

Brynmill Primary School

Distance Learning Policy – the Brynmill Way

Introduction:

This policy is a working document. It represents the journey we have taken as a school, as practitioners, and how we have built up connection with families and pupils as closure went on. It also takes into account the models of Distance Learning from ERW, feedback that we have gained from staff, families and governors as well as due consideration for the context of the school and availability of technology.

This will continue to evolve as:

1. The situation changes and schools plan for reopening
2. WG applies and distributes guidance for how schools can open in a reduced capacity
3. Further funding is used to meet the needs of pupils who may be digitally disadvantaged
4. Ongoing reflection on practice and feedback from parents takes place.

This policy aims to:

- Summarise how distance learning is planned for and takes place at Brynmill
- Summarise how learning tasks are shared with parents/ carers and pupils
- Describe how we maintain communication between home and school.
- Describe how distance learning accounts for progression of digital skills and independence
- Establish a rationale for distance teaching and learning that is clear to all stakeholders.
- Provide a clear framework for all stakeholders on what is expected of staff, parents/ carers and pupils.

Planning:

Planning is completed in Phase Teams (Foundation and KS2) and using Adapted learning plans for ALN pupils. It follows the current LTP in terms of range, but takes into account the limitations of distance learning as well as responding to current events in the news and time of year. Across the school, it is planned in the following way:

Who	What
Whole school	Respond to current events and time of year. Mixture of focus tasks and Learner Choice that broadly covers all areas of the curriculum.
FP	Daily focus tasks introduced or reviewed using recorded video / stimulus Fortnightly choice of engaging activities Weekly Teams meeting for FP as a whole to plan We have been using WhatsApp video for our meetings.

	Weekly stories being read to classes by staff.
KS2	Daily focus tasks introduced or reviewed using recorded video Weekly choice of engaging activities Weekly Teams meeting for KS2 staff to plan Flipgrid videos to facilitate asynchronous learning Team planning for wider curriculum, teachers plan for their Maths groups. Literacy planning planned as a phase, differentiated by need e.g. sentence level, questioning, extension.

Sharing of Tasks

Tasks are prepared in Teams as shared documents. These are translated as needed and finally shared in PDF format, so that they can be opened on any device. Any links are embedded.

Tasks are delivered to pupils via Dojo so that parents receive them. As they move through the school, pupils are able to access these with greater independence through J2E and eventually using Microsoft Office collaborative documents in Teams.

Tasks are further explained and shared using recorded video so that pupils can see and hear the teacher and bring familiarity to the learning. These are prepared in such a way to

- Introduce a concept/ task
- Explain a task, contextualise
- Link learning to previous situations
- Review strategies
- Model examples
- Read a story
- Pose questions
- Outline tasks and choices for the week/ fortnight
- Allow pupils to access tasks when the teacher is not available (home, distanced group setting)

This list is not meant to limit staff, as new ways are being found all the time.

Maintaining communication

Staff communicate regularly using Dojo on Class story and by individual message. However, staff are not expected to be online and available 24 / 7 and working hours should be maintained to retain work/ life balance. ***Where there is no response from a pupil for a fortnight, contact is sought using official email from school and telephone call. See Flowchart.**

Parents are expected to respond using this method. However, as pupils get older and more independent, they are expected to ask questions and interact using online platforms such as

Microsoft Teams and Email. Consideration is also given to circumstances and effects of Covid-19.

Live sessions

Staff are able to facilitate live sessions with pupils. However, there is no expectation that all teachers will, and where a need is identified, the use is made by prior engagement with SLT.

The main considerations for this are:

- Is there a need for synchronous learning approaches (live sessions) that could not be fulfilled by asynchronous approaches including recorded lessons and interactive resources?
- The Safeguarding of staff and pupils.
- The Well-being of learners and continuity of learning.

Where used, SLT consider the following:

- Training for staff
- A knowledge of how many learners are able to access live lessons and therefore pre-arranged.
- Consent from the parent completed.
- Online rules have been taught with links to the behaviour policy (see consent)
- Use of live sessions to introduce, recording of lesson material for later only.
- More than one member of staff on a meeting or teacher with a parent. .

Recommended Approach

Teachers create TEAMS so that the session can be managed more efficiently, learners can access resources and assignments can be set. Each TEAM also has a calendar that can be used to plan lesson dates/times.

Sessions with 20+ pupils can be difficult to manage. Staff will aim to start with smaller sessions with up to eight learners at a time. This approach means that the teacher can see everyone, learners can see each other during the session and it is easier for the teacher to respond to individual needs.

Staff open the TEAMS platform open 5-10 minutes before the session starts and ensure that all staff are included. This ensures that there are no learners already in the session. Similarly, all staff will stay on the session until all learners have disconnected from the call.

As with the guidance for recording content, neutral locations are used that are appropriate and safe, with a thought about any images that could be deemed as inappropriate. Staff and pupils should try to reduce background noise, including other household members and pets.

When sharing your screen to present to the class, all unnecessary windows and browsers are to be closed and bookmarked pages on browsers should be checked to be appropriate.

Distance learning and progression of Digital skills

Outcomes of learning vary with subject tasks and age/ independence.

