

A JOURNEY INTO REMOTE AND BLENDED LEARNING

THE FEDERATION OF BOSKENWYN AND GERMOE SCHOOLS

RATIONALE

Our 21st Century learners require a fit for purpose curriculum which equips them with the knowledge, skills and understanding required to engage in and be a crucial part of the ever-changing world around them. In order to deliver that curriculum effectively, during COVID-19 pandemic, we reviewed our approaches to teaching and learning and implemented change in the form of blended and remote learning. **Blended learning** is where our children access learning both at home and at school and **Remote learning** is where our children access learning at home.

INTENT AND IMPLEMENTATION

Pre-lockdown, we implemented our unique, inquiry based curriculum offering transferable skills for future learning and employment. Through solid concepts, leading to lines of inquiry and followed by research, projects, activities and visits, our learners acquire skills for life such as problem solving, decision making, critical thinking and reasoning. Our aim is for our children to become independent thinkers and learners who construct and organise knowledge, engage in research, inquiry and analysis in order to communicate effectively and become active, global citizens.

We implemented a two year, National Curriculum based rolling programme which is divided into 6 half terms, created as a team by our subject leaders to ensure progression in all subjects from year one to year six. Children in reception comply with Early Years Foundation Stage Curriculum and follow the same principles. Each term is headed with **contrasting concepts** (eg systems and survival) and a **big idea** (eg. We need systems for survival). Whole class discussions take place regarding what pupils know already and what they wonder. From this, children and teachers construct their lines of inquiry according to their interests and begin their research. Each line of inquiry has a cycle which is covered over approximately 2 weeks, this is approximate due to the nature of the inquiry which will sometimes begin at a local level and widen to explore the global aspect. Pupils have the opportunity to transfer key knowledge to long term memory through presenting their learning at the end of the inquiry cycle. They also upload their projects to our learning platform so they can be shared with parents, they can also continue their projects at home whenever they want to. The key skills, such as independence, resilience, critical thinking, researching, proved to be transferable as we saw our schools lock down and learning become remote. Our children naturally moved their learning from

synchronous (face to face with staff and peers) to asynchronous, working on their inquiry based projects from home.

During lockdown and school closure period from March 2020 to September 2020, children were **remote learning** from their homes in an **asynchronous** way. We believe that asynchronous learning is a key feature of successful online learning as it allows our children (and parents) the flexibility to access information whilst conducting their own research, demonstrate what they have learned via our learning platform, Seesaw and communicate with our staff for feedback and scaffolding in their own time, thus developing independence and building resilience. It allows our children to nurture their talents and passions and take control of their learning. They are driven by both their own curiosity and hunger for learning and their teacher's ability to provoke their interest by using stimulating resources and artefacts.

Teaching staff uploaded the half termly learning objectives from the National Curriculum (cross curricular) and the key concepts and children accessed them remotely. They also provided daily maths and English lessons in a variety of forms with supportive materials and differentiated to suit need and provide challenge. They filmed themselves reading a class book so children wouldn't miss out on their daily reading time. It was a smooth transition from the synchronous, inquiry based learning at school using a platform with which they were already familiar. Staff and children were all flexible and adapted quickly. We had 94% engagement with remote learning and monitored the families of those who did not engage regularly. We found that remote, asynchronous learning suited the learning styles of most of our children, particularly our children with special educational needs and non-traditional learners as they were choosing their own learning journeys and documenting them in their own styles.

Feedback was continual and prompt as teaching and non-teaching staff were available from 0900 to 1530 and provided useful improvement points, generated questions to move pupils on or to encourage them to dive deeper. We continued our "Star of the week" via recorded movie and made sure all of our faces were seen and our voices heard. We provided useful websites to further support learning and staff generated learning toolkits and other resources such as Kahoot quizzes. Some key skills lessons were pre-recorded and posted on a Youtube channel for children and parents to access. For example, our Art Subject Leader posted a series of pre-recorded, skills based lessons in watercolour, sketch, oil painting and more.

Parental feedback in the form of a questionnaire was highly positive; good communication (weekly updates via Facebook and School Websites), instant feedback, differentiated tasks, self-direction, happy children, explicit teaching, children could communicate with one another via the platform.

We continued our weekly staff meetings via Zoom, we had support Whatsapp groups for staff, we also continued our CPD remotely. We attended a 2 day in seminar on the collaborative teaching and learning platform, Toddle regarding International Baccalaureate inquiry based learning and we continued with our Erasmus partnerships with other countries via Zoom, enabling us an insight into what was happening in education across Europe and giving us tips

and pointers. Our subject leaders took turns to lead weekly CPD slots and we shared ICT tips. Our SENDco attended bereavement training and online safety training and disseminated to the whole staff. I had a Whatsapp support group with 4 other headteachers and we used it regularly to support one another when a new communication was sent out to confuse us!

We tackled the digital divide by providing laptops and chrome books to families which needed them. We provided technical support to parents where necessary. Digital wellbeing was a key feature as we reframed and repurposed education in order to be part of creating a sustainable, digital world.

