***Blended Learning Offer***

*During the current climate there may be times when some of our children need to remain at home. In the event of a full or partial school closure there will be access via our school learning platform of a programme of home learning.*

*We have ensured that the learning we offer closely mirrors that which would be offered to children within school. Staff produce a weekly plan which outlines the work and provides any links that are needed.*

*The plan is uploaded onto the schools virtual learning platform – DB Primary – and all resources are available for children to access. The children may also be set tasks which are age appropriate and interactive.*

*Oak National Academy is also used to support the blended learning offer from Widnes Academy. This online classroom provides video lessons which the children can access through their website. For more information see below:*

<https://www.thenational.academy/about-oak>.

*Work produced by the children can be uploaded onto the platform for the teacher to check and offer feedback. There is an email facility within this system which allows parents or children to contact the teacher for further information regarding home learning.*

|  |  |
| --- | --- |
| *EYFS* | *Phonics, Maths, Topic/creative work* |
| *Phonics* | *Reinforcing sounds covered with use of Phonics Play to support* |
| *English* | *Reading including our new online reading programme ‘Reading Eggs’, Literacy Tree text work, Spelling Grammar and Punctuation* |
| *Maths* | *Maths lessons link to Maths No Problem with resources provided* |
| *Science* | *Learning matches the National Curriculum objectives for topic* |
| *Topic* | *Linked to Geography/History or Art objectives for the term* |
| *Wellbeing* | *A wellbeing activity will be added to each plan* |

***Differentiation***

*For children who have been identified as having special educational needs or if they are unable to access their year group work, teachers will set work of an appropriate level. This may be linked directly to their support plan or given as a hard copy if this is the most appropriate way of learning for them.*

***Access***

*Children’s access to electronic devices/internet will be monitored by school and, dependent upon context, actions will be taken to offer support. This may be in the form of external support through electronic devices/internet access or provision of hard copies of materials.*

***Monitoring***

*DB Primary allows staff to monitor the children’s engagement with home learning. All parents will be informed of the offer of home learning when they inform school that they will be isolating. Where a child is not logging onto access activities staff will contact parents to offer support and help.*

***Our Educational Response to the Tiers of Restrictions***

|  |  |  |
| --- | --- | --- |
| Tier | Response | Actions for Staff |
| **Tier 1 – ‘education and childcare settings will remain open’ All Nurseries, childminders, schools colleges and other educational establishments should remain open and continue to allow all their children and young people to attend, on site, with no other restrictions in place’** | No change. Continue w ith in-house curriculum offer for all subjects for all children.  **In the event of any individual children or whole class bubble isolating at home or awaiting test results, children will access remote learning offer – online learning is planned and available through the school Virtual Learning Platform ‘DB Primary’** | \*Admin to use generic response to inform parents of remote learning offer when parents report absence OR Teaching staff to liaise with admin around reasons for absence and contact parents asap (preferably on first day of absence) to guide parents to remote learning offer.\*Teaching staff to ensure all children have relevant login details to platforms\*Teaching staff to check DB Primary, acknowledging pupils work and offering feedback\*Teaching staff to maintain line of communication between school and children/parents |
| **Tier 2 – ‘early years settings, primary schools and alternative provision (AP) providers, special schools and other specialist settings will continue to allow all c hildren/pupils to attend on site** | No change. Continue w ith in-house curriculum offer for all subjects for all children.  **In the event of any individual children or whole class bubble isolating at home or awaiting test results, children will access remote learning offer – online learning is planned and available through the school Virtual Learning Platform ‘DB Primary’** | \*Admin to use generic response to inform parents of remote learning offer when parents report absence OR Teaching staff to liaise with admin around reasons for absence and contact parents asap (preferably on first day of absence) to guide parents to remote learning offer.\*Teaching staff to ensure all children have relevant login details to platforms\*Teaching staff to check DB Primary, acknowledging pupils work and offering feedback\*Teaching staff to maintain line of communication between school and children/parents |
| **Tier 3 – ‘Childcare, nurseries, primary schools, AP, special schools and other specialist settings will continue to allow all children/pupils to attend on site’** | No change. Continue w ith in-house curriculum offer for all subjects for all children.  **In the event of any individual children or whole class bubble isolating at home or awaiting test results, children will access remote learning offer – online learning is planned and available through the school Virtual Learning Platform ‘DB Primary’** | \*Admin to use generic response to inform parents of remote learning offer when parents report absence OR Teaching staff to liaise with admin around reasons for absence and contact parents asap (preferably on first day of absence) to guide parents to remote learning offer.\*Teaching staff to ensure all children have relevant login details to platforms\*Teaching staff to check DB Primary, acknowledging pupils work and offering feedback\*Teaching staff to maintain line of communication between school and children/parents |
| **Tier 4 –‘All nurseries, childminders, mainstream schools, colleges and other educational establishments allow full-time attendance on site only to our priority groups: vulnerable children and the children of critical workers’. ‘ …all other pupils should not attend on site.’ ‘…remote education to be provided for all other pupils.’** | Remote learning offer to be available to all children learning from home – online learning is planned and available through the school Virtual Learning Platform ‘DB Primary’  On site learning to be delivered to identified groups by teachers and to mirror the learning planned for home | \*Admin letter sent to all children to inform of school closure and guiding children to home learning offer \*Monitor learning daily and upload additional work as needed \*Teaching staff to maintain line of communication between school and children/parents |

***TECHNOLOGY FOR REMOTE LEARNING***

|  |  |  |  |
| --- | --- | --- | --- |
| **Resource** | **Phase** | **Uses** | **Considerations** |
| DB Primary | All | Setting work  Messaging pupils  Pupils uploading work | Timetabled work to be uploaded each day/week  Also used for homework |
| Oak Academy | YR-Y6 | Recorded lessons provided | Links with topic/class teaching |
| TT RockStars | KS2 | Times Tables practice retrieval practice | Ensure children are able to access |
| Phonics Play | EYFS/KS1 | Phonics practice games | Ensure parents are aware of appropriate Phonic Phase |
| 2Simple – Evidence me | EYFS | Uploading and recording activities |  |
| Reading Eggs | All | Reading at home  Phonics games  Spelling | Ensure children are allocated the appropriate reading level |

*The first priority for teacher and teams is to decide what content can and should be delivered whilst children are not in school. As far as possible work set should focus on review, retrieval practice and practical application of previously taught knowledge and skills. However due to the nature of the current situation and to ensure that pupils are not further disadvantaged it is important to try and maintain access to any new learning that would have been available had those children been in school. Teachers will upload weekly plans onto DB Primary each week showing what is being covered in class, with added links and resources included so that*

*children can access the work from home.*

*Teachers are encouraged to work together to discuss, debate and plan any curriculum changes. This has been approached both during the lockdown period and also during Inset and staff meeting time on our return to school.*

*Clear guidance ensures that staff are looking closely at key concepts and knowledge that children need to understand before they move onto the next stage of learning.*