

YSGOL GWENFFRWD GOVERNING BODY - school and parents, pupils and families working together

Distance Learning & Blended Learning Policy 2020

Reviewed : Autumn Term 2021;
2022.

next review date: Autumn Term

Ysgol Gwenffrwd Leaders:

Headteacher : M Iola Owen

DIGITAL Learning Leaders responsible for monitoring this policy are:

Gerallt Lyall (Assistant Head + Digital Leader)

Elen Mai Jones (Digital Leader)

Bethan Edwards (Digital Leader)

Dawn Owen (Assistant Headteacher and FPh Leader)

Distance Learning.

- When Distance Learning, and in line with Welsh Govt repurposing of schools, we will continue to act as a hub, for pupils of key workers to attend.
- All our staff have had to develop a good understanding of what effective distance learning should look like and have had to adapt their plans accordingly in order to ensure the best experiences for our pupils.
- All our staff have collaborated either within the school or across schools to develop a consistent distance learning approach and planned a variety of models (based on research) that suit the local needs of our pupils.
- Here at Ysgol Gwenffrwd, the wellbeing of our pupils has always been paramount. All our staff have been upskilled to ensure that they make the health and wellbeing of all our pupils a priority. This ensures that plenty of time is allocated in the timetable for pupils to take part in physical activity, interact with family or connect socially with friends. Staff have become increasingly creative in delivering these programmes, including the use of outdoors.
- We have used a variety of staff to develop and strengthen connections between the school and the home and as part of this have developed a tiered approach for regular contact with all learners. This has been through phone calls to parents, phone calls to pupils and also individual responses when needed e.g. paper work packs and letters.
- The school has developed clear protocols with all staff to ensure regular engagement with all learners and follow up those which find it harder to engage through phone calls to check on wellbeing.

- Partnerships between the school and the local authority services (e.g. social workers) have continued to ensure the wellbeing of our more vulnerable children.
- All our staff have shown resilience and flexibility in their ability to react in a very short time to the environment within which they are now working and the experiences the pupils have received from distance learning have been rich and varied.
- As a school we have worked with our families to minimise digital exclusion through providing devices where needed. This has ensured that the learning for our pupils has been supported as much as possible by the school. (However, as part of our standards' monitoring- it has been recognized that there are some barriers that effect the learning by some pupils in some homes that effect the learning of an individual child; we will continue to work with parents and families to support them).
- As a school we have identified barriers and challenges with distance learning and worked hard to overcome these e.g. through upskilling our staff with digital learning, delivering paper copies of work or providing devices where needed.
- As a school we have identified what has worked well with us and why and shared this good practice amongst our team. E.g. regular staff discussions, clear guidelines for staff on work to set and a whole school approach to staff /learner engagement. We also shared our work during a small inspection from Estyn - Distance Learning and Blended Learning September 2020.

Professional Learning

- All our staff have engaged in relevant and timely Professional Learning (PL) during this period in order to ensure that they have a firm understanding of what effective distance learning should look like. This has included head teacher to head teacher forums, subject specific training, developing distance learning models within our school and SLT in contact cross county, developing blended learning models and work with our GwE representative.
- As a school staff we have learned from national and international research and models on how to further develop effective DL.
- Through GwE Google Classrooms HL/TAs have had the chance to engage in effective PL around aspects including Makaton, Professional Standards, ALN, Hwb Platform etc.
- All our staff have enhanced their digital skills in order to support and promote the Distance Learning (DL) offered - this has included, for example how to set work on google classrooms or Seesaw, how to respond remotely to pupils work, how to use

various applications within the Hwb platform in order to ensure that learning is interesting, engaging and fun.

- As governors, Headteacher and SLT we have had support and Professional Learning Opportunities from GwE to ensure that we have a rigorous Risk Assessment in place in order to ensure safe return of pupils to our class.
- As a Governing Body, Headteacher and SLT, to ensure the safety and to ensure the required support, we decided to invest in Compliance Education to support us as we formed our Covid 19 Risk Assessment effectively. The headteacher and SLT ensured all staff including teaching staff, cleaning staff, kitchen staff, office staff and Clwb Gwenffrwd (after school club) staff and governors were involved in staff training- face to face or via Microsoft TEAMS to ensure all were well informed and confident with the safety rules against Covid 19.
- All our staff have had the opportunity to engage in Webinars facilitated by GwE on how to use the various digital tools within the Hwb platform in order to enrich learning experiences.
- As a school we've started learning the difference between DL and BL and adapting our plans as understanding of effective pedagogy and design develops.
- Staff have taken this opportunity to read through the CfW guidance and develop their understanding of the principles of the new curriculum.

Curriculum for Wales

- During 2020/ 2021 Gwenffrwd staff have taken advantage of opportunities to collaborate with local schools, in and out of the cluster. Relationships have strengthened during this time as leaders have worked together to develop collective responsibility in face of the challenges presented.
- As a school, staff have had the opportunity to engage with the Health and Wellbeing AoLE within CfW to develop their own understanding. Many staff have begun to consider the implications of this on learning opportunities and experiences for their learners.
- During this unprecedented time (COVID-19 restrictions etc) which also included a period of national curriculum suspension, and as we are looking forward to the implementation of the new creative CfW, all staff have had the opportunity to identify the learning priorities for our school and as a result, design learning and experiences to meet the needs of our learners and in line with the Four Purposes of CfW.
- The school has further strengthened home-school relationships as parents have been involved in understanding and supporting the curriculum offer to learners during this time. Learner voice has also increased over this time as learners have

been able to have greater choice and input to their work and the school has responded to feedback to adapt provision when appropriate.

