



## Blended Learning Plan – from Autumn 2020 – (COVID-19) Parents' Guide

### If your child has to self-isolate:

1. Their teacher will set them daily learning tasks on their SeeSaw app.
2. They should supplement SeeSaw tasks with activities on their Home Learning Menu.
3. They can access a range of further learning across the curriculum on our website [www.dell.monmouthshire.sch.uk/blendedlearning](http://www.dell.monmouthshire.sch.uk/blendedlearning)
4. Their teacher will contact them to see how their learning is going and how they are feeling on the first day and every four school days. (Our experience has shown that in nearly all cases, children will have returned to school after 2-3 days).

### During their period of Self Isolation, if they are well, we expect them to:

1. Undertake learning at home between 9am and 3.30pm.
2. Be able to demonstrate the learning they have undertaken (which will be reviewed and assessed by their teacher).

*When they are Self-Isolating, if they are well, they are registered as learning at home and not 'having a day off school'. While their absence is marked on the registers as 'authorised' they should be able to demonstrate the activities they have undertaken and their learning for each day of this absence.*

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### Background

Our ongoing plan to ensure all pupils continue to have access to learning in the event of partial or full school closure is broadly based on our learning provision during the school closure period and focuses on daily communication and contact between pupils and staff via the SeeSaw app alongside our regular Home Learning Menus.

We believe this approach best suits our pupils and school community and provides clear, accessible learning activities without an over-reliance on technology or adult support. We also know that every one of our Dell families will be facing different situations and circumstances in relation to childcare, access to technology and capacity for parental support.

This plan will evolve over time and applies to all COVID related absence due to the need to self-isolate be it on an individual, contact group or whole school basis.

### Key features of our Blended Learning Plan are:

- Engagement in home learning during any period of contact group self-isolation will be compulsory as attendance at school is.
- Teachers will lead home or distant learning as previously and will communicate & set learning activities daily.
- Every child who is well will be expected to engage every day.
- Learning at home should mirror the duration and content that learning at school on that day would have with the flexibility of learning at home (eg: 9-3.30pm).
- If a child is not engaging in learning, their teacher will quickly make contact to understand why this is the case, providing additional support if required.
- Each day, each child will undertake a literacy and numeracy activity (we suggest in the morning) and a further activity based around expressive arts, humanities, wellbeing or science (we suggest in the afternoon).

## Preparedness

Staff, parents and pupils need to understand that partial closure to a contact group for a 14-day period of self-isolation is a likelihood rather than a possibility. It may be followed by further periods. We know too that such closures when they come will probably be quite sudden. Staff therefore will be prepared and ready to switch to sustained, home-based, distance learning for all their class with little or no notice.

## Accountability

Each day, staff will monitor and record the extent of each child's engagement in learning and will make contact with parents where children are not engaging. Welsh Government guidance states that engaging in learning activities during periods of self-isolation at home is statutory as is attendance at school on standard school days. Of course, where a child is unwell, they will be treated as they would be if they were absent from school.

## Effective Feedback

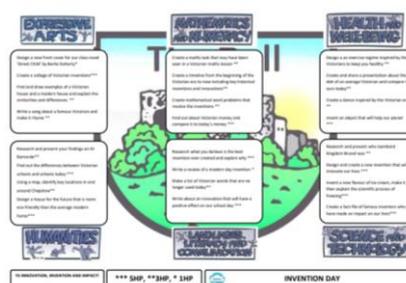
Teachers will receive, review and provide feedback on each piece of learning submitted by pupils, providing a Way Forward (WF) to literacy and numeracy activities each week.

## Recording Learning

Teachers will provide each child in their class with an exercise book to use for all their home learning activities in the event of the class being required to self-isolate. These books should be brought back into school at the end of the self-isolation period. If your child does not have a book provided, any form of paper or book will suffice. We would ask that you monitor how the children are using these books and encourage your child to maintain the school standards of writing & presentation. If your child runs out of paper in the book, don't worry, they can record their learning on any other paper or book you have available or on any software that might be available.

## How?

Home learning will be undertaken via two methods, daily SeeSaw tasks set by the classteacher and supplemented by activities on the year group's Home Learning Menus. In addition, there is a range of activities and resources on the Blended Learning section of our school website [www.dell.monmouthshire.sch.uk](http://www.dell.monmouthshire.sch.uk).



