

LISBURN CENTRAL PRIMARY SCHOOL

Remote/Blended learning Policy

Specific Aims

- To outline Lisburn Central Primary School's approach for pupils that, from September 2020, will not be attending school through choice, as a result of government guidance or due to continued shielding.
- To outline Lisburn Central Primary School's expectations for staff that, from September 2020, will not be attending school due to self-isolation but that are otherwise fit and healthy and able to continue supporting with the teaching, marking and planning for pupils.

Who is the policy applicable to?

In line with government guidance, pupils, staff and families should self-isolate if they display any of the following symptoms:

- A continuous, dry cough
- A high temperature above 37.8°C
- A loss of, or change to, their sense of smell or taste
- Have had access to a test and this has returned a positive result for Covid-19
- A child's parent has been contacted by Test and trace and told their child must self-isolate for 14 days.

Remote learning for pupils that are not able to attend school due to self-isolation or in line with government guidelines

Lisburn Central Primary School will provide remote learning (online) for pupils that are not able to attend school so that no-one need fall too far behind. In the following points, an outline of the provision will be made and some guidance given on the role of pupils, teachers and parents. Lisburn Central Primary School staff are fully aware that these are exceptional times and would like to make it clear that the completion of work is not compulsory and that this document seeks to inform and guide families and not impose expectations. Each family is unique and because of this, should approach home learning in way which suits their individual needs.

Family (pupil/parent/guardian) role

Where possible, it is beneficial for young people to maintain a regular and familiar routine. We would recommend that each 'school day' maintains structure. Use a daily timetable as an example to mirror their school day.

Parents clear a space and set up a workstation for your child. Turn off devices and TV and avoid distracting sounds and conversations.

For each week the Home Pack will contain in English, Maths and World Around Us. Guidance will be sent through class Seesaw. Families should view this together, and then make appropriate plans to complete the work.

Optimally elearning tasks should last around 10-30 minutes for primary children with a break in between.

Should anything be unclear in the work that is set, parents can communicate with class teachers via seesaw.

- They should make clear which subject the question relates to.
- Work that children complete at home should be kept safe, ideally in their home learning book, and can be brought back to school when safe to do so.
- We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration.
- Every effort will be made by staff to ensure that work is set promptly on appropriate platforms but school cannot guarantee that the chosen platforms will work on all devices.
- Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on case-to-case basis.

Teacher expectations

Learning tasks and activities should be designed to achieve a specific goal or for a specific reason in order to engage pupils. Providing explicit learning objectives and clear success criteria for activities is important and ensures pupils are clear on the purpose and intended outcomes of the learning experience. Having pupils themselves set individual or class goals for working remotely can also increase motivation and engagement. The Education Endowment Foundation has developed a range of planning and reflection tools which Lisburn Central will use when developing our remote learning practice (<https://educationendowmentfoundation.org.uk/covid-19-resources/supportresources-for-schools/>). The planning framework sets out a learning sequence with five approaches to learning – activate, explain, practise, reflect and review – and provides example tasks and activities within each approach.

Teachers from Lisburn Central will continue to support children that are unable to attend.

- Teachers should plan lessons that are relevant to the curriculum focus for that year group and endeavour to replicate this through video clips and tasks for home learners. Videos may include demonstrating a new focus in numeracy.
- Where possible teachers should aim to ensure the resources provided are appropriately differentiated by pupils' ability in order to provide a positive learning experience for all pupils and avoid feelings of frustration and confusion.
- Teachers ensure that pupils/parents know how to use class seesaw to upload pupil work.
- Any resources used, including websites and worksheets, should, where possible, be shared with home learners. Staff will do this electronically and it will be the responsibility of families to print/use these additional resources at home.
- Staff should aim to utilise the multimedia aspects of e-learning through visuals, video and audio where possible. Providing links to videos, online experiments, 5 animations and podcasts can be very helpful by providing pupils with different ways of explaining concepts, assisting those who are less confident, and to work in lieu of teacher-led explanation.

- To respond, within reason, promptly to requests for support from families at home. This should be done via Seesaw or phone call.
- Should a staff member require support with the use of technology, it is their responsibility to seek this support in school from Mr Brown ICT leader, who will ensure that support is given promptly.

Remote teaching for staff who are self-isolating

- Teaching staff are required to self-isolate if they show symptoms outlined at the start of this policy or they have been told to shield and/or have received a letter to confirm this.
- If a member of staff is required to self-isolate, they are expected to:
 - ✓ Follow normal reporting procedure for planned absence.
 - ✓ School will ask staff about their intention to get tested. Should a staff member be tested, it is expected, as per national guidance, to share the result of this test with school so that appropriate plans can be made.
 - ✓ Whilst self-isolating, and if able to do so, staff will be given an individual project to work on which is in line with whole school improvement priorities. These projects will be communicated by the School Leadership Team and will be allocated on a case-by-case basis. Staff may also be asked to support with the online learning provision for their year group.
 - ✓ Staff should aim to utilise the multimedia aspects of e-learning through visuals, video and audio where possible. Providing links to videos, online experiments, 5 animations and podcasts can be very helpful by providing pupils with different ways of explaining concepts, assisting those who are less confident, and to work in lieu of teacher-led explanation.