Schools as Learning Organisations

- During the lockdown our opportunities to work as a learning organisation have strengthened and developing the 4 transversal themes of Time, Thinking Together, Trust and Technology has been crucial.
- Promoting team learning and collaboration among staff has been key to ensuring that we are able to deliver effective distance learning to all our students.
- During this period, more than ever, we have had to ensure continuous learning opportunities for all staff in order to ensure that they are able to deliver effective distance learning and to use technology creatively in order to facilitate this distance learning.
- We have had to develop our culture of enquiry, innovation and exploration in order to adopt the correct learning models for our schools in our situation. This is the only way that we can ensure that the distance learning is bespoke to our locality.
- Working with our GwE consultant has been key during the lockdown period - further developing how we learn with and from the external environment and wider learning system.
- As an SLO we have developed processes, strategies and structures that have allowed us to learn and react effectively in this uncertain and dynamic environment e.g. clear systems, regular dialogue and knowledge sharing amongst staff for identifying learner engagement and non-engagement.

Blended Learning

Key Stage 2 pupils will use Google Classroom as a platform for sharing work. Foundation Phase pupils will use Seesaw.

Teachers will ensure work is appropriate to each learner. We will challenge our learners.

Teachers are to give constructive feedback to pupils' work.

Teachers will plan as a whole- school team how many tasks, what timescales set etc to ensure consistency of approach. Tasks set for the week during full Lock-down so that parents/ families are not stressed when trying to work from home and maybe 2-3 children wanting help with schoolwork. During blended learning times i.e. some pupils in school/ classes and some learning at home (due to COVID-19 self-isolation) then work will be set for the pupils by 9:30am every morning.

- If a Cylch Dysgu/ POD is self isolating the teacher will share language based tasks, mathematic based tasks and cross curricular themed tasks. The teacher will be available to provide constructive feedback and ensure work of standard.

** Live lessons - We will plan and deliver live lessons/sessions for Gwenffrwd pupils when necessary eg when WG has instructed pupils to work from home for the last few days of term- we will say 'Hello' to our class, explain and chat about the tasks and then go off-live connection, for them to continue individually on Google Classroom/ Seesaw.

**PLEASE SEE Ysgol Gwenffrwd's Rules and Guidelines for Live Streaming- Keeping Learners safe- poster attached

YSGOL GWENFFRWD's expectations of pupils:

- Complete tasks set by the teacher.
- Complete tasks within the time set by the teacher.
- To ask for support from the teachers within the teaching teams.
- To inform teachers if they are not able to complete a task.
- ** ALWAYS check our Rules and Guidelines for Live Streaming- Keeping Learners safe poster.

YSGOL GWENFFRWD expect our parents/ guardians to:

- Inform the school if their child is absent and why.
- Inform the school if their child is not able to complete given tasks.
- Ask for support, when needed (via Google Classroom/ Seesaw or contacting the school via telephone or email if appropriate).

** ALWAYS check our Rules and Guidelines for Live Streaming- Keeping Learners safe poster.

Monitoring:

Each member of KS2 staff will share their Google Classroom account with a member of the SLT to collaborate and monitor consistency of work shared.

Each member of the Foundation Phase staff will share their Seesaw account with a member of the SLT to collaborate and monitor consistency of work shared.

SLT will have access to all Classes to monitor consistency and suitability of the work, feedback and contact.

SLT will share useful resources with staff via email.

Staff meetings to discuss Blended Learning.

Contact with our parents:

Ysgol Gwenffrwd will ensure that parents/ guardians will receive latest updates by sharing school letters via our school website. A reminder will be shared via School Gateway and Twitter.

Every class teacher will be responsible for ensuring that every pupil has access to Google Classroom/ Seesaw. SLT to monitor.

A questionnaire was sent during the first lockdown to all parents / families, to assess everyone's internet connections, and/ or a suitable Digital device for children to work on from home. Gwenffrwd's Digital Leaders and SLT then organized support in all ways possible for families e.g lending out laptops and Chromebooks to individuals that needed more support at home (and working with FCC to supply BT Openreach internet connection cards); as well as on some specific occasions, to require a paper copy of work for a few individuals where digital working was not possible.

Resources and messages from outside agencies such as Childline, Yr Urdd, Menter Iaitth are shared via External Providers/ Messages.

Each POD will share a BLOG every half term with an overview of what the pupils have been learning over the half term.

Autumn Term 2020 onwards (until out of the pandemic) we have invested in a School-Cloud on-line platform to conduct 'Parents' Meetings' which is useful (as we cannot hold whole-school face-to-face meetings yet, and it allows for parents to tune in from their various work settings etc. However, when there is a need to hold discussions on ALN decisions or Emotional and Behavioural issues that may arise, then socially distancing face-to-face

meetings are held in the Main Hall area. Standards are really important to us at Ysgol Gwenffrwd, therefore we create a FULL Pupil Profile to share with parents during the Autumn Term, and an end of year School Report by the end of June.

(Our assessments/ Pupil Profiles including Reading spelling scores, numeracy levels, CATS scores for Year 4 , Wellbeing assessments through PASS etc ; Foundation Phase profile for our new Nursery pupils and continuous FPh profile D.Derbyn/Reception class; ALN support,

Policy adopted by Gwenffrwd GOVERNING BODY Summer/ Autumn 2020: Lead individuals:- EMJ (Digital Leader), SLT & Prof. R. Moore (Governor).