



Blended Learning at Chesnut Lodge

Blended learning is the term given to learning that combines traditional face-to-face learning and remote online learning. At Chesnut Lodge, like other schools, we have been building our blended learning package to enable us to continue providing learning to pupils in the event of unforeseen instances such as those that arise during the Covid19 pandemic.

At this time our blended learning package takes into account the following circumstances:

- Full national closure of schools.
- Local restrictions resulting in partial or full closure of schools.
- Identified positive cases of Covid 19 closing school 'bubbles'.
- Individuals isolating at home due to positive Covid19 results or close contact with a positive case.
- Individual shielding at home on medical advice.

Our aim is for pupils that are at home for any of these reasons to continue to access as much of their usual curriculum as possible. In order to do this we have taken the following steps:

All teacher subject planning includes plans for switching to remote learning. Where a topic cannot be transferred to online learning, alternatives will be identified e.g. where a music topic should have been the teaching of a specific musical instrument (e.g. the recorder/keyboard) a topic based music plan will instead be implemented.

A timetable of online activities and lessons that reflect the learning that would have / is taking place at school. Activities follow a class-based timetable and can be accessed at the suggested times or at a time more suited to individual families.

All pupils have access to the Seesaw online learning platform. This platform has been selected as it can be accessed from any type of device, work can be completed and edited directly onto the page (rather than having to download, edit then upload) and responses can be recorded in a wide variety of ways to cater for the needs of our pupils e.g. written directly onto the page, typed directly onto the page, uploading a document, taking a photo, taking a video or adding voice notes.



School has arranged loaning of essential equipment / resources where we can to support families at home. This may include a laptop from the DFE provided bank of machines, reading books, story sacks or other equipment to enable pupils to access learning.

Weekly contact and support with families via teacher phone calls, welfare calls, Parentapps communication app, Seesaw and through a wide range of outside agencies.

Assessment and Monitoring

Seesaw will be monitored Monday to Friday by class staff. At least one member of staff will be responsible for monitoring work submitted each day. The class teacher will monitor throughout the week and provide feedback to students within 2 days. Feedback may take the following forms:

- Teacher / TA comment to pupil.
- Marking of work, highlighting correct and incorrect answers.
- Suggestions/ Next steps for pupils, parents and carers on how to further challenge learning or adapt activities that have been difficult.
- 'Likes', for example, when a daily activity (such as a feelings checker or day of the week activity) is completed and does not require written feedback.

Senior Leaders will have an overview of the system and will monitor a sample of work each week. They also have full access to the system should any queries arise.

Engagement

All pupils working at home are expected to engage in learning. Teachers are monitoring engagement weekly and feeding back to senior leaders. All classes will be provided with a minimum of 2 hours of activities a day, however these will not be solely online. Expectations for time spent learning will vary and would take into account the age, ability and other needs of the pupil.

In the case of non-engagement teachers would firstly hold discussions during weekly catch-up calls to ascertain if there was any legitimate reason for not completing work. At this point support would be offered in terms of technical, access or other issues. If engagement still did not meet expectations then alternatives would be explored. This could include collection of paper-based work packs or resources. Any persistent non-engagement would be escalated to the headteacher and discussions about returning to on-site provision may need to be held.

Exceptions to having to engage in online learning would only be approved if school has been made aware of illness or other issues in the home that may temporarily affect what a pupil can complete.