Guidance on using Seesaw

This will be the main forum for communication between school and home during the pandemic. Teachers will be expected to post the weekly homework and or important letters/info as the need arises.

We don't want Seesaw to dominate a teacher's daily routine so it is important to set time boundaries when you will reply to parent queries. The SLT recommendations would be as follows:

- Ensure each child has at least one parent signed up and is accessing Seesaw. Send reminder QR codes, if this fails let Mrs Poots know and she will contact the parent to ascertain the reason. Please remember some parents, due to legal requirements have permission for both the mother and father to be included in all correspondences, so ensure both are given the information for signing up to the app.
- Ensure every child/parent p1-7 knows how to use class seesaw to upload work and has a QR code to facilitate this.
- Post during the allocated directed time slot as per Teachers Time Budgets for each afternoon;
- Please switch off after working hours and avoid checking seesaw in the evenings and or weekends;

- If a parent sends an aggressive message or a complaint, discuss this with Principal/Vice Principal before replying, they will advise or make a phone call to the parent to try and resolve the issue promptly;
- Decide as a key stage what is an appropriate amount of items to post each week. We are aware some teachers use Seesaw to a high level and this is acceptable, but this does not mean everyone has to follow their lead.
- Teachers recognise a focus on feedback is key. E-learning tools provide opportunities to give regular whole class and individual feedback to pupils whilst they are learning remotely (see Assessment and Feedback Section).

Recommendations for what items to post

- Weekly videos for teaching new Numeracy focus and or Phonics (teachers could take turns to produce these videos or post online clips from NI teachers YouTube channel)
- Samples of a child's work (Maybe target 3-4 children in your class per week)
- Photos of a new class display
- Homework timetable
- Photos of the star pupils
- Samples of something a child has done that shows that he/she has, "Gone Above and Beyond."

Guidance for Reading

- Our Website will have direct access to free ebook library, NI libraries and links to author facebook and websites for book readings.
- We will endeavour to send reading books home for the younger children and ask that parents look after these books and return them to school.

Guidance for Homework

- Pupils can access the weekly class homework via seesaw to complete spellings/tables/reading/maths/english/technology projects
- Yr 3-7 spelling sheets are in the home learning pack.

Guidance for Health, Well Being and Good Use of leisure time

- Pupils can access a lot of links on our website with direct access to BBC BITESIZE website which covers all curriculum areas for each year group, PE, Art, Music, ICT, Technology and Craft. Parents should click on link and click on year group to access.
- Do the exercise on the daily timetable and sign up to HEALTHY KIDZ NI for daily exercise ideas and log. The App can be downloaded for your phone or device.
- Good Mental Health activities are also included on the Healthy Kidz App.

Guidance on Engagement, Assessment and Feedback

The first and most basic level of pupil engagement is work completion. The initial challenge is motivating some pupils to complete activities. Research shows that engagement will be higher when goals and expectations are very clear. It is helpful to communicate to pupils the resources available to them on the topic or activity and staff availability for support. It can also help to gain insight into the barriers to work completion so that pupils can be supported

appropriately. It can be helpful to showcase exemplars of pupils' work to increase pupil motivation and confidence.

Reward systems for engagement in learning.

For pupils who do not engage, teachers in the first instance will make contact with the pupil and secondly parents to ask that they ensure engagement in activities follows. The next step will be that the Principal makes contact with the family to address the issues.

Giving regular feedback when working remotely can:

- keep pupils motivated and enthusiastic about their learning;
- give pupils a sense that work is being looked at, so they keep sharing it;
- keep channels of communication open so pupils and their families feel part of the school community; and
- enhance pupil learning allowing schools to provide the best possible education in the circumstances.

In the remote and blended learning environment, with the absence or reduction of the usual face to face interaction between teachers and pupils, the importance of being as specific as possible when providing feedback cannot be overestimated. Supplying learners with specific information on what exactly they did well, and what may help develop the work further is vital. If the work is good teachers should aim to explain why it is good and if it needs improvement to explain exactly what the pupil needs to do to improve, with examples or prompts wherever possible.

At Lisburn Central we will endeavour to use a range of feedback methods via Class seesaw App

- Parents or the pupil upload photos of their child's home learning and teachers respond as soon as they can. This feedback can be learning-focused or more general praise and celebration of achievement.
- Teachers post written whole-class motivational feedback on the previous day or week's work. They can also show examples of good home learning, for example giving children "shout-outs" to praise their work. This also helps to maintain a sense of class community, reminding the children of their classmates' names and faces.
- Star of the Week continues and can provide a motivational tool for pupils and incentivise others to do the same. Teachers might wish to incentivise participation in for example an optional additional writing activity, technology project and use a specific class reward incentive.

Assessment of Learning will continue throughout the academic year. DE have removed the statutory Assessment Element. Lisburn Central will continue to use NFER Assessment PIE and PIM in Autumn term and then move to GL Assessment digital online package PTE, PTM, CAT4A and B in Summer term. Class Assessments of progress will also be used to inform teacher planning for Blended learning approaches.

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