

# BRACKLA



## A Journey through Brackla Primary School



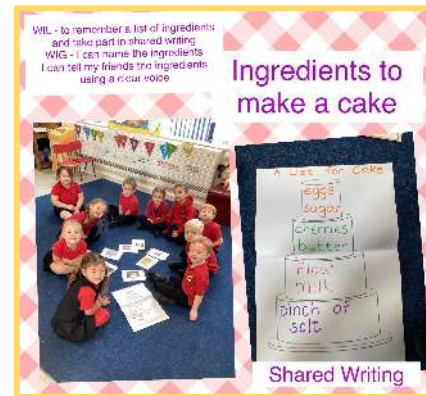
# AZ Journey through Brackla

## A Assessment for Learning

Assessment for learning is a key component of the teaching and learning process in Brackla Primary School. Utilising a range of strategies provides teachers with the information necessary to determine where the children are in their learning at any given moment and to identify any gaps which may prevent them progressing and moving forward.

AFL also enables children to take an active role in their own learning. With a greater understanding of the aims, children can understand what is needed to achieve success and are able to play a role in moving their learning forward. As the pupils move through the school they become familiar with **WIL** What I'm Learning and **WIG** When It's Good. In progression steps 1 and 2 most of these will be prepared by the adults and shared with the children to help them understand what they are doing and the steps they need to follow. In progression step 3 the children may come up with their own WIGs.

With direct observation, the adult observes small groups or pairs of children working on a task. It can be implemented at any point during the lesson and links in with effective questioning. Questions are used to encourage children to think critically and share their ideas, as opposed to always writing them down. Verbal feedback is then used to give specific information on what the pupils have done correctly, but also how to improve their learning with next steps.



# AZ Journey through Brackla

## B BOOST

Staff had been mentioning how a significant number of our children seemed to have been missing out on everyday life experiences. This was brought home during Covid with many of our pupils not going anywhere or doing activities with family members. It was decided that members of the SMT would do some research into some form of an enrichment program that could be trialled in the school. After visiting and having discussions with local schools it was decided that all activities needed to link to one of the core purposes and that a specific skill was identified.

It was agreed to gather staff's interests to identify 3 skills they might provide. Staff liked the idea of an enrichment program and the name BOOST was chosen. Pupils were organised into groups from different classes and BOOST activities started on 15th March 2022.

Activities have been delivered to groups of no more than 15 children, and have involved offsite and onsite activities being provided by school staff and external providers.

BOOST has been evolving due to feedback from staff, parents and most importantly our pupils. The SMT and our school council, the Senedd have spoken to our children and carried out questionnaires to find out what they think about BOOST and any ways it could be improved.



# AZ Journey through Brackla

## C Cynefin

*Cynefin* is a Welsh term defined by Curriculum for Wales as 'the place where we feel we belong, where the people and landscape around us are familiar, and the sights and sounds are reassuringly recognisable.' *Cynefin* allows us to personalise our curriculum allowing children to make meaningful connections with their immediate surroundings.

In Brackla Primary, *cynefin* also relates to our school community which is made up of:

- Pupils;
- Staff;
- Families;
- Cluster of schools;
- Governors;
- Partner agencies e.g. NHS, Social Services, police, LA etc.

We all work closely together to foster a sense of belonging, pride and motivation, ensuring our children feel happy, feel safe and valued, whilst receiving the best possible education possible.

Partnerships with families are a fundamental part of our ethos, and we recognise and value the contribution all families make to our school. We have a full time Family Engagement Officer that works to support families in a variety of ways so that the best possible outcomes for our children are achieved.



# AZ Journey through Brackla

## D Digital Framework

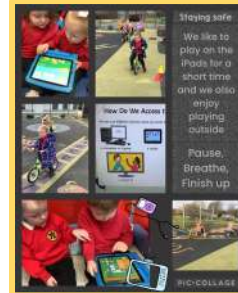
Here in Brackla Primary, we use the Digital framework to create digitally competent learners by the time they leave the school at the age of 11. All teachers and staff at the school integrate digital tools and activities in all curriculum areas to develop and ensure progression in these digital skills.

Each term, the school has a whole school focus on one of the four DCF strands: Producing, Interacting and collaborating, and Computational thinking. The fourth DCF strand: online citizenship, is taught during whole school 'online safety' weeks which are held once a term.

The school is equipped with a variety of digital tools to help achieve this vision. Throughout the school learners:

- Use HWB & Google tools to interact & collaborate with each other.
- Use a variety of iPad apps to record oracy and help foster creativity.
- Use programming tools to learn how to code and create digital projects.

