

# Rhydypenau Primary School

*"Aiming High"*



## Continuity of Learning Plan

## Introduction

*“Teaching quality is more important than how lessons are delivered. Pupils can learn through remote teaching. Ensuring the elements of effective teaching are present – for example clear explanations, scaffolding and feedback – is more important than how or when they are provided. There was no clear difference between teaching in real time (“synchronous teaching”) and alternatives (“asynchronous teaching”). For example, teachers might explain a new idea live or in a pre-recorded video. But what matters most is whether the explanation builds clearly on pupils’ prior learning or how pupils’ understanding is subsequently assessed.”*

*Rapid evidence assessment - Distance learning EEF, April 2020*

*“Blended learning is an approach to learning that combines face-to-face and online learning experiences. Ideally, each (online and off) will complement the other by using its particular strengths.” TeachThought*

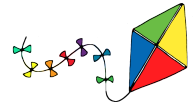
## Introduction

The introduction of ‘check-in, catch-up and prepare’ sessions in the 2019/20 summer term has already started the process of addressing impacts arising from the COVID-19 pandemic restrictions introduced in March. Learning and teaching will continue to be affected by the COVID-19 pandemic during the 2020/21 school year.

This plan has been developed in response to COVID-19 and will support the school to prepare for a range of scenarios to ensure that learning priorities remain constant throughout a single flexible approach that enables equitable learning for all learners in all scenarios.

“A school’s or setting’s approach to learning will need to adapt to the changing circumstances that we may face during the response to COVID-19. Schools should therefore develop an approach to learning that is flexible enough to adapt to different scenarios as well as differing amounts of in-school learning and learning at home or elsewhere.” (Welsh Government, p.4, 2020)

RPS-Policy/Continuity of Learning/EWilliams/Sept 2020



The approach taken by Rhydypenau Primary will continue to evolve to provide learning both in school and elsewhere if the need arises. The balance between learning in school and time spent learning elsewhere may well change at particular points in response to the pandemic. This challenge requires us as a school to adapt our curriculum planning to be flexible and responsive to changing circumstances. Therefore, this plan provides a high-level set of expectations for Rhydypenau Primary in developing approaches to learning and seeks to close the gap between our learners while raising expectations for all. We have drawn on blended learning guidance to develop our approach to provide learning in school and outside school.

([hwb.gov.wales/distance-learning/developing-approaches-to-support-distance-learning/](http://hwb.gov.wales/distance-learning/developing-approaches-to-support-distance-learning/)).

We know most learning will have been impacted in some form over recent months, with more significant impacts expected in vulnerable or disadvantaged groups. We have also considered the United Nations Convention on Rights of the Child (UNCRC) alongside our well-being goals to address the needs of every learner. No one can be left behind.

## Aims

This plan aims to:

- Support the well-being of pupils and practitioners in the school
- Provide clear definitions of the terminology associated with blended learning so that the system is speaking the same language
- Provide support for pedagogy and learning to promote a clear vision and strategy within blended learning provision and practice

## Shared Language

In order for practitioners to plan for and implement high quality blended learning for all learners, and for this be communicated effectively to both pupils and

parents, there needs to be a shared language that is known and understood by all.

**Blended learning:** an approach to learning that combines face-to-face, distance, digital and online learning experiences. The face-to-face learning that takes place should complement the other aspects by using the strengths of each mode of delivery.

**Distance learning:** allows learning experiences to happen from just about anywhere and may or may not involve a digital device and internet connection. This supports the well-being of all learners, including a choice of learning opportunities for social, physical, emotional development and tasks to promote their resilience. It allows individuals to learn when and where it is more convenient for them. Equitable distance learning does not have to mirror learning as it normally does in school.

**Digital learning:** any instructional practice that effectively uses technology to strengthen a learner's learning experience. Additionally, digital learning can be used for professional learning opportunities for teachers and to provide personalised learning experiences for learners.

**Online learning:** education that takes place over the internet. It is often referred to as e- learning among other terms. However, online learning is just one type of "distance learning".

**Synchronous learning:** teaching where the teacher is present at the same time as the learner(s). This can take place face- to-face or online.

