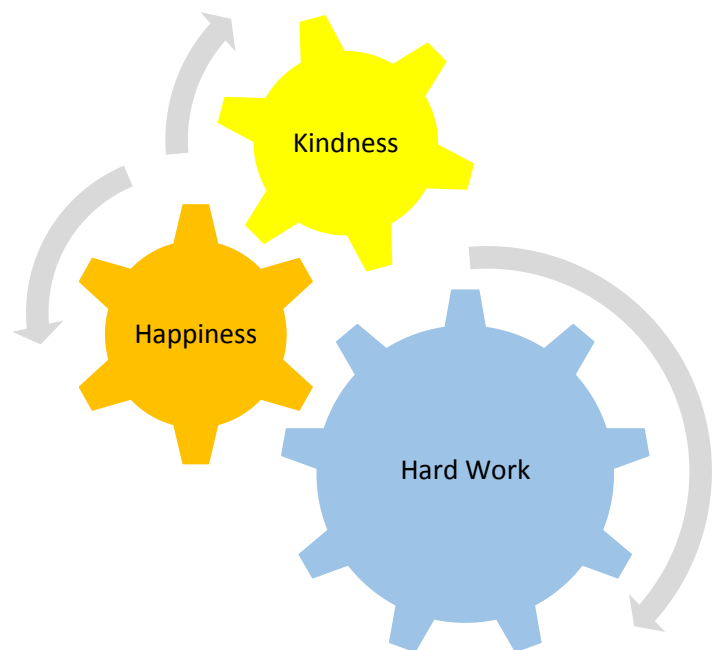


Distanced Learning at Plasyfelin Primary

Working together for success



Aim

The COVID-19 pandemic has disrupted education around the world, schools need to continue to work to build resilience and adaptability for the future. It remains difficult to predict how long disruption will continue for. However, as time progresses and more scientific information becomes available, it is clear that school leaders need to plan strategically for continued local disruption caused by COVID-19. The OECD states that “Disruption is the new normal, at least for the next 18 months”.

As more learners return to the physical school setting, every school will be operating in a vastly different context. Schools and settings will continue, for the foreseeable future, to provide a combination of face to face learning and a range of learning opportunities designed to build upon this away from school – a blended learning approach. Pupils in Wales will need to develop a range of skills over time, which will enable them to become independent learners who are able to learn, build upon and apply a range of skills away from the school or setting with increasing autonomy.

At any point, schools may need to revert fairly quickly to distance learning or a blended learning approach (where some children are in school and some are at home).

Objectives

When immersed in Distanced or Blended Learning, we need to ensure we:

- develop learning which allows learners to continue to progress.
- deliver coherence for learners between in school and remote learning.
- develop appropriate learning to adapt to the current situation.
- use the ethos, principles and guidance of the new Curriculum for Wales as a support to the current challenges.
- use and develop staff’s professional judgement to best benefit learners.
- give a consistent and progressive daily learning experience for the learners across our school.
- provide adequate support for the most vulnerable young peoples and families during the implementation of the alternative education plan.

Processes to become an effective distanced learning/blended learning organisation

- Identify a senior strategic lead with responsibility for the distance learning strategy.
- Develop a schedule and a means of regular communication with staff, young people and families.
- Re-prioritise curriculum aims given the reality that the mechanisms for delivery are disruptive. Define what should be learnt during the period of social distancing.
- Identify a common means of education delivery. Carefully consider the learner experience of engaging with existing learning platforms and modify approaches in light of feedback and available research evidence.
- Clearly define expectations for teachers and TAs to effectively steer and support young peoples’ learning in the new situation, through a range of appropriate and evidence-informed approaches.
- Use usual communication routes plus social media to signpost additional suggested activities and resources.
- Consider adapted ways of organising and delivering a single curriculum, with particular consideration of how the principles of the new curriculum can support this.

WG/EAS/ESTYN guidance for Distanced/Blended Learning

As schools develop their own approach to blended learning, it is important to consider the following as a guide to good practice:

For the child, any blended learning approach should:

- Ensure that their stage of development and sense of well-being is fully taken into account when planning for learning. This should include explicit opportunities to develop their personal, social and emotional skills as an integral part of blended provision.
- Involve play/investigation opportunities to develop natural curiosity and problem-solving skills
- Ensure that all learning holds meaning, has a purpose and builds their confidence over time
- Ensure that learning promotes plenty of opportunity for success
- Pay high regard to the specific development of children's oracy skills
- Recognise and value parents as the child's first educator and build an increasingly effective two-way dialogue between home and school

For the Practitioner, any blended learning approach should:

