

**BRYN COCH PRIMARY  
SCHOOL  
MOLD**



**Blended-Learning/  
Remote-Learning  
Policy**

**Policy adopted by Governing Body on:** \_

**Chair of Governors (print name):** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Review date:** Autumn term 2021

## **Blended-Learning/Remote-Learning Policy**

This policy covers the support for pupils in the event of Blended-Learning/Remote-Learning being implemented.

Blended-Learning is a style of education in which pupils learn via electronic and online media **as well as** traditional face-to-face teaching.

Remote-Learning is whereby pupils access **all** their learning through electronic and online media.

### **Purpose**

The purpose of this policy is to certify there are procedures in place to ensure pupils are supported effectively in the event they are unable to be taught within the school grounds of Bryn Coch School.

In the event that the school or classes are closed due to the need to isolate, the policy will identify the steps in place to ensure all pupils are able to access learning while at home.

The need for equity will be identified, and support for both parents and pupils in accessing effective teaching will be addressed.

### **Format**

Through the effective implementation of the Digital Competency Framework pupils currently make use of Hwb, Wales' Digital Learning Platform, meaning they have access to a number of digital learning environments through their Hwb login.

Bryn Coch School also makes use of Seesaw as a digital learning tool, this is used from reception to y3 and is also used for its parental liaison features.

The learning platforms used by Bryn Coch School will be Seesaw for Schools and Google Classrooms. The rationale behind the use of two platforms is the depth of complexity in being able to effectively access these platforms.

Foundation Phase classes and Y3 will make use of Seesaw to support pupils in the event that Remote-Learning is required. Y4-Y6 classes will make use of Google Classrooms.

### **Equity**

The use of Seesaw and Google Classroom will ensure **all** pupils are able to access the learning opportunities provided by class teachers equally.

In Foundation Phase and Y3 class teacher will provide all pupils accessing Learning through Seesaw with their Remote-Learning login details prior to any school/class closures, and classes (Y4-Y6) making use of Google Classroom will have been supplied with their Hwb login details.

In the event that pupils do not have the equipment/facilities at home to access their learning online they will be informed to contact the school and have the use of a school iPad or Chromebook. The serial number of the device will be recorded prior to it being taken home.

Pupils will be familiar with the platforms used by their class teachers having used Seesaw throughout Foundation Phase and made increasing use of Google Classroom as they progressed through the school to year 6.

The level of support at home should be taken into account in the activities/work set for pupils. Activities/work being set should be a consolidation of work already completed in school or have clear teaching points for pupils to not need further explanation from parents/guardians.

## **Support**

Teachers and support staff have received training in making use of both Seesaw and Google Classrooms and have access to online support material for both platforms at <https://sites.google.com/view/usingedtechgavin/home>.

Pupils will be familiar with both Seesaw and Google Classroom due to its use in Bryn Coch. The complexity of tasks will vary due to experience of pupils and the learning opportunities they have had during their time in school.

Support for any parents will be provided by the relevant year group, if a child doesn't complete in the first 3 days teaching staff will follow up with a phone call.

## **Expectations**

The expectations of the stakeholders while implementing a Blended/Remote Learning may vary, therefore clarification on the matter is needed.

Amount of work set- pupils should expect 2-3 activities/tasks a day. Some of these activities will take longer than others depending on the age and capabilities of the individual child. In some cases at KS2 teachers will indicate how long a child should take on a task. Pupils may be directed to additional learning activities in the event that initial activities are completed quickly. Work will be set for each Monday and will last the week. Activities set are expected to be returned by pupils and they are not 'one-and-done' activities.

Feedback- the level of feedback provided should address any misconceptions held by the pupils in the work submitted, and acknowledge the work completed. Pupils should be made aware that their work has been seen and feedback will be given twice weekly.

Submission of work- pupils will be expected to complete the work during the week, this is to ensure teachers are not overloaded with the return of more than 3 pieces of work per pupil per day. Pupils

should also be aware that work should be returned digitally before the end of their 'normal' school day.

In the event of a full lockdown for a year group, teacher workload- must be manageable, setting up to three pieces of work will mean a maximum of 90 pieces of work per day to be addressed. The expectation of work being completed by pupils before what would be the end of the school day should allow ample time for feedback/recognition of work to be completed. Pupils submitting work after the school day will mean the marking of that work would fall into the following day.

NB. If a pupil submitted a week's worth of work (Max 15 pieces) on a Friday/Saturday/Sunday they should not expect feedback on all pieces.

Level of work set- the activity set for pupils should be a consolidation of work they would have already expected or should have clear teaching support if introducing new concepts or extensions.

### **Safeguarding measures**

The use of Seesaw and Google Classrooms conform to GDPR regulations in terms of data protection and sharing of data.

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.

Making use of **Google Classrooms** again allows pupils to only access their work and not the work of their peers. Sharing of good practice should once again be done only with permission through the 'Stream'.