This approach in teaching the digital framework also aligns with the school's digital vision to empower children to use technology creatively and responsibly.



# AZ Journey through Brackla

## E Environment

Staff and pupils have worked together to ensure that their classroom is fit for purpose allowing the pupils space and facilities to complete the tasks and activities that have been set for them. The classrooms have been set up to reflect the collaborative and hands-on approach to learning that is learning and teaching at Brackla Primary School. Children sit around tables in groups so they can see and interact with each other.

Our classrooms are attractive learning environments. The classroom reflects the topics studied by the children and displays may be informative, enquiring or a celebration of pupils' learning. We ensure that all children have the opportunity to display their best learning and efforts at some time during the year. All classrooms have a range of age-appropriate resources and reading material, as well as displays relating to literacy and numeracy.

We believe that a stimulating environment, which is resource rich, sets the climate for learning, and an exciting, organised

classroom promotes independent use of resources and high quality learning by the children

We also make use of our extensive grounds throughout the year in all different weather. We believe that the outdoor environment provides safe and supervised opportunities for children to experience new challenges, assess risk and develop the skills to manage difficult situations, whilst supporting the development of creativity and problem solving skills.



# AZ Journey through Brackla

## F Four Purposes

The four purposes are the shared vision and aspiration for every child in Wales outlined by Welsh Government, allowing schools to have flexibility in designing a curriculum that supports learners to become:

- Ambitious, capable learners ready to learn throughout their lives;
- enterprising, creative contributors, ready to play a full part in life and work;
- ethical, informed citizens of Wales and the wider world;
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

During our journey, the four purposes have been fundamental in designing and shaping our curriculum.

They underpin our curriculum and have been the starting point for all decisions on the skills, knowledge and experiences we want for our children during their time in Brackla Primary. The four purposes are exactly the same for all children in Nursery - Year 6, but may appear in different ways in each class.

We regularly reflect on the four purposes and include them in our planning to identify which aspects of the four purposes are covered.



# AZ Journey through Brackla

## G Groups and Pupil Voice

In Brackla Primary pupil voice refers to the ways in which the thoughts, wishes and opinions of learners are invited, engaged with and acted upon. We have six main groups which pupils have the opportunity to become part of if they put themselves forward for and are accepted. These are the Criw Cymraeg, Digital Leaders, Play Pals, Rangers, Senedd and Swyddogs.

These involve children working alongside staff and management, knowing that they have a key part to play. We believe this can help further develop effective relationships between our pupils and the other members of our school community.

Criw Cymraeg help to promote and increase the use of Welsh by children throughout the school. They aim to help us to develop a strong Welsh ethos in our school.

Digital Leaders support children and staff with various technology issues. Play Pals help encourage our children to stay active during lunchtimes as well as supporting anyone who needs it. Rangers help look after our school grounds while ensuring we keep up with our eco awards. The Senedd are involved in all aspects of school life working on our values, carrying out surveys, working on policies and meeting up with other children so all pupils are able to express their views, feelings and wishes on all matters affecting them. The Swyddogs act as role models for our younger pupils and assist staff in numerous ways.





# AZ Journey through Brackla

## H Home Learning & Seesaw

Here at Brackla Primary, we use Seesaw daily as a digital learning platform to capture learning experiences, as well as for homework and to engage families. We use Seesaw to:

- Capturing learning experiences: Staff use Seesaw to capture photos, videos, and audio recordings of students' learning.
- Homework: Staff use Seesaw to assign homework to our Brackla students & families. Students complete their homework which is then reviewed by staff who give positive feedback.
- Engaging families: Families connect with their child's account on Seesaw to see what their child is learning in school, and can track their child's progress.

The school has found that using Seesaw has had a number of benefits, including: increased student and

family engagement. Staff also enjoy the use of Seesaw as they can capture learning of all forms of learning experiences and provide recorded instruction.

Overall, the school is very happy with the results of using Seesaw as it has helped the school to create a more engaging and interactive learning environment for students. It has also helped the school to improve communication with parents & carers, giving them a window into their child's school life.