- Be manageable and rely only upon documentation that is directly useful in moving children's learning forward at a developmentally appropriate pace.
- Be strongly rooted in the principles of effective learning and pay high regard to the Four Purposes of the new curriculum
- Be planned and co-constructed in partnership with parents/carers and the child
- Be reflected upon and revised, based on understanding gained from all aspects of teaching and learning at home and in school
- Be informed by a growing level of evidence based on research and professional enquiry
- Ensure all parents/carers can participate positively in their child's learning journey so that all learners have an equal chance of success.
- Be aware of any barriers that may prevent parents/carers from working with their child at home, for example language of the home or inability to read and understand instructions
- Utilise platforms and applications that support children in their learning – both in and away from the school or setting

Systems of support to help us to be an effective distanced learning/blended learning organisation

- Create a mechanism for professional learning for staff (and for parents) to be able to support learners in the new modality of instruction.
- Set aside time while in school to ensure that all learners understand how to access our learning platforms, complete tasks, upload, collaborate etc.

- Provide guidance to staff, young people and families about the safe use of screen time and online tools and the need for activity to preserve their well-being and mental health. (see appendix 1)
- Provide adequate support for the most vulnerable young peoples and families during the implementation of the alternative education plan.

Systems of communication we use in Plasyfelin Primary to help us to be an effective distanced learning/blended learning organisation

We use a variety of platforms to communicate and engage with our school community:

- Teachers to parents: to deliver general messages to parents/guardians/families
- Seesaw: to deliver teaching and learning activities to our young people and to send individualised messages to parents
- Google classroom: to deliver teaching and learning activities to our young people in KS 2

Curriculum/delivery expectations for Plasyfelin Primary to be an effective distanced learning/blended learning organisation

- Although an element of practising skills is necessary, as would be the case within a school setting, it is important that new learning happens during distanced learning periods.
- Ensure the elements of effective teaching are present, for example clear explanations, scaffolding and feedback.
- Tasks should involve play and investigation opportunities to develop their natural curiosity and problem-solving skills.
- Tasks should pay high regard to the specific development of children's oracy skills.
- Explore a range of strategies to support peer interaction including peer marking and feedback, sharing models of good work, collaborative online work and opportunities for live discussions.
- Supporting young people to work independently. For example, prompting young people to reflect on their work or to consider the strategies they will use if they get stuck, ensuring help posters/videos are available providing checklists or daily plans and responding promptly to questions.
- Teaching self-regulation strategies, in order that our young people are better able to cope with the independent aspect of distance learning. (see appendix 2)
- Ensure teacher 'clarity', have clear success criteria - that include both cognitive goals and social goals (those that define effective group working etc.)
- Each class from year 3 to 6 should have a Google classroom set up and this will be the base for where all work will be set. This ensures parents of all our pupils know where to look for the list of tasks for the day. For some classes work will be set on Google classroom and for others this may simply be a means of a base from which to direct them to finding their tasks.
- Tasks/Activities could then be set on a range of platforms such as Google classroom, seesaw, or web-based activities.
- Provide feedback and create quizzes to support formative assessment (e.g. multiple-choice question) or support knowledge and skill 'retrieval'.

Community	Expectation for Distance/Blended Learning Tasks/Activities
Nursery/Reception	3 per day, made up of Literacy, Maths, Topic/Health & Well-being (physical/creative tasks) Tasks of 10 – 15 minutes for Nursery and Reception No more than 1 task per day should be directing the children to online, commercially available, pre-set tasks or games (e.g. Purple Mash, HWB, Bitesize etc) and these should not be used for the same subject area more than twice in a week.
Foundation Phase and lower KS2	4 per day, made up of Literacy, Maths, Topic and Health & Well-being (physical/creative tasks) Tasks of 15 - 20 minutes for Years 1 and 2. Tasks of 20-25 minutes for Year 3. No more than 1 task per day should be directing the children to online, commercially available, pre-set tasks or games (e.g. Purple Mash foundation phase, HWB, Bitesize etc) and these should not be used for the same subject area more than twice in a week.
Middle and upper KS2	4 per day, made up of Literacy, Maths, Topic and Health & Well-being (physical/creative tasks) Tasks of 25-30 minutes for Year 4. Tasks of 30-40 minutes for Year 5 and 6. No more than 1 task per day should be directing the children to online, commercially available, pre-set tasks or games (e.g. HWB, Bitesize etc) and these should not be used for the same subject area more than twice in a week.

Appendices:

1. Screen time:

<https://www.nhs.uk/news/pregnancy-and-child/who-guidelines-screen-time/>

<https://www.internetmatters.org/issues/screen-time/learn-about-it/>

<https://www.childrenandscreens.com/media/press-releases/covid-19-and-at-home-learning/>

2. Teaching self-regulation:

<https://childmind.org/article/can-help-kids-self-regulation/>

<https://www.edutopia.org/article/how-teach-self-regulation>