Post Lockdown, our children returned to school in September 2020 in small bubbles with 2 staff members. The bubbles did not mix and start/finish times, lunches/breaks were staggered. Our world had changed over lockdown and become more digital and remote, people began working from home, meeting from home, exercising from home, jobs were changing, our future was changing. Our children were and are still, part of this change and we wanted to continue this journey rather than return to pre lockdown life. We also needed a contingency plan for a return to full lockdown and school closure, for clinically extremely vulnerable children who may be shielding and for those self-isolating due to positive cases within the household.

Taking all of the above into consideration, we decided we would continue our journey with a blended learning style which would not only keep new learning styles simmering but would also build upon the new skills developed. We decided to implement a **blended learning** approach which at the same time would reduce the risk of spreading the virus. Instead of introducing a new staff member into a bubble to cover PPA, we decided to close the school after lunch on Fridays so that all teaching staff could take their PPA then but more importantly, children could continue their blended learning journey remotely on Friday afternoons. The majority of our parents were happy with this and for those who needed the childcare provision, we offered a place for them to stay in their classroom with their learning support assistant and complete their learning at school. Should there be a school closure in the future, we are well prepared to move with ease from blended learning to remote learning.

Our Inquiry Leader, Katie, has worked in International Schools around the world and has recently led a workshop on assessment and documentation for international participants. We are presently working together on delivering a presentation for parents, **“Supporting your child with Blended Learning.... Our Inquiry Based Approach”** which will be followed by a series of workshops. Staff are working together to revise our summative assessment process in the absence of testing.

IMPACT

Our children are enthusiastic and curious learners who ultimately have a love of learning and therefore behave well and display a good attitude to learning. They enjoy sharing what they have learnt in their presentations, workbooks, learning platforms, assemblies, school productions and annual reports. They make good academic progress during the time they are with us, especially in reading. They also make

outstanding progress in their spiritual, moral, social and cultural development; they are confident, resourceful thinkers and researchers who are able to learn both collaboratively and independently and can communicate effectively to achieve their purpose. Through our broad and balanced, inquiry based curriculum and our unique and multi-cultural wider curriculum, they have acquired the transferable skills necessary for success in future learning and employment.

Our summative assessments, along with ongoing peer assessments and teamed with formative end point assessments ensure progression is achieved and particular needs are identified early for intervention. By working collaboratively with other schools, the effectiveness and accuracy of our assessments are quality assured.

Pupils benefit from the international professional development of their teachers and learning support assistants who have observed learning in higher achieving countries and embedded their best practice into our schools. Staff have high expectations of all learners and pupils benefit from the ambitious targets set for them and with them. Subject leaders are highly skilled and as a whole team have designed a curriculum to best suit our learners and achieve the best possible pupil outcomes.

Our children feel safe and protected and able to try new things with a 'can do' attitude as they feel well supported by those around them.

[Links to this document:](#)

Our Curriculum Journey

A Journey into the Arts

A Journey into DT

A Journey into Geography

A Journey into History

A Journey into Inquiry

A Journey into Languages

A Journey into Maths

A Journey into Music

A Journey into PE

A Journey into RE

A Journey into PSHE (including relationships)

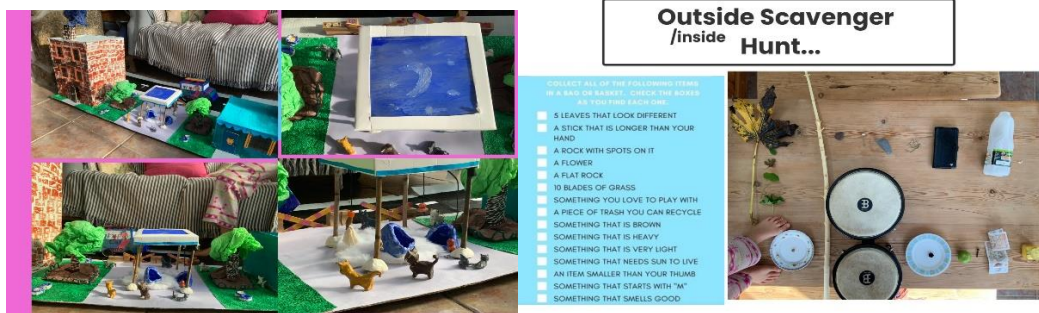
A Journey into English (Reading, Writing, SPAG) is presently being revised

All above can be found on our school websites:

www.germoe.cornwall.sch.uk

www.boskenwyn.cornwall.sch.uk

Examples of remote learning (Y3):



Examples of blended learning (Y3):

Coastguard Rescues Dinghy

A twelve year old boy and girl rescued after they floated offshore.

The incident happened on the 26th of June at porthtowan 3.30pm. The two children were seen by a fisherman fishing off

rocks. They were blown offshore by two foot waves and high wind the coastguard acted as quick as they could.

"The rescue was very difficult due to high wind and two foot waves," said the coastguard.

"Both children were unconscious because of the dinghy rocking," said the doctor.

"They had a mild concussion but they are going to recover very quickly." The fisherman said "I saw the dinghy and I knew it was in trouble," "they were really far out they had no chance of making it." The twelve year old boy said "I was so scared I thought I was going to die."

Report by Paula Blackburn
Executive Headteacher, Federation of Boskenwyn and Germoe Schools
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