## Rationale

While many year groups have accessed Hwb, the digital learning platform for learners in Wales, we were not in a position, when the school closed suddenly in March, to be able to distribute usernames and passwords and have the confidence that pupils could a) access this online resource at home and b) do so effectively and seamlessly with little or no technical support. We felt this would impact on the clarity, accessibility and effectiveness of our approach. Similarly when the school reopened in September 2020, we had very few devices in school for pupils to learn how to access Hwb due to the end of our previous hardware lease and before new hardware would be available in early 2021.

We do use several digital online resources and platforms in school, but we use them in different ways in different parts of the school and not consistently or routinely.

## Supervision & Support

SeeSaw activities and those in the Home Learning Menus are designed to have a little input from parents if possible. They'll work better if you have a chat with your child about what they'll do each

session and how they might undertake the activity. The children should be encouraged to ‘work’ independently (we don’t expect parents and carers to ‘teach’ their children all day, each day but oversight before, after and at various points during will support & help your child. We fully appreciate that parents and carers are not teachers by profession and we really don’t want anyone feeling intimidated by what we might expect of you.

### Organisation & Routine

We suggest that you discuss and set up a simple daily plan with your child in order to provide structure and make learning manageable. Children are used to routines like this in school and they help to make them feel safe and secure as well as keeping their mind focused when there is a lot of media coverage that will be concerning them. There’s no right or wrong structure, it’s about what works for you and your child and the circumstances in your home which we know might change over time.

## Possible Learning Plans

Morning activity
Afternoon activity
Physical activity

Or you might prefer something a little more structured such as:

<b>Daily Plan</b>
<b>Morning Session</b> (Literacy Activity)
<b>Take a break / Down time / Do something different time (Approx. 15-20 mins)</b>
<b>Morning Session</b> (Maths Activity)
<b>Take a break / Down time / Do something different time (Approx. 1 hour)</b>
<b>Afternoon Session</b> (Start or continue a task from page 2 of the Home Learning Menu)

Weekends should not be workdays for children, and we’d encourage your usual shared family activities, albeit they in different circumstances.

### Reading

Please do what you can to ensure your child reads a little every day.

Reading is such a vital life skill and everything else leads from it. If bedtime routines have lapsed as the children have grown (which can easily happen with our busy lives as parents), this can be a great opportunity to undertake reading and provides a vital wellbeing checking and source of comfort for your child. These days there is so much reading material available for children online though actual books are always preferable where possible, especially for younger children.

You could think about the social aspects of reading too such as children reading to older or younger siblings, reading bits of a story via Skype, Zoom or Facetime to a relative who they can’t be with or even writing a book, slowly, over the period to read to others later. Try to encourage children to use the strategies they already know to tackle new and unfamiliar words and talk to them about what they have read whenever you can as this checks and ensures their understanding and comprehension. This could be a great opportunity for your child to find the time to learn more and reads lots about an existing or new interest or hobby. There are lots of authors reading their books at set times / Audible

offering free access to their audio books and you can find some on the Blended Learning section of the website.

### **Physical Activity**

On a school day, children get physical exercise and undertake physical activity at various times through the day. This includes playtime and lunchtime as well as timetabled PE lessons. It's important to your child's physical health that they undertake some physical activity every day whenever possible. This doesn't have to be a comprehensive physical workout but could be kicking or throwing a ball outside, workouts indoors, perhaps using online workouts or other safe physical activity. We promote these activities for physical health but also, importantly, for mental health and wellbeing. Some children really like the idea of creating their own routines and timetables in this area too. They might be encouraged by looking at setting targets, creating 'Personal bests' then trying to beat them whether that's in a skill ('keepy uppy's', ball bounces etc) or exercises (star jumps, jogging on spot, push ups etc).

### **Living our School Values**

You will know how passionate we are at The Dell about our 8 School Behaviours and our central 'Be Kind, be your best' ethos. If we were ever entering a period where we need values-based approaches to what we do, how we think and how we interact with others it is surely now. There's a great deal on our website about our behaviours, vision and values and your children will be very familiar with these which work just as well at home as they do each day here in school.

Thank you for your continuing support. Remember, as we have said since 20<sup>th</sup> March 2020:

*"It's all going to be OK but its going to be quite different for a while."*