**Asynchronous learning:** where teaching materials are provided and learners work through them in their own time. This could include a variety of media, including audio and video clips. WG have provided guidance on the use of live streaming.

<https://hwb.gov.wales/zones/keeping-safe-online/live-streaming-and-video-conferencing-safeguarding-principles-and-practice/>

**Pedagogy:** Pedagogy is about more than ‘teaching’ in the narrow sense of methods used in the classroom. It represents the considered selection of those methods in light of the purposes of the curriculum and the needs and developmental stage of the children and young people. It combines theoretical and practical knowledge and skills with fine judgement about what is required to promote effective learning in particular contexts. It lies at the heart of what it means to be an excellent teacher (Successful Futures, 2015).

**Direct instruction (DI):** a model for teaching that emphasises well-developed and carefully planned lessons designed around small learning increments and clearly defined and prescribed teaching tasks.

**Direct teaching:** giving carefully considered explanation, questioning, worked examples, modelling, scaffolding, structured discussion and feedback.

**Modelling:** providing clear explanation, demonstration and/or exemplification, often including an explicit narration of thoughts, processes or procedures. Often uses, ‘I do, we do, you do’.

**Scaffolding:** providing structures of support in the early stages of new learning. Scaffolds are temporary and are gradually withdrawn as, through assessment for learning, it is identified that the learner is become more competent and confident in the learning. Scaffolds are reintroduced as appropriate.

**Curriculum:** includes all the learning experiences and assessment activities planned in pursuit of agreed purposes of education.

**Knowledge:** the acquisition of facts, information and skills through experience or education; theoretical or practical understanding of a discipline.

**Skills:** the ability to undertake activities that require application of knowledge, increasing in expertise and competence.

**Experiences:** the combination of knowledge and skills in a learning environment to further progress learners towards curriculum purposes.

**Disciplinary:** teaching relating solely to a specific subject discipline.

**Interdisciplinary:** a method, or set of methods, used to teach a unit across different subject disciplines.

**Independent learning:** learners working alone on tasks.

**Enquiry based learning:** a form of active learning that starts by posing questions, problems or scenarios. It contrasts with traditional education, which generally relies on the teacher presenting facts and his or her knowledge about the subject.

**Project based learning:** learner centred pedagogy that involves a dynamic classroom approach in which it is believed that learners acquire a deeper knowledge through active exploration of real-world challenges and problems.

## Principles of blended learning

### Blended learning should:

- start with the curriculum and school vision for learning and teaching - what, why and how we teach.
- consider the implications for staff and learner well-being when making decisions
- ensure continued and effective educational provision for ALL learners, providing a broad and balanced curriculum
- exploit the benefits of each mode of learning, face-to-face, distance and online, taking account of the best place for direct instruction and feedback.
- make best use of face-to-face teacher time
- be developed to suit different age groups with different approaches to suit different subjects and areas
- take account of the unique school context and any barriers faced by

learners

- not rely on the support of an adult at home

## Our blended learning approach

Our current distance learning model has been developed to now include in-school face to face contact and where applicable, live streaming or recording of lessons. It will also deliver broad and balanced learning experiences to develop a breadth of understanding and a range of knowledge and skills. We will refer to this approach as 'Blended Learning'. Adopting a single and seamless 'curriculum' approach is essential where practitioners can develop a more integrated approach to learning and learners can build connections across learning as per the principles of the Curriculum for Wales. We have used aspects of the new curriculum guidance to support us in developing our blended learning approach.

The basics of good teaching and learning still apply, however consideration has been given to:

- the 4 purposes as a basis to plan learning activities and the '12 Pedagogical Principles' that underpin the new curriculum.
- planning creatively and experimenting with designing blended learning to develop our own school led curriculum.
- the terminology and language from the curriculum guidance to ensure a common understanding of language and continuity of learning.
- some pupils who will particularly benefit from more face to face support such as vulnerable pupils or pupils who have so far not been engaging well in distance learning.
- ways of developing effective feedback eg, review learning, distanced talk partner discussion, verbal feedback - class and peer and effective questioning.
- setting engaging enjoyable challenges to develop a range of skills e.g. literacy, numeracy, creative, physical, personal and social/well-being.
- the provision of appropriate resources for individual learners based on their learning and developmental needs, e.g., multi-use resources, craft and

malleable materials, paper, exercise books, writing materials, chrome books, whiteboards and pens etc.

