="list-style-type: none"> Matt Clifford /RWI leaders HTs Sara Tilley/NR CT CT with SENDco support Office/CT MC to send to HTs CEO 	<ul style="list-style-type: none"> 05/10/20 12/10/20 28/09/20 09/10/20 02/10/20 22/09/20 Autumn 	
Children sent home with symptoms and are waiting for test results.	<ul style="list-style-type: none"> SLT to produce year group paper packs and give to the office for the child/siblings to work on at home for up to 3 days- week one pack. Office staff to discuss with the teacher which year group pack is suitable for their ability. All teachers to have year group learning packs and are familiar on the work being sent home. 	<ul style="list-style-type: none"> SLT Office Office 	23/09/20	



	<ul style="list-style-type: none"> SEND pupils with complex needs will be given individualised work by the class teacher. 	<ul style="list-style-type: none"> Class teacher/ Sendco 		
Child sent home with symptoms but parents refuse to get them tested.	<ul style="list-style-type: none"> Children must self-isolate for 10 days. Year group paper pack sent home by the office. The office must talk to the class teacher to give the appropriate level of work home. Covering letter attached to pack explaining the expectations of work to be completed and a clear timetable for daily school work identified. Class teacher will also upload Learning Journey (wider curriculum) work onto DB Primary for the child to access at home. Arrange virtual face to face contact with the child twice a week. If there is no internet at home then phone calls are appropriate. 	<ul style="list-style-type: none"> Office CT/AHTs to follow up 		
January National Lockdown	<ul style="list-style-type: none"> All schools to review the effectiveness of their online learning and complete DFE remote education assessment tool. Discuss gaps in remote education and actions taken to further improve in weekly HT and CEO meetings. Buy enough devices and internet to support families in accessing online learning. Support families in being able to use the online tools to access learning from home – website, how to videos, bi-weekly remote learning newsletter 	<ul style="list-style-type: none"> HT/SLT CEO/HT HT 	<p>15/01/21</p> <p>Weekly</p> <p>Ongoing</p>	



Blended Learning/Remote Learning Expectations	
<p>Year group bubble closes due to a positive test.</p>	<p>Class teachers</p> <ul style="list-style-type: none">• Before lockdown teachers must show children what the expectations of home learning will look like and ensure all children have their log in details.• As children leave for lockdown provide them with class whiteboards and pens.• Provide children with several levelled reading books to take home.• DB champion to email parents where necessary their usernames and passwords.• Move straight onto DB Primary from first day of lockdown.• Replicate daily in school routine online. E.g. reading, writing, maths and learning journey work.• There must be no need for parents to print anything. <p>Online Learning</p> <ul style="list-style-type: none">• Online learning for children will differ depending on the age and stage of the child. The length of time children are expected to work remotely will also differ depending on their age.• There will be a mixed approach to online learning from the class teacher: live lessons, recorded lesson, small group teaching or feedback, PowerPoint and independent tasks uploaded to DB Primary.• Teachers will deliver differentiated lessons and work and will provide personalised learning for SEND pupils.• Teachers' assessment for learning will determine the type of feedback to be given. Pupils will receive a variety of feedback such as: written feedback, face to face feedback, work acknowledgement, online stickers.• All children, who have access to remote learning, must join class registration at 9 am where the days learning will be outlined.• First day calling will take place by the teacher/office to understand pupil absence from online learning.• PowerPoint is the most user friendly slides which work on most devices. <p>Paper Learning</p> <p>For those children with no access to the internet or who are unable to use the internet due to age or need the following expectations apply.</p>



	<ul style="list-style-type: none">• Teachers will provide children with a paper copy of the weeks' learning and activities and the teaching slides• Teachers will call the child to explain the learning and touch base with the child at least another twice in the week to support with learning.• Where appropriate personalised SEND work and paper learning will be created weekly and sent home. Children must have telephone contact at least once a week if there is no access to the internet.• Teacher's continue to plan weekly with their teams to ensure consistency across the year groups. <p>Teaching Assistants</p> <ul style="list-style-type: none">• Take home a laptop• Phonics and reading support for targeted children will continue through zoom calls throughout the day on a one to one basis.• Daily live phonic lessons.• Live interventions for catch up for identified children.• Prepare and send home any additional paper learning packs for children as agreed with the class teacher.• Live speech and language interventions for children with SEND.• Live daily comprehension interventions.• Live story time for EYFS children. <p>AHT/DHT</p> <ul style="list-style-type: none">• Ensure that all children who have no access to online have the appropriate paper home learning sent home.• Work with teachers in their allocated year groups and ensure all children are accessing their learning. Ensure that online and paper learning is high quality and children are making progress.• Weekly zoom meetings with their year groups to offer support and monitor quality of learning and pupil responses.• Call any child/parents where the teachers have concerns in regards to work being completed.• Monitor the quality of zoom interactions between teachers and children. <p>HT</p>	
--	--	--



	<ul style="list-style-type: none"> • Monitor the implementation and quality of the blended learning/remote learning, making sure high quality learning is taking place. • Ensure all children are accessing online or have high quality paper learning. 	
Local or national lockdown	<ul style="list-style-type: none"> • All actions as above. • Arrange for a key worker and vulnerable children hub to run within each school. • Hub children must spend the morning accessing DB Primary learning at the hub as allocated by the class teacher. • Hub staff have flexibility to offer a range of activities in the afternoon to meet the needs of the children. There should be a focus on developing children’s mental health and well-being. The afternoon sessions are also a great opportunity for the Hub staff to help children catch up with focused one to one or small group support. • Headteachers will ensure that all available devices and internet are given to families that require it and offer support in using the equipment. • Heads will meet virtually each week to review impact of blended learning and the ongoing quality of provision in the hub. 	
Child shielding and not returning to school.	<ul style="list-style-type: none"> • Teacher to set weekly paper work that matches their needs. • Teacher to have a zoom meeting on Monday to explain home learning and a follow up Zoom meeting on Wednesday to support with learning and address misconceptions. • Teaching assistant to support in the organisation of the work to be sent home. 	
Teacher has Covid-19 and bubble is locked down.	<ul style="list-style-type: none"> • SLT member to step in and cover online learning for the teacher who is sick. • SLT member to work with the year group, where possible, to understand the weekly plans and expectations. 	