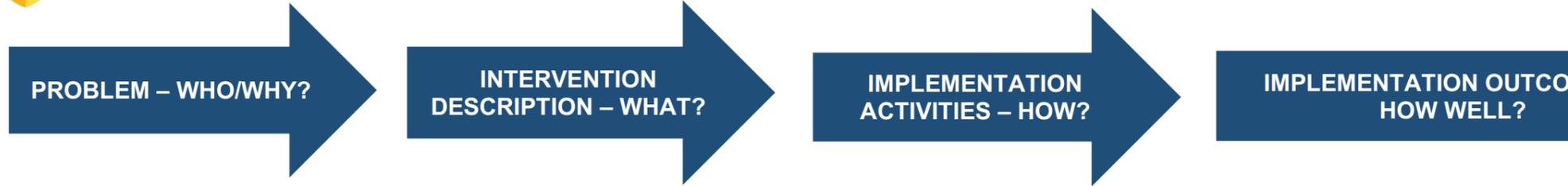




Rosslyn Park Primary School – Implementation Plan for Blended Learning



Who/What needs to Change? Why?	What are the active ingredients of the Intervention? What activities and behaviours will you see when it is working?	How will it be done? What blend of implementation activities are required?	How will you know that it is working?
<p>Leadership</p> <ul style="list-style-type: none"> DfE Guidance for full opening – schools, July 2020, says that “Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education.” Ensure minimum disruption to pupils’ education and the delivery of the curriculum during the COVID-19 pandemic <p>Pupils</p> <ul style="list-style-type: none"> Access to high quality education while learning from home. Have motivation and maintain concentration to keep up with their learning at home. Take responsibility of their own learning Have daily contact with their teacher. <p>Staff</p> <ul style="list-style-type: none"> Endeavour to make remote learning mirror their classroom teaching. 	<p>Active Ingredient One <i>Effective Leadership:</i></p> <ul style="list-style-type: none"> Leaders have a clear vision of what learning from home looks like. Leaders set clear expectations and enable staff to follow the Remote Learning policy. Leaders know the school community and their willingness and ability to engage with the remote learning. Leaders review and take regular feedback to contribute to the on-going improvement of the quality of the existing provision. Leaders coach staff to respond effectively to the increased workload demand. Leaders use appraisals effectively to set clear targets to for all staff. <p>Active Ingredient Two <i>Supported Pupils:</i></p> <ul style="list-style-type: none"> Pupils have access to digital and hardcopy resources at home. Home learning resources are a continuance of the school curriculum and are matched to children’s individual academic development to ensure progress. Pupils have access to a daily 	<p>Training <i>Leadership</i></p> <ul style="list-style-type: none"> DfE Guidance for full opening-schools, July 2020 Education Endowment Foundation (EEF) “Home learning approaches - Planning framework.” EEF “Communicating Effectively with Families – Guide for Schools.” Sutton Trust “COVID-19 and Social Mobility.” Education Policy Institute “Preventing the Disadvantage Gap from Increasing During and After the COVID-19 Pandemic.” Part of TransformTrust Remote Learning Group <p><i>Teachers</i></p> <ul style="list-style-type: none"> Remote Learning Policy and expectations are included at INSET. Staff set up Showbie for their class and receive training. Staff develop further competency on using PurpleMash. Staff receives support on setting up and using Loom. <p><i>Pupils</i></p> <ul style="list-style-type: none"> Textbooks are distributed and used as part of the learning routines at school. 	<p>Short Term (by end of September 2020):</p> <p><i>Fidelity:</i></p> <ul style="list-style-type: none"> Shared understanding of the Remote Learning Policy Intent and active ingredients. School has strong contingency plan for remote education provision. <p><i>Reach:</i></p> <ul style="list-style-type: none"> All staff receive coaching and support to implement the Remote Learning Policy. Pupils are familiar with the work from home learning and the expectations and communication. Parents understand the Remote Learning provision their children can access. <p><i>Acceptability:</i></p> <ul style="list-style-type: none"> All resources are prepared and available to happen immediately. All trackers are developed and used. <p>Medium Term (by April 2021):</p> <p><i>Fidelity:</i></p> <ul style="list-style-type: none"> All staff understands that remote learning is an essential component in the school curriculum alongside classroom learning. <p><i>Reach:</i></p> <ul style="list-style-type: none"> All staff are involved in providing remote education at home and tracking engagement. All staff work to build relationships with parents and increase engagement.