- planning practical opportunities for children to practise and consolidate those skills taught at school as part of the 'home element' of blended learning. This will ensure that over a period of time, children will have had direct and independent learning opportunities through practical, play based/real life experiences.
- planning activities that can be completed with resources that can be easily found in most homes.
- using classroom walls to facilitate / share learning / promote wellbeing, e.g., photos of learners at work/play, messages from friends, develop a working wall for learners to refer to whilst working on a piece of writing or maths or numeracy work. All pupils need to see them clearly from their seats.
- providing plenty of opportunities for activities to promote wellbeing and address pupil's needs as appropriate.
- providing effective lesson starts to ensure engagement and the review of prior knowledge.
- already established schools based practice such as:
  - the use of success criteria as a basis for peer and self-assessment.
  - revisiting prior learning, review and re-teach - provide time and support to do this according to learner needs.
  - providing regular practice and recall opportunities to reaffirm prior learning and to consolidate new learning.
  - teaching any new learning in small manageable steps; refraining from introducing too much content at once.
  - modelling good feedback/self-assessment/peer assessment, scaffolding where necessary when learners need reminding.
  - providing opportunities for independent practice and application of skills learnt - both in school and at home.
  - considering the opportunities and challenges for specific groups of learners.

Our blended learning offer will take the form of a hybrid model using approaches taken from the blended learning model for Foundation Phase (see Appendix 1), station rotation, individual rotation and flipped learning models for



KS2 (see Appendix 2).

**This approach will be available should a class or year group need to self isolate or in the instance of school closure.**

**Pupils will access:**

1. Face-to-face time with teachers
2. Online synchronous and asynchronous learning:
  - Activities delivered online, e.g., through HWB
  - Recorded lessons
  - ‘Flipped learning’ (pupils work on tasks at home before discussions in class)
  - Live-streaming
3. Use of textbooks and other physical resources to work at home

Within our blended learning offer, face to face classroom time in school, if available, will be used to:

- maximise the use of direct teaching time
- introduce new ideas and skills including independent learning skills
- guide learners through new content and skills linking to previous learning where possible
- assess and continue to ensure pupil progress in skills and knowledge
- provide real time, particularly verbal, feedback to address initial misunderstandings
- closely guide and teach the new route through the learning
- within social distancing guidelines, enable pupils to engage with each other – collaborative tasks, discuss and plan learning, see each other’s work
- improve engagement and ensure task completion through celebration and rewards as well as sanctions
- maintain positive relationships with teachers and staff.

To facilitate the ‘online’ aspect of Blended Learning, all learners from yr2-6, will have access to google classroom through their online learning platform (Hwb) with learners in nursery-yr1, accessing through SeeSaw. All learners will have a clear understanding of the following:

- how to access material provided by the teacher and ask any questions

- how to use the most appropriate online tools to complete any task set, including providing evidence of work completed away from a device, e.g. photograph or video of physical and practical activities, where appropriate
- how to submit any digital material to their teacher
- how to access and respond to any feedback provided by their teacher

Within our blended learning model, live-streaming will be used to:

- support learner engagement and their wellbeing
- allow access to teacher guidance and support on specific aspects or areas of set tasks
- provide instant and interactive feedback and assessment for learning.

Our use of live streaming will conform to the WG guidance ‘Live-streaming and video conferencing safeguarding principles and practice for education practitioners’ and our home school teams agreement.

<https://hwb.gov.wales/api/storage/d4bee52c-cc37-485b-a6f5-2b9f1105d591/200902-live-streaming-and-video-conferencing-safeguarding-principles-and-practice-for-education-en.pdf>

Within our blended learning model, effective assessment and feedback will:

- focus on the formative element so that learners are supported to move forward
- focus on helping to identify next steps and building confidence both to enable them to be ready to learn and to make progress in their learning
- not be about testing learners.