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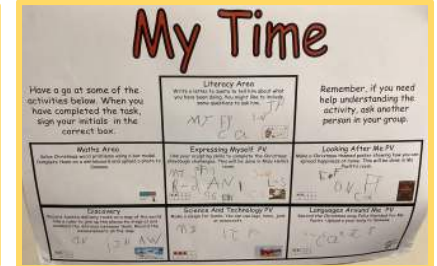
## I Independence

At Brackla we strive to help create an environment where learners are motivated, confident and, most importantly, independent. Our school 'Happy together, learning forever' promotes the importance of building life-long learners and creating opportunities for our pupils to become independent in future life. From a very early stage at Brackla Primary children are encouraged to develop independence in their skills and progress towards independent learning. The learning environments promote independence for children to select resources, find support materials and make choices.

Our curriculum provides a balance between adult guided tasks and activities where pupils can explore, play and learn more independently. Our younger pupils contribute to the planning of 'My time' activities and progress to 'Topictastic' activities where pupils practise skills

independently they may have learned in directed tasks. Children are encouraged to ask 'Three before me' before asking the adult for help, encouraging pupils to seek to support each other and encourage independence. Developing independence contributes to other life long skills including:

- Organisational skills
- Resilience and perseverance
- Problem solving
- Positive wellbeing
- Interpersonal and social skills



# AZ Journey through Brackla

## J Joint planning

Planning in BPS occurs at many levels. The ultimate aim of any plan is to bring about continuing and progressive improvements in pupil learning and achievement.

Planning at a **whole school** level involves the development of both curriculum plans and organisational policies based on priorities identified as a result of regular self evaluation. This is undertaken with a range of stakeholders and for a variety of purposes.

**Curriculum planning** has been an integral in developing our curriculum bespoke to our context and pupil needs in line with Curriculum for Wales. This has been done at whole school, Progression Step and individual level and is constantly evolving. We have **long, medium and short term** plans in place which outline knowledge, skills and experiences and progressive activities the children will be provided with to develop their learning.

Staff work collaboratively with the Curriculum Lead to ensure there is clear continuity and progression and that pupils' interests are also included to inform and direct the learning and teaching within the classroom.

## Medium Term Planning



PS1



PS2



## Three Year Overview



# **AZ** Journey through Brackla

## **K** Knowledge, skills and experiences

The Curriculum for Wales states that 'nothing is so essential as universal access to, and acquisition of, knowledge, skills and experiences...' At BPS it forms one of the cornerstones upon which our Curriculum has been built.

At BPS we are continue to develop and refine a broad and balanced curriculum where knowledge and skills are equally valued. Our pupils will add to and build up their individual banks of knowledge through authentic and meaningful experiences both in and outside of the classroom and in formal and informal opportunities for learning.

There are lots of different categories of skills; subject specific, transferable and interpersonal. The ability to use and apply specific skills to a task - old or new- is essential for our pupils learning now and in the future.

A skill is defined as the ability to do something well so pupils being given the time to practise and revisit skills is essential.

The experiences that knowledge and skills are developed in can take many forms, from outdoor adventures and workplace simulations to role-playing exercises and community service projects.



# AZ Journey through Brackla

## L Learning and Teaching

Our school motto 'Hapus ynghyd dysgu o hyd' (happy together learning forever) is central to our ethos for learning and teaching in Brackla Primary School. We acknowledge that our children learn in many different ways and recognise the need to develop strategies that allow all children to learn in ways that best suit them. Over the years, we have trialled different approaches which have been based on research, visits to other schools and professional learning.

Regular review and reflection has ensured that approaches are refined and amended to ensure impact is evident and purposeful, suiting the needs of all of our children. We believe our staff are our greatest resource and have the biggest influence on pupil's learning. Professional development is key to developing knowledge, skills and strategies and takes a range of forms in our school including visits to and from other

cluster schools, virtual and accredited training or sharing of best practice or through our website.

In Brackla, we utilise a range of teaching styles based on positive relationships and high expectations. Successful changes to our teaching approaches have included: classroom reorganisation - the use of focused and independent groups throughout the school; feedback and marking (see 'M'); pupil voice (see 'G'); differentiation - tailoring activities to individual pupil needs; deployment of support staff and through strategies such as Voice 21 and maths mastery.



# AZ Journey through Brackla

## M Marking

Verbal feedback is the primary form of marking in all classes in 2017. It was adopted following extensive reading and trials of other well published feedback strategies. At Brackla Primary School we recognised that distance marking had little or no benefit for the pupils and for the teachers was incredibly labour intensive. Teachers were always playing catch up with their pupils and expecting them to 'remember/look at what I wrote two days ago'. Verbal Feedback means the teacher is reacting to what the child is doing/writing/saying there and then. Misconceptions or mistakes can be addressed instantly through discussion, modelling, taking a step back, revisiting prior learning.