Some of the ways are outlined below:

What	When	How
Drawing, artwork, cooking challenge!	FP	On paper , photograph and submit to Dojo portfolio
	KS2	On paper, photograph, upload to J2E
	Upper KS2	On paper, photograph, upload to J2E / Teams Assignment
Make a video of an activity	FP	export the video on phone/ tablet to the gallery from the App, upload the video to Dojo
	KS2	export the video on phone/ tablet to the gallery from the App, upload the video to J2E place in a J2E file publish to J2Webby
Writing an account, story	FP	On paper, photo, send on Dojo On the Dojo writing paper in portfolio
	Lower KS2	Using J2E tools, save and Publish to Class Teacher. Using Microsoft Office tools, share or email to teacher.
	Upper KS2	Via Shared document prepared by the Class teacher in Teams Assignments. Attach or Hand In digitally to the teacher
Completing maths tasks from an online sheet	FP	Real life examples linked to practical activities. May be recorded (photo/ video) posted on Dojo
	KS2	On paper, or on screen using J2 – PDF tool to write on PDF files. J2E work published to teacher / handed in using Teams Assignment.
Animation – use an app like I can Animate, export the video to the gallery	KS2	export the video on phone/ tablet to the gallery from the App, upload the video to J2E place in a J2E file publish to J2Webby

<p>Access links placed by teachers – playlists of websites and resources, Maths games NB We encourage pupils to use these links with E Safety in mind as they are already vetted. Please look at our E Safety pages for further guidance.</p>	<p>All FP KS2</p>	<p>From PDF or link directly posted in Dojo From links embedded in planning file, J2E tile and shared through Teams.</p>
<p>Recording of a story, explanation</p>	<p>FP KS2</p>	<p>Recording a video and posting through Dojo Recording a video response through Flipgrid.</p>

Rationale for Distance Teaching and Learning - the Brynmill Way:

As we move to distance learning, the following represents our Brynmill Way

What we expect teachers to do:

Offer tasks that contain a mixture of Choice activities and focused tasks

Deliver an outline of activities using recorded video and a stimulus so that no learners are disadvantaged.

Provide clarity whether a task needs to be returned or not.

Record video and share stimuli related to focus to provide structure (as the children get older, this will increase)

Provide informal feedback on tasks submitted.

Invite pupils to contribute ideas for tasks

Outline how tasks may be submitted

Post task outlines to parents and pupils using Class Dojo in FP; Class Dojo, J2E and Teams in KS2

Respond to queries through the working day.

What we expect pupils to do:

Circumstances vary from household to household. There is no suggested timetable, therefore, but whilst schools are closed or move towards a situation where some pupils are distancing in school and some are at home, this may change. At present, we suggest the following:

1 Literacy and 1 Maths task per day - these are presented as mix of focus tasks and practice activities.

3 – 5 Choice activities per week minimum.

We recommend a daily Wellbeing activity and physical activity from the choices or their own.

What we expect parents to do:

To maintain communication with class teacher through Class Dojo or school email

Support pupils with organising the best learning time and access to resources for them

Enable them to access tasks by referring to the planning posted in Dojo, J2E or Teams.

Have realistic expectations of themselves! Home is not school!

Have realistic expectations of staff in terms of hours of communication (school hours) and planning for groups of pupils.

Appendix 1 – Acceptable Use Policy For Live Sessions

Acceptable Use Policy - Live Sessions

Teachers agree to:

- deliver live sessions through Microsoft Teams/Google Classroom
- start lessons five to ten minutes before you planned for your lessons to start promptly
- notify the learners of scheduled lessons (through the use of the calendar in Teams) as well as what will be required during that session (documents, presentations etc)
- discuss roles and responsibilities and a short tutorial on the system at the outset of all lessons
- notify the school's senior management team, learners and parents of any cancelled lessons or changes in arrangements
- ensure that recordings of the session are not made public
- ensure that they keep themselves up to date with all relevant policies and procedures, including online safety, safeguarding and data protection policies
- prevent a one to one situation at the end of an online class by disconnecting **all** participants from Teams

Learners agree to:

- prepare for the session in plenty of time and ensure you join the session after the session has been started by a member of staff
- access the relevant files for each lesson in advance and have the materials to hand
- ensure your device is powered from the mains and have a good internet connection and that you are not too far from the Wi-Fi router
- ensure the location they log in from is appropriate and change their 'background' setting as agreed with the practitioner.
- minimise distractions. Turn off music, tv, phone, Xbox in the background. Don't impact on the experience of the lesson for other pupils
- ensure you have dressed appropriately and treat the lesson as you would in school
- show respect for everyone in the online classroom
- positively contribute to the class and not be disruptive at any time. Use the hands up tool to ensure you don't talk over others
- parents can listen in on lessons, support their pupils but should not ask questions or speak for their child
- any comments or questions should be on the topic being discussed
- any comments or questions which are inappropriate will be removed
- behaviour in an online lesson should be as expected in any lessons and any disruption will be dealt with by the schools' behaviour policy.

- If you disconnect from the call for any reason such as internet or power issues, don't panic, reset and join again
- not make recordings/images of the class or the teacher
- learners agree not to initiate any live sessions without a teacher present