



Gosforth Park First School

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Rationale

The purpose of this policy is to support school staff and leaders to ensure high quality blended educational delivery during the academic year 2020-21 and beyond. Blended learning is defined as: *‘a style of education in which students learn via electronic and online media as well as traditional face-to-face teaching.’*

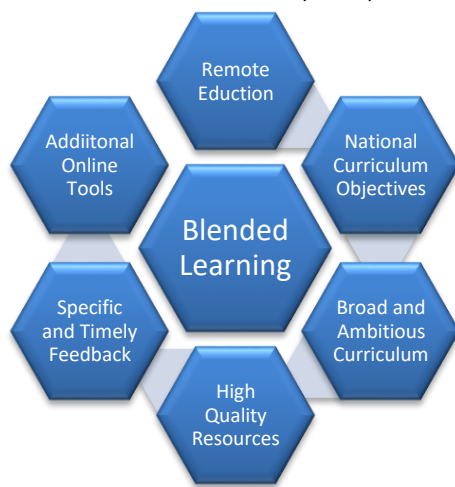
DFE guidance published July 2020 highlights an expectation that *schools ‘develop remote education so that it is integrated into school curriculum planning. Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.’*

The DFE has outlined the following key principles for curriculum planning:

- **education is not optional:** all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.
- **the curriculum remains broad and ambitious:** all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.
- **remote education, where needed, is high quality and aligns as closely as possible with in-school provision:** schools and other settings continue to build their capability to educate pupils remotely, where this is needed.

At Gosforth Park First School we use **Seesaw** (KS1/KS2) and **Tapestry** (EYFS) to support children, and their families, during periods of blended learning. Activities are shared electronically which are matched to each child’s age range and learning objectives are taken from the National Curriculum. Children at school and at home are taught the same learning objectives. Where possible, learning activities and challenges will mirror what would have been completed had the child been in school. There will be an expectation children will complete this work. Paper copies are provided for families who do not have internet access.

Blended learning requires considered approaches to ensure that face-to-face teaching provides the right support for pupils, and that the blended approach does not make teacher workload unmanageable. Teaching and learning in this new context must be safe, fair, realistic, manageable and forward looking.





Underpinning DFE Expectations: July 2020

- Guidance from the DFE published in July 2020 outlines the expectation that all children who are working from home for any reason related to Covid-19 who are well enough to do so should be provided with work which is mapped to the in school curriculum.
- The guidance document outlines the expectation that the number of hours learning provided should be equal to the in-school deliver hours of the curriculum. At Gosforth Park First School we expect that, due to the age of our children, this is significantly reliant on adults in the family home supporting learning.

The DFE guidance document states:

'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 (2020). 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.'

In developing these contingency plans, we expect schools to:

- *use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations*
- *give access to high quality remote education resources*
- *select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use*
- *provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access*
- *recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum.*

When teaching pupils remotely, we expect schools to:

- *set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects*
- *teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject*
- *provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos*



- *gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work*
- *enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding*
- *plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.*

We expect schools to consider these expectations in relation to the pupils' age, stage of development and/or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.'

Key Principles: In-school

- All teachers will have a responsibility for planning blended learning.
- The senior leadership team (SLT) hold overall responsibility for the effective implementation of blended learning across the school.
- The in-school face-to-face learning offer must match, as closely as possible, the online remote learning offer.
- All staff should consider what steps will be taken to limit widening of educational gaps between those who are learning in-school and those who are accessing remote learning.
- Leaders and teachers should consider how children can access remote learning resources and receive feedback which is both on and off-line.
- When considering the three stages of school access (**fully open**/**partially open**/**closed**) staff workload must be considered by all leaders and steps should be taken to reduce any burden derived from the different stage of school access.
- Additional time and training will be given for staff to become familiar with new systems (e.g. Seesaw)
- Gosforth Park First School use Seesaw (KS1/KS2) and Tapestry (EYFS) when offering blended learning and supplement this with additional resources through the school website, such as Oak National Academy and BBC Bitesize.
- When allocating resources, staff consider the needs learners with Special Needs and Disabilities (SEND). The Special Educational Needs Coordinator (SENCO) supports teachers to ensure that appropriate lessons and resources are set.
- Staff use appropriate materials (Letters and Sounds), including videos, to support the teaching and learning of systematic synthetic phonics remotely. Remote phonics lessons are delivered daily.
- During our regular monitoring of remote learning, teachers and leaders attempt to identify any widening learning gaps. We proactively consider strategies to help address learning gaps, particularly for students who are disadvantaged, learners with SEND and vulnerable pupils.