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<ul style="list-style-type: none"> Work collaboratively and creatively to distribute the increased workload. <p>Policy</p> <ul style="list-style-type: none"> Developing a vision for Blended learning Implementing a Remote Learning Policy 	<ul style="list-style-type: none"> contact with their teachers. Pupils have access to frequent inputs on E-safety. Pupils’ gaps in learning are assessed immediately on their return after a period of self-isolation and interventions are put in place. Pupils’ mental health is regularly assessed and the appropriate interventions and support put in place. Pupils’ resilience and motivation are build up and taught as part of Rosslyn values curriculum. <p>Active Ingredient Three Empowered Staff</p> <ul style="list-style-type: none"> Staff are clear on Remote Learning Policy. Staff give regular feedback to contribute to the on-going improvement of the quality of the existing provision. Staff build up positive relationships with parents that promote mutual trust and have children’s education as their core aim. Staff know the school community and the barriers for engagement and access. <p>Active Ingredient Four Relevant Policy</p> <ul style="list-style-type: none"> The Remote Learning Policy is clear and concise to all stakeholders. Roles of different staff are clearly defined and understood. E Safety policy is clear and concise and embedded as part of the curriculum. 	<ul style="list-style-type: none"> On-line platforms are regularly used at school as part of the learning sequence. <p>Parents</p> <ul style="list-style-type: none"> On-line platforms are shared with parents. Textbooks are user-friendly and enabling the parents to support their pupils’ learning at home. <p>Communication</p> <ul style="list-style-type: none"> Remote Learning Policy is shared as part of INSET and regularly referred to in weekly staff meetings. Reading and Learning Booklets, other educational materials and the engagement trackers are accessible by all staff on SharePoint SEND pupils’ provision is accessible by all staff on SharePoint. Regular feedback is taken during Monitoring, Appraisal’s cycle, and parents’ and staff surveys. Daily communication between teaching staff and the Attendance Officer, school Business Manager and the admin office ensures remote learning is offered immediately when needed and the hard copy resources are delivered promptly. Daily communication between SLT, teaching staff and the school Business Manager ensures re-distributions of responsibilities for monitoring, tracking pupils’ engagement and reducing the workload of the teachers at school. Daily communication between SDG and staff working from home. Dojo is used daily to communicate with parents. Weekly phone calls and home visits track pupils’ engagement and safeguarding. <p>Coaching</p>	<ul style="list-style-type: none"> Parents understand that lack of... will be challenged. <p>Acceptability:</p> <ul style="list-style-type: none"> Quality work is completed at home Reduction of lost learning time <hr/> <p>Long Term (September 2021):</p> <p>Fidelity:</p> <ul style="list-style-type: none"> All staff contributes to the on-going improvement of the remote learning Parents understand how they can support their children’s learning at home beyond the pandemic. <p>Reach:</p> <ul style="list-style-type: none"> Staff, pupils and parents understand that they are being passed to... Blended learning <p>Acceptability:</p> <ul style="list-style-type: none"> Positive feedback from parents Pupils’ resilience and motivation, their engagement and work in Pupils’ increased resilience and... evidenced by The Leuven Scale... and Involvement Assessment.
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		<ul style="list-style-type: none"> • Weekly SLT Meetings with Phase Leaders • Daily support from SDG for staff working from home. • Phase Leaders support collaborative and creative distribution of the increased workload. • SEND Coordinators provide strategies for delivering SEND pupils’ provision at home. • English Lead supports choice of digital reading materials and the reading materials for the Reading and Learning Booklet. • Curriculum Lead and Topic Subject leads support choice of digital reading materials and the Topic materials for the Reading and Learning Booklet. • SDG review working from home arrangements. <p>Monitoring</p> <ul style="list-style-type: none"> • Class teachers complete daily attendance registers and engagement trackers. • SDG and Phase leaders monitor the quality of the digital resources provided, the engagement trackers and implementation of the Remote Learning Policy. • Attendance officer identifies the pupils on self-isolation. <p>Educational Materials</p> <ul style="list-style-type: none"> • Head of Junior Years, Curriculum Coordinator and English Lead investigate textbooks for Maths and Grammar that are a continuance to the school curriculum, user-friendly and of high quality. • Head of Junior Years, Curriculum Coordinator and English Lead investigate on-line educational platforms that offer high quality resources to enhance the existing provision and reduce teachers’ 	
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		<p>workload.</p> <ul style="list-style-type: none">• Copies of guidance and research.• SEND Coordinators identify the appropriate resources to educate SEND pupils at home.• Reading and Learning Booklets that reflect the curriculum provided in school.	
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