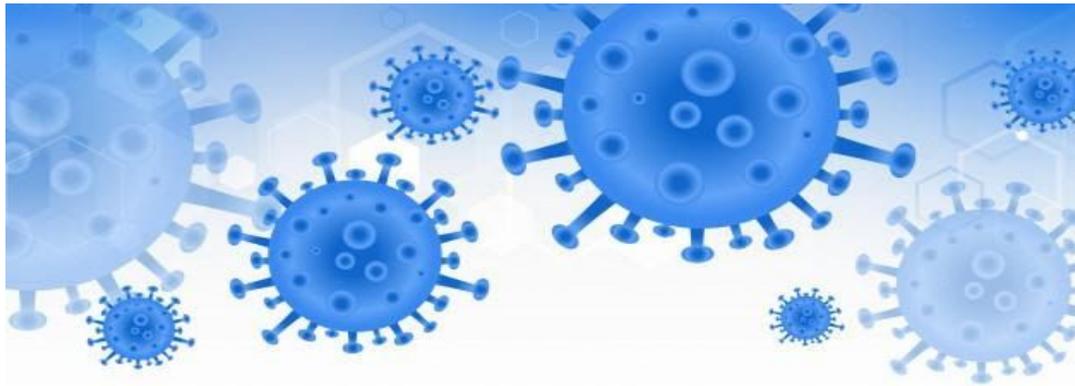
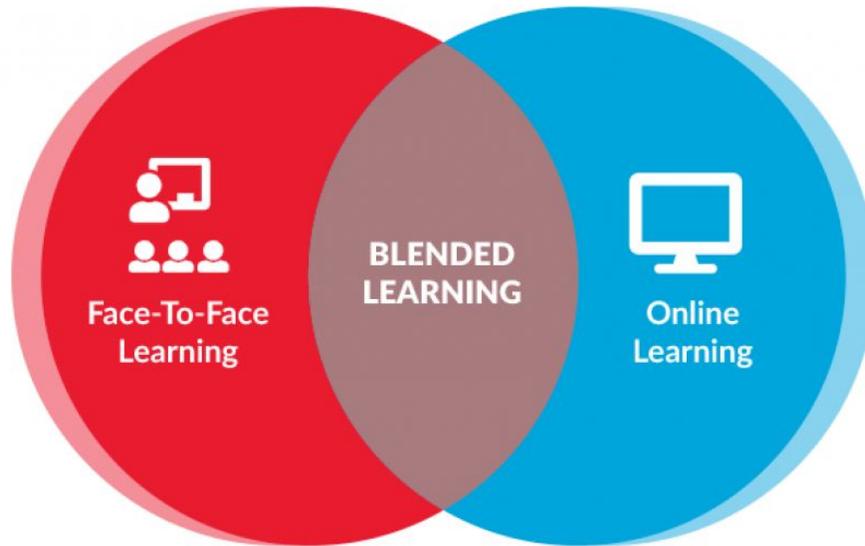




# OLCHFA



**COVID-19**  
CORONAVIRUS

## **Blended Learning**

Since the school closed in March, the school community has been on a steep learning curve. In our attempts to support our pupils as effectively as possible, we have tried to maintain an ethos of clarity, simplicity and consistency by providing a distance learning timetable and clearly structured daily resources. Home Learning tasks have been made accessible to all learners and optional extension tasks have allowed students to tackle more challenging ideas and topics if desired. We have attempted to provide our learners with opportunities to consolidate previous learning, further develop skills and explore interests.

Regular online contact with teachers has helped many learners remain motivated and engaged in their learning. Teachers have been responding to learners' questions and requests for support as well as providing formative feedback on specific pieces of work. We have attempted to streamline communication by focusing on the use of the 'Google Classroom' platform for all learning activities.

As you will be aware, the next phase of our return to school requires schools to continue with a blended approach to school based and online learning. The various restrictions imposed by the current situation means we cannot offer pupils a learning experience equal to that provided in the school setting. Even on our phased return to school, we know that many staff and pupils will continue to miss the routine of the school week and the frequent face to face interaction that supports effective learning environments and relationships. Continuing to refine and enhance our approach to distance provision will be crucial as we try to maintain pupil engagement and support the phased return to normal.

## **Approaches to Blended Learning**

Remote learning can:

- take place more independently at different points in time, based on the learner's wishes or home circumstances (asynchronous)
- take place with multiple learners and teachers at the same time, usually online (synchronous).

Asynchronous approaches to learning provide greater flexibility for parents/carers and learners to manage at home. Students are able to access learning at a time that suits themselves and their families, and they can work at their own pace, pausing presentations or videos when necessary as they work through tasks. For this reason, providing asynchronous resources will continue as our predominant approach to online learning. In support of this, we are providing additional training for staff. There is much to indicate that increasing the interactive nature of asynchronous provision can improve pupil engagement and motivation. With that in mind, we are increasing inclusion of voice over instruction and video in the resources we are providing.

Synchronous approaches to learning, such as live video streaming may be appropriate in certain circumstances. It has been recognised that, in some instances, synchronous or 'live-streaming' lessons with pupils can support greater learner engagement and well-being. With this in mind, we plan to pilot a timetable of synchronous 'live streaming' lessons with our Year 12 students through the 'Google Classroom Meet' function. Of course, all engagement in live video will be voluntary and by agreement (staff and pupils). There will be clear protocols and agreements that support the safeguarding of staff and pupils/students.

In all cases, strong pedagogy will underpin our approaches. Research has indicated that technology alone will not enable effective learning and our collaborative planning has kept this in mind.

## **Google Guardian Summaries**

We are in the process of implementing the Guardian Summaries function in Google Classroom with all parents. This function allows parents/carers to receive daily/weekly feedback about online 'classroom' learning via email.

This summary will include:

- Class announcements, assignments and questions recently posted by the teacher.
- Notifications of any missing/late assignments
- Reminders of work that is due to be handed in

Ultimately, this will allow us additional ways to monitor learner engagement and provide regular feedback to parents/carers on engagement levels.

## **Distance Learning Support for Pupils and Parents**

For some of our families, distance learning has been, and will continue to be, difficult to manage. Some parents have continued to face significant work commitments and, in some homes, access to devices or the internet is limited. In addition, some learners have, understandably, found it hard to maintain motivation when working at home. At times, learners may feel isolated in their learning and many will miss the opportunities they used to have to engage with peers and teachers. Our approach to distance learning has always considered this. We are, and will continue to be, mindful of the different circumstances families and learners might be facing during this period. In line with the education minister's statement, supporting learners' well-being whilst learning at home will form part of our face to face well-being programme of support.

Parents may find the following guidance from Welsh Government, available via the HWB platform, useful:

[Stay Safe. Stay Learning. Online safety guidance for parents and carers](#)

## **Google Classroom and Home Learning Timetable**

We will be continuing to support remote learning using the Google Classroom platform and the distance learning timetable that has been established for some time. However, in order to accommodate the onsite timetable for pupils, there will be greater flexibility around submission dates.