Key Principles: Working with Home

- We circulate information to parents early in the Autumn Term which will help to build familiarity and confidence with on-line and remote learning options as part of the normal partnership with home. For example, we use Seesaw to upload weekly homework tasks in KS1 and KS2. Seesaw and Tapestry are also used to aid transition between classes and key stages.
- We share links to curriculum maps with parents and use opportunities such as parent information evenings and workshops (e.g. Phonics Screen Workshop) to brief parents about on-line and remote learning offers and how these can be accessed easily.
- We are explicit with parents about why it is so important that children follow the curriculum maps for their year group/subjects and signpost parents for where they can receive additional help.
- A weekly newsletter is produced by the head teacher which regularly shares information about Seesaw and Tapestry.
- A video has been produced by the computing coordinator to show parents how to access and use Seesaw.
- Paper based resources, such as reading books and exercise books, will be sent home with learners in the event of a **partially open** or **closed** school.



Scenario Overview

Below are the agreed responses for Gosforth Park First School in the case that our educational setting is **fully open**, **partially open** or **closed**.

| School Status | Blended Learning Offer |
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| School Fully Open | <ul style="list-style-type: none"> For the majority of children, the main form of education will be face-to-face teaching in the classroom. If a child or group of children have to work remotely from home and are well enough to do so, will be assigned work which matches the curriculum in-school and their engagement and completion of work will be monitored by teaching staff. Pre-prepared resources will be shared remotely via Seesaw or Tapestry. Those children who are accessing the remote learning will be assigned the same learning objectives, number of hours learning and quality of resources as those working in school to ensure full curriculum coverage. Access to additional online learning platforms (such as <i>Mathletics</i>, <i>Times Table Rockstars</i> and <i>Oxford Reading Buddy</i>) encouraged and monitored by teaching staff. Maths lessons will be based on content from White Rose and learning objectives and content will match that of learning taking place in the classroom. English lessons will be based on appropriate National Curriculum learning objectives and content will match that of learning taking place in the classroom. Teachers will understand that not all resources will be appropriate for blended learning experiences and therefore resources may have to be different or adapted to ensure pupils learning remotely can still meet their learning objectives. Existing or nationally produced resources can be used and/or adapted, rather than additional resources being produced if these are appropriate for the learning needs of pupils working remotely. Expectations for the quality and quantity of work produced remotely will vary between children of different year groups, key phases and abilities. The needs of learners with SEND are considered when assigning work. Work for learners with SEND is adapted and differentiated when appropriate. Resources for remote learning can be either online or paper based. Teachers will monitor which families do not engage in online learning and offer support or paper based copies if required. Feedback will be given to children working remotely. Teachers will give feedback on each piece of work that has been assigned and completed on Seesaw or Tapestry. |



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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">School Partially Open</p> | <ul style="list-style-type: none"> • Depending on a child's year group and specific reasons why the school is partially open, learning for many children is likely to be remote. • If a child or group of children have to work remotely from home and are well enough to do so, will be assigned work which matches the curriculum in-school and their engagement and completion of work will be monitored by teaching staff. • Pre-prepared resources will be shared remotely via Seesaw or Tapestry. • Those children who are accessing the remote learning will be assigned the same learning objectives, number of hours learning and quality of resources as those working in school to ensure full curriculum coverage. These will be supplemented by additional resources such as 'Oak National Academy' which can be accessed from the school website. • Access to additional online learning platforms (such as <i>Mathletics</i>, <i>Times Table Rockstars</i> and <i>Oxford Reading Buddy</i>) encouraged and monitored by teaching staff. • Maths lessons will be based on content from White Rose and learning objectives and content will match that of learning taking place in the classroom. • English lessons will be based on appropriate National Curriculum learning objectives and content will match that of learning taking place in the classroom. • Teachers will understand that not all resources will be appropriate for blended learning experiences and therefore resources may have to be different or adapted to ensure pupils learning remotely can still meet their learning objectives. • Existing or nationally produced resources can be used and/or adapted, rather than additional resources being produced if these are appropriate for the learning needs of pupils working remotely. • Expectations for the quality and quantity of work produced remotely will vary between children of different year groups, key phases and abilities. • The needs of learners with SEND are considered when assigning work. Work for learners with SEND is adapted and differentiated when appropriate. • Resources for remote learning can be either online or paper based. Teachers will monitor which families do not engage in online learning and offer support or paper based copies if required. • Feedback will be given to children working remotely. Teachers will give feedback on each piece of work that has been assigned and completed on Seesaw or Tapestry. • A daily video will be sent via Seesaw or Tapestry at the beginning and end of every school day by the class teacher to explain the learning tasks and give additional whole-class feedback as required. • Paper based resources, such as reading books and exercise books, will be sent home for learners to use while completing their remote learning tasks. |
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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">School Closed</p> | <ul style="list-style-type: none"> • Learning for the majority of children will be remote. Vulnerable children and children whose parents/guardians are defined as critical workers are likely to continue to attend school premises. • If a child/ group of children has to work from remotely from home and is well enough to do so they should be assigned work which matches the curriculum in school and their engagement and completion of work should be monitored. • Pre-prepared resources will be shared remotely via Seesaw or Tapestry. • Those children who are accessing the remote learning will be assigned the same learning objectives, number of hours learning and quality of resources as those working in school to ensure full curriculum coverage. These will be supplemented by additional resources such as 'Oak National Academy' which can be accessed from the school website. • Access to additional online learning platforms (such as <i>Mathletics</i>, <i>Times Table Rockstars</i> and <i>Oxford Reading Buddy</i>) encouraged and monitored by teaching staff. • Maths lessons will be based on content from White Rose and learning objectives and content will match that of learning taking place in the classroom. • English lessons will be based on appropriate National Curriculum learning objectives and content will match that of learning taking place in the classroom. • Teachers will understand that not all resources will be appropriate for blended learning experiences and therefore resources may have to be different or adapted to ensure pupils learning remotely can still meet their learning objectives. • Existing or nationally produced resources can be used and/or adapted, rather than additional resources being produced if these are appropriate for the learning needs of pupils working remotely. • Expectations for the quality and quantity of work produced remotely will vary between children of different year groups, key phases and abilities. • The needs of learners with SEND are considered when assigning work. Work for learners with SEND is adapted and differentiated when appropriate. • Resources for remote learning can be either online or paper based. Teachers will monitor which families do not engage in online learning and offer support or paper based copies if required. • Feedback will be given to children working remotely. Teachers will give feedback on each piece of work that has been assigned and completed on Seesaw or Tapestry. • A daily video will be sent via Seesaw or Tapestry at the beginning and end of every school day by the class teacher to explain the learning tasks and give additional whole-class feedback as required. • Paper based resources, such as reading books and exercise books, will be sent home for learners to use while completing their remote learning tasks. • Fortnightly welfare-check phone calls will be made to parents of all children who are unable to attend school. |
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Key Responsibilities