The purpose of feedback within the context of blended learning will be to:

- keep in touch during the ‘home’ element of blended learning and maintain positivity
- acknowledge and appreciate learners’ efforts, to celebrate their work and offer encouragement
- support the learners to ensure that they understand the tasks and respond to any misconceptions or misunderstanding that they may have
- provide the teacher with as much information as possible of the learners’ current knowledge and understanding and the ways in which they can be

supported in the next steps of their learning

- help parents to support their children's learning.

Feedback should:

- be guided by the teacher's professional judgement following their evaluation of the needs of learners and the activity
- be communicated clearly and concisely
- correct common misconceptions and misunderstandings.

### **Individual Self-isolation**

Due to updated guidance from the Local Authority, the provision for individuals who are confirmed positive but still well and those who need to self isolate will be:

From years 2-6

An electronic overview with links to broad and balanced activities will be made available to reinforce key skills to be consolidated. This will be produced for each year group, and updated termly. This will be delivered via Google Classroom

Nursery - year 1

A list of broad and balanced activities and links to useful apps to develop key skills will be provided electronically and updated termly. This will be delivered via SeeSaw.

All provision will be available within 24 hrs of notification.

We ask that parents log on with their child/ren to access this information.

### **Governors Responsibility**

The role of the governors is to:

- ensure the plan is adhered to and reviewed regularly.

### **Headteachers and Senior Leadership Responsibility**

The role of the headteacher and senior leadership team is to:

- develop the school level vision and achieve engagement and buy-in among the school community for blended learning
- make strategic decisions based on the unique context in which the school operates that best meets the needs of learners and staff

- provide opportunities for staff to engage with professional learning activities that will equip them to effectively plan for and implement blended learning.
- ensure that all teachers and pupils have access to hardware and appropriate software
- support the wellbeing of themselves, the staff and the learners
- Ensure expectations and protocols are reasonable and do not create an increased or unsustainable workload for practitioners and leaders
- Monitor the effectiveness of this plan and of pupil engagement with blended learning

### Teachers Responsibility

The role of teachers is to:

- plan for and enact blended learning for the groups of learners they are responsible for in line with the school vision
- provide synchronous opportunities including live streaming regularly throughout the week
- build buy in among pupils and parents
- ensure that there is a balance of on-line and offline activity
- engage in professional learning to further develop knowledge, understanding, skills and proficiency in blended learning
- agree and delegate appropriate tasks to teaching assistants to support the learning within year groups
- communicate clearly and concisely with parents and pupils within their agreed online platform eg, SeeSaw, google classroom
- agree and communicate clearly to learners and parents/carers the expectations on engagement with learning and teaching and the submission of work
- share overview of learning with parents
- Inform Senior Leadership of persistent non-engagers

### Parents Responsibility

The role of parents is to:

- encourage and support the learning, engaging constructively as appropriate
- adhere to the home school teams agreement
- notify the school of any issues they are experiencing with blended learning as promptly as possible.

