

# Penygarn Community Primary School

## Distant Learning Policy 2020



### Introduction

As a staff we are committed to ensuring our children continue to learn at Penygarn Community Primary School. Whilst learning is important, the communities' well-being is at the forefront. We understand that there may be times of illness, caring for the vulnerable and caring for other children within the home and this must be the priority for the community. However, we will endeavour to support our learners at this time and continue to learn and grow. Please keep in mind that this is new to all of us and we may have some teething problems.

### What is Distance Learning?

Distance learning is where pupils cannot physically present at school. As children cannot access school to learn, their learning will take place online. It is important that children complete the work set.

This is something new for all of us; we will endeavour to improve the service as we all get used to it.

Work will be set by teachers using a learning platform e.g. Google Drive, Class Dojo. These are websites children use regularly. Some are used by certain groups of children; so don't worry if your child doesn't know what they are. All the passwords you will need have been given to the children.

Teachers have created a bank of home learning tasks, ideas and resources. Some are in the form of worksheets or instructions on work to complete and others are instructions on where to access work. You will not be required to print out any worksheets if you are unable to do so. Worksheets will simply be used as a guide for presenting tasks.

Some activities will be completed online and teachers will be able to see it. Sometimes a task might ask the child to carry out an experiment; growing seeds, organise tins and packets according to weight, or drawing or making a model. These would need to be photographed and uploaded onto Class Dojo for the teachers to see. Teachers will be able to monitor children's engagement in activities and their understanding.

There will be set work for the children to complete. These will be on Google Drive or Class Dojo. There is also additional information on our school website and social media pages, this will give you a list of resources for further learning. Please note these are additional ideas, websites and videos that your child might like to explore. Please note that the distance learning activities are the prepared learning activities.

There are two types of distant learning:

1. Asynchronous, this takes place more independently at different points in time, based on the learner's wishes or home circumstances
2. Synchronous, this takes place with multiple learners and teachers at the same time, usually online

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### Types of Distant Learning

Asynchronous approaches provide greater flexibility and can be easier for parents/carers and learners to manage at home, so should be the main approach considered by schools and settings when organising distance learning.

Synchronous approaches such as live video streaming may be practical and appropriate in certain circumstances particularly in support of learner engagement and well-being.

Synchronous or 'live streaming' lessons with learners can also be very useful for keeping in contact with learners. Live-streaming of lessons has been well used in many areas where access to particular courses or subjects is limited for geographical reasons; an advantage being that feedback to learners and assessment for learning is instant and interactive.

### ALN

ALN children are provided with personalised activities to meet their individual learning styles and needs. Some activities/ideas are given via online learning platforms and others have been delivered to their homes, adhering to social distancing rules.

Regular contact has been made with all ALN pupils, through a multi-agency approach, with a weekly check in system via phone calls and other channels of communication from key members of staff.

Parents/Carers of ALN children have been provided with additional resources to support the challenging times that home-schooling brings, such as autism friendly timetables and flashcards to help keep a routine within home.

The schools Educational Psychologist has also been involved with key pupils to offer guidance and support to specific ALN pupils through enhanced transition to comprehensive school.

### Safeguarding and e-Safety

Our school safeguarding and e-safety policies are still in place and are still prevalent as part of distant learning. These can be found in full on our school website. If you are concerned about a child please refer to the safeguarding policy.

At Penygarn we have agreed that we will be using synchronous learning via Google Meets for wellbeing sessions only e.g. circle time, they will not be used for direct teaching. The class teacher will organise these and send out the links for pupils to join the meetings.

When attending live streaming meetings on Google Meets there are a few safeguarding and e-safety points that are highlighted below:

#### Teachers will:

- Only use a school device for school business, this includes Google Meets
- Ensure that there are two members of staff attending each Google Meet
- Adhere to professional standards of dress when in front of the camera.
- Choose a neutral location that is appropriate and safe; kitchen or a study, **not bedroom**
- Where possible, ensure that there is a clear background with no personal items on view e.g. photographs

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- Where possible, host the meeting in a room where they will not be disturbed by other members of their household
- Not have one-to-one live-streaming lessons with learners.
- Ensure they end the session for all participants, ensuring learners are not left alone and unsupervised in a session the teacher has left.
- **Never** record live streaming sessions
- Set out the rules and expectations for all attendees at the start of the meeting

### **Pupils will:**

- Adhere to appropriate standards of dress when attending Google Meets e.g. no swim wear or pyjamas
- Adhere to the acceptable use policy at all times
- Follow the school behaviour expectations when attending Google Meets
- Follow the rules and expectations set out by the teacher at the start of the meeting

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### Flexibility of Learning

We realise that the circumstances that cause our school to close will affect families in a number of ways. In our planning and expectations, we are aware of the need for flexibility from all sides:

- Parents may be trying to work from home so access to technology as a family may be limited;
- Parents may have two or more children trying to access technology and need to prioritise the needs of young people studying towards GCSE/A Level accreditation;
- Teachers may be trying to manage their home situation and the learning of their own children;
- Systems may not always function as they should.

An understanding of, and willingness to adapt to, these difficulties on all sides is essential for success.

### Expectation Management

We believe that it is in the best interests of our children that we continue to provide structured support to the best of our ability. Bearing in mind the need for flexibility, no deadlines will be set. It must be noted that the work children engage in during a period of closure will be part of our current planning and so cannot be considered as optional. Children and parents should consider the arrangements as set out in this document as highly recommended.

### Teaching Staff will:

- Share teaching and activities with their class through Class Dojo and Google Drive
- Accept the fact that learning remotely will be more difficult, so tasks will be set in smaller steps to allow for this;
- Keep in contact with children through Class Dojo, Google Drive and Google Meets
- Reply to messages, set work and give feedback on activities during the normal teaching hours 9.00 am – 3:30 pm;
- Allow flexibility in the completion of activities, understanding that the circumstances leading to our closure will affect families in a number of ways;
- Take regular breaks away from the computer or iPad to engage in other professional duties as much as circumstances allow e.g. Policy Development; Virtual Meetings
- If unwell themselves, be covered by another staff member for the sharing of activities.
- Follow up of messages during this time will not be undertaken until the teacher is fit to work.

### Children will:

- Be assured that wellbeing is at the forefront of our thoughts and the need for children to take regular breaks, get fresh air, exercise and maintain a reasonable balance between online engagement and offline activities;

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- Potentially work a day or two behind what has been shared through Class Dojo and Google Drive
- Only send messages and queries that are in relation to tasks set by the teacher or in response to questions the teacher may ask them directly;
- Only access the material shared by their teacher and ask for parental permission to use technology for anything beyond that;
- Read daily, either independently or with an adult;
- Consider using the school closure time to learn a new skill, follow their own interests to discover more about the world around us or just be creative.

### **Parents will:**

- Support their child's learning to the best of their ability;
- Encourage their child to access and engage with Class Dojo and Google Drive posts from their teacher;
- Refrain from screenshotting or copying any information, messages or posts to share on social media or any other platform outside of Class Dojo and Google Drive
- Know they can continue to contact their class teacher as normal through Class Dojo and Google Drive if they require support of any kind;
- Check their child's completed work each day and encourage the progress that is being made;
- Be mindful of mental well-being of both themselves and their child and encourage their child to take regular breaks, play games, get fresh air and relax;

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