Teachers

When providing remote learning, teachers are responsible for:

- Planning and setting learning activities for their class
- Setting work daily and uploaded by 8:45am using Seesaw or Tapestry. In the event that Seesaw or Tapestry are unavailable, learning activities will be emailed, uploaded to the school website or paper copies of tasks provided.
- Coordinating with other teachers, especially those in their year group, to ensure consistency across the key phase and school.
- Providing individual feedback using Seesaw and Tapestry. This feedback will be in line with policies in school, identifying strengths and areas for development/challenge where appropriate.
- Keeping in touch with parents of children who are not in school through fortnightly welfare-check phone calls. Contact should take place during a teachers usual working hours and teachers will be given additional time out of class to complete phone calls. Teachers will not be expected to use their protected planning, preparation and assessment time (PPA) to make welfare-check phone calls.
- Teachers will continue to monitor the safeguarding of children and report any concerns to a DSL (Mrs Lamb, Mr Hindess, Mrs Lambert or Ms Gasper). Any complaints or concerns shared by parents and pupils must also be shared with a member of SLT and recorded on CPOMs.

Teaching Assistants

When assisting with remote learning, teaching assistants are responsible for:

- Supporting pupils who are not in school with learning remotely by providing regular feedback on work via Seesaw or Tapestry. This feedback will be in line with policies in school, identifying strengths and areas for development/challenge where appropriate.
- Supporting key worker and vulnerable pupils who are attending school in the event of a partial or full school closure.
- Teaching Assistants may be required to attend virtual meetings with teachers, parents and pupils.
- Teaching assistants may also be required to complete other tasks relating to remote learning such as recording video messages for children, recording stories and uploading additional learning challenges (e.g. for pupil with SEND)



Subject Leaders

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning and alerting teachers to resources they can use to teach their subject remotely.
- Working with other subject leads within the school (and Gosforth Schools' Trust) to make sure work set remotely across all subjects is appropriate and consistent, and appropriate to age expectations.
- Monitoring the remote work set by teachers in their subject through meetings, monitoring overviews, planning opportunities, coverage and progression.

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school and ensuring staff and families are engaging with protocol and systems.
- Monitoring the effectiveness of remote learning, such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

Pupils and Parents or Guardians

Staff can expect pupils learning remotely to:

- Complete work to the deadline set by teachers.
- Seek help if they need it, from teachers or teaching assistants.
- Alert their parents, guardians or teacher if they are unable to complete their work.

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work.
- Seek help from the school if they need it.

Governors

The governing board is responsible for:

- Monitoring the school's approach to providing blended learning to ensure education remains as high quality as possible.
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.
- Holding regular committee meetings to monitor the impact of any periods of blended learning.



Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

Issues in setting work – Key Phase Leader (Mr Hindess, Mrs Lambert or Ms Gasper)

Issues with behaviour – Key Phase Leader (Mr Hindess, Mrs Lambert or Ms Gasper)

Issues with IT – Miss Coughlan (IT Subject Lead) or Alan Errington (IT Services)

Issues with their own workload or wellbeing – Key Phase Leader or Mrs Lamb (Head teacher)

Concerns about data protection – Mrs Lamb

Concerns about safeguarding – Mrs Lamb or another Designated Safeguarding Lead (Mr Hindess, Mrs Lambert or Ms Gasper)

*The **Blended Learning Policy** should be read in conjunction with; the Safeguarding Policy and coronavirus addendum to our child protection policy, the Data Protection Policy and the Acceptable Use Policy.*