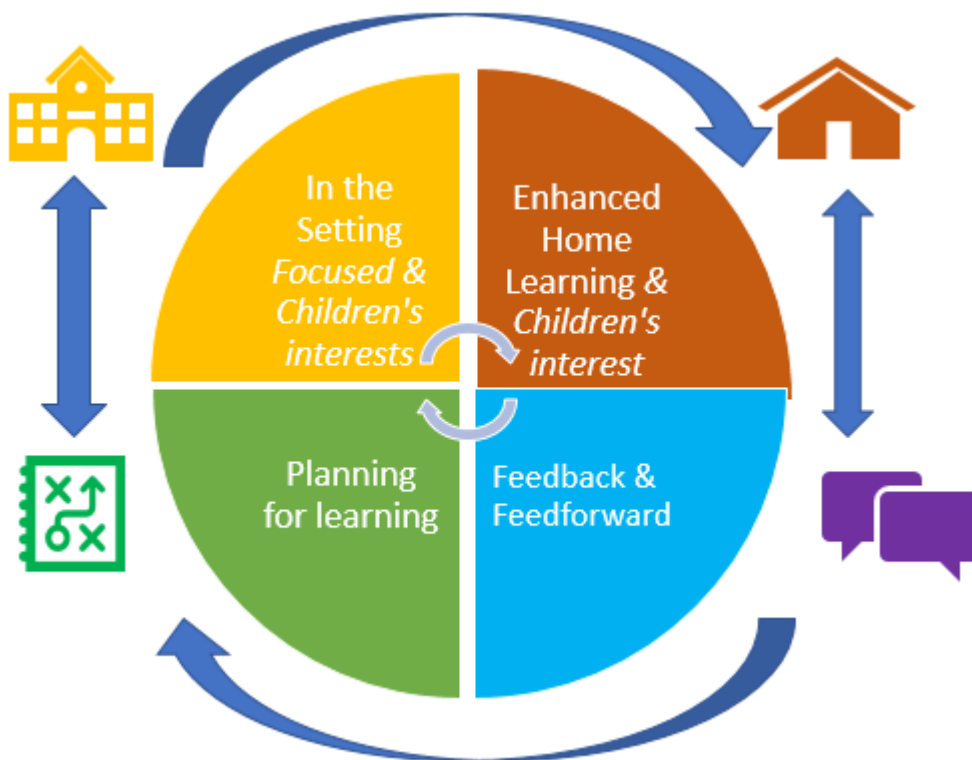
## Pupils Responsibility

The role of pupils is to:

- begin to take greater ownership in their learning process
- engage daily with tasks set
- be respectful to their community as digital citizens.

## Appendix 1

### Blended Learning Model for Foundation Phase



The youngest children 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.

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 and investigation opportunities to develop their 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 early 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.

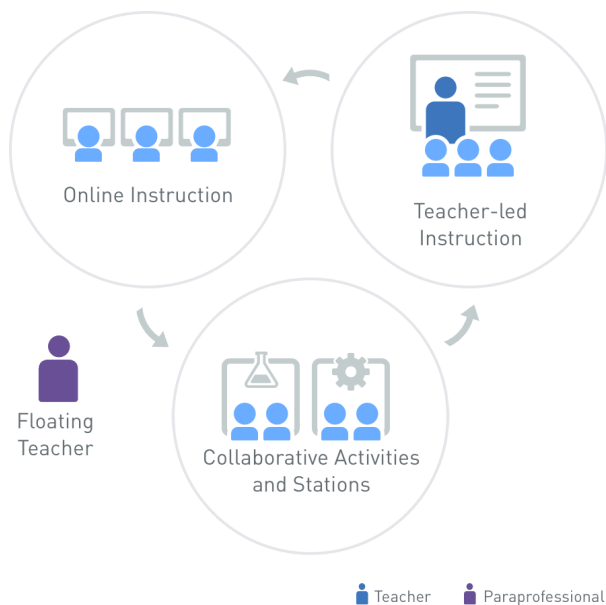
## Appendix 2

### KS2 Models

A number of models exist for blended learning. There is no suggestion that any model is better than another, rather schools should consider the relative benefits and challenges of each model in their context. It might also be sensible for schools to consider a hybrid of approaches if that is what best meets the needs of their learners and supports safe operating systems.

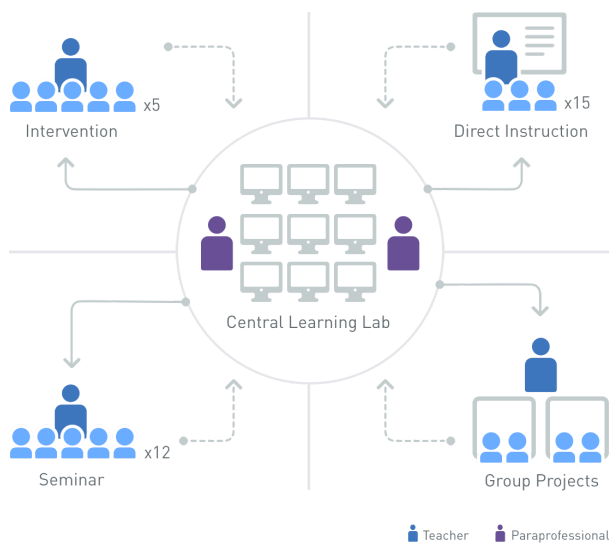
**Station Rotation** The Station Rotation model allows learners to rotate through stations on a fixed timetable, where at least one of the stations is an online learning station. This model is most common in primary schools.





