

Senedd Cymru
Y Pwyllgor Plant, Pobl Ifanc ac Addysg

Ymchwiliad i effaith argyfwng Covid-19
ar blant a phobl ifanc yng Nghymru

COV 131a
Ymateb gan: Parents Voices in Wales

Welsh Parliament
Children, Young People and Education
Committee

Inquiry into the impact of the Covid-19 outbreak
on children and young people in Wales

COV 131a
Response from: Parents Voices in Wales

As part of the COVID Consultation, Parents Voices in Wales, with the help of Professor Amanda Kirby, wish to suggest some recommendations to compliment the blended learning being undertaken in schools in Wales from September.

Parents raise concerns that the attainment gap may widen for this cohort of children and young people unless blended learning is inclusive in its approach.

We kindly request that the suggestions made below are included in any Welsh Government guidance (new or supplementary) to Local Authorities and Schools. The recommendations will support learners of concern in the blended learning approach and allow a dove tailing of virtual and face to face lessons.

Recommendations for blended learning :

- 1) schools to check the capability of the learner (and parental confidence) and access to technology at home.
- 2) schools to check accessibility needs or adaptations to software that may be required or assistance setting up or using computer/tablets.
- 3) consider the use of closed captioning for classroom presentations especially where you may have children with hearing impairment; where possible to record lessons for recall and understanding.
- 4) Mindful that some learners will prefer to work from paper rather than digitally. Schools to be flexible with their submission and collation of work.
- 5) Be specific in questions and instructions for work. Supply a sample of what good looks like, this is helpful.
- 6) Using concept maps on topic areas is helpful, so learners can put lesson into context and can see how they link together. Where does this fit in the bigger picture.
- 7) Ensure white board is clear and visible for digital learning and includes key words to the lesson topic.

8) When talking about elements on the whiteboard point to them so the learner knows what is being specifically focused on.

9) Use visuals such as PowerPoint as much as possible so allowing visual learning to be supported. Provide a handout where possible the learner can follow or review after the lesson.

10) Ensure all lessons are recorded so those with processing challenges can replay if required.

11) During live lessons, stop regularly and take breaks. Check understanding. For older students encourage to type in chat queries. Also have Q&A session either at the end of the lesson and/or following day.

12) Check in on 'learners of concern' before/after the lesson even if they do not have a statement for 1:1 support - what other resources are available for them to support this lesson or topic.

13) Opportunity for CYP to be involved with peers in groups to learn if they want to. Some may prefer learning from recorded lessons or work in isolation but many will need replay lessons for processing/working memory.

14) Consider setting up a buddy system to share ideas in between classes and then discuss them in the following lesson. Recap at the beginning of each lesson to allow learners to dovetail their blended learning.

15) Allow TA access to learner's digital work (eg Teams). This could allow TA to see work beforehand and break it down into manageable chunks with supporting visual work, mind maps and specific instructions. They can check in with CYP to see if they understand or need clarification before/after the lesson.

16) TA to ALN learners to use preferred medium of communication outside of classroom learning. This maybe Zoom/email/text/telephone.

17) Be aware for some learners, online learning may be difficult to engage in and concentration will be limited. To set short offline tasks and use online as a means of checking understanding and what has been completed.

18) Consider ways to differentiate needed output by the skills/challenges of the learner e.g. presenting pictures, Powerpoints, photos, typed materials, oral presentations.

19) check on learners who are not engaging with digital learning. What are the barriers to their engagement?

We would really appreciate the consideration and support on this.

Parents Voices in Wales

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