## Individual Rotation

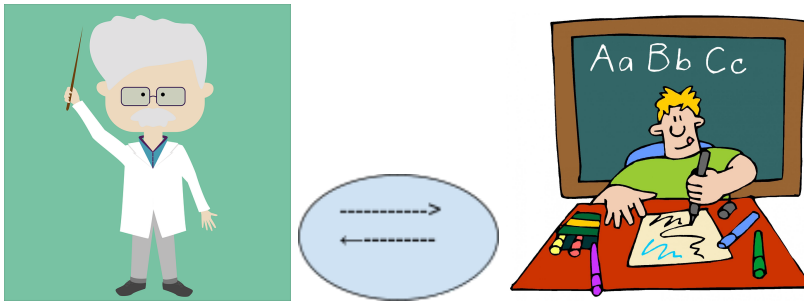
The Individual Rotation model allows learners to rotate through stations, but on individual timetables set by a teacher. Unlike other rotation models, students do not necessarily rotate to every station; they rotate only to the activities scheduled for them.



## Offline Distance Learning

For some schools they may identify that learners are unable to effectively engage with online learning; this can be particularly true for hard to reach learners. In this instance, during face-to-face time teachers will plan and deliver direct teaching of the experiences, knowledge and skills the learners need to

complete the tasks. Learners then engage with these tasks at home without the need for further online instruction.

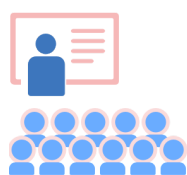


School: Direct teaching of concepts

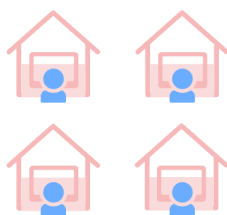
Home: Completion of tasks without the need for online instruction

## Flipped Classroom

The Flipped Classroom model flips the traditional relationship between class time and homework. Learners learn at home via online work and direct teaching, and teachers use class time for teacher-guided practice or projects. This model enables teachers to use class time to personalise learning.



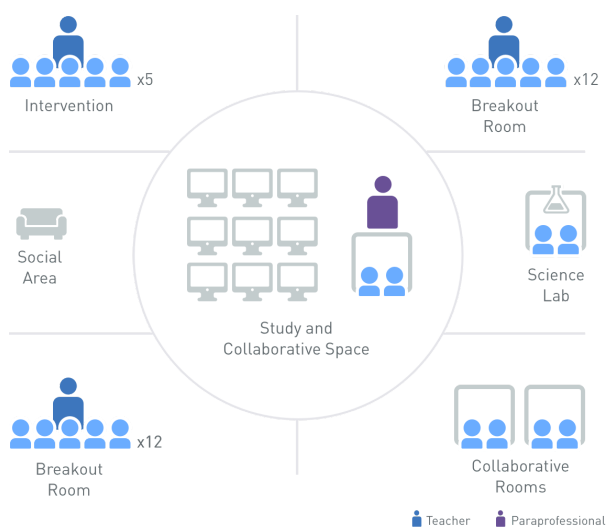
School: Practice and Projects



Home: Online Instruction and Content

## Flex

The Flex model lets learners move on fluid schedules among learning activities according to their needs. Online learning is the backbone of learning in a Flex model. Teachers provide support and instruction on a flexible, as-needed basis while learners work through the curriculum and content. This model can give learners a high degree of control over their learning.



## Enriched Virtual

The Enriched Virtual model is an alternative to full-time online school that allows learners to complete the majority of their work online at home or outside of school, but attend school for required face-to-face learning sessions with a teacher.



School: Face-to-face  
Supplementation



Home: Online  
Instruction and  
Content