High quality feedback is also given when everything is on track and no mistakes are evident. The process of discussing learning can lead the learner and teacher towards the next steps in their learning.

Very often the only evidence of verbal feedback is a 'V' on digital/book based piece. During practical tasks there are the same expectations.

All staff have received training: how to use the success criteria to guide the verbal feedback given; when to draw attention to SPaG; group feedback v individual. Pupils are also encouraged to use verbal feedback as part of the school's self and peer assessment.

Selected text | They started to tidy up the mess

**G** G STILL  
00:26 21 Sept  
Start this sentence with an adverb please to tell me how they were cleaning/tyding up

**J** Jack MEECHAM  
09:06 21 Sept  
Marked as resolved

17+1=18    10+2=12    14+5=27  
6+6=12    12    8+4=12  
11+1=12

View Original    View Google Doc

7 December 2023 16:43

Home Learning  
Ms Pavitt Great work, well done. 5 housepoints.

**HOW TO STEAL**

INTRODUCTION  
In each of the chapters I have written about the different ways that people steal. I will be writing about how to steal from a shop.

INSTRUCTIONS  
1. Go to the shop and look at the things you want to steal. 2. Take the things you want to steal. 3. Run away from the shop. 4. Hide the things you have stolen. 5. Don't get caught.

Illustration of a character with a red hat and a green body, holding a bag.

17+1=18    10+2=12    14+5=27  
6+6=12    12    8+4=12  
11+1=12

View Original    View Google Doc

7 December 2023 16:43

Home Learning  
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# AZ Journey through Brackla

**N** National, local and global

Wales as a member of the global community is a prominent multifaceted feature of the learning experiences that the children are immersed in. Whether it be comparing and contrasting how Diwali is celebrated by the Welsh Hindu community with the celebrations at the Shri Swaminarayan Mandir temple in London or Bandi Chhor Divas celebration at Amritsar India.

Or perhaps completing research into the devastating manmade environmental disaster at Aberfan and how the lessons learnt, have impacted the global fossil fuel market and usage. The pupils are able see that a small country can have a massive impact environmentally at a global level.

In 2025 the United Nations said  
“What Wales is doing today, the World will do tomorrow - action more than words is the hope for our future generations.”

Our pupils are tasked with being responsible custodians of our school, the local community and eventually the wider world as they grow. Understanding how Wales has affected the past and present and developing a sense of 'cynfin' will ensure the future for Wales.



# AZ Journey through Brackla

## O Outdoor Learning

Outdoor learning is an integral part of our curriculum that embraces the outdoors, providing learners with invaluable and active learning experiences. Through regular well planned activities, the learners have opportunities to develop sensory experiences and connect with the environment in a more meaningful way.

Brackla Primary is fortunate to have extensive grounds which staff use very well. In addition, full use is made of the local community, with regular visits to places such as Tremains Wood, local parks and around the estate to enhance our provision. Opportunities for outdoor learning exist within and across all Areas of Learning and Experience (AOLEs) and help to develop personal and social skills, communication, risk taking, problem solving, thinking skills and teamwork.

Outdoor learning is a strength of the school and we have been supporting other schools and organisations to develop their provision. This has included a workshop for Swansea University PGCE students; visits from, and to other schools. In addition, a cluster project 'Mission Survival' for care experience children brought staff and children together from the cluster schools to develop a wide variety of skills utilising the outdoors.





# AZ Journey through Brackla

## P Progression

We have worked hard to design a bespoke curriculum which is relevant to our pupils and school context, selecting the knowledge, skills and experiences that best support our pupils to progress in the ways described in the Curriculum for Wales.

Descriptions of Learning within each statement of what matters in each Area of Learning and Experience (AOLE) are used to support staff in understanding what progress looks like in each Progression Step. Staff provide opportunities to identify the progress being made at different time periods in a variety of different ways. This may include baselining activities at the start of a topic/theme, though Feedback Friday, during focussed tasks and through summative assessments such as reading tests, spelling tests and national tests.

We have also been working with our cluster of schools to

develop a shared understanding of progression, with AOLE leads working together to create progression maps. Last year, we completed maps for Science and Technology and Health and Wellbeing, with the focus this year on Mathematics and Numeracy and Languages, Literacy and Communication.





# AZ Journey through Brackla

## R Rich Tasks

Rich Tasks have become an integral part of the planning process at Brackla Primary School. Each class is expected to complete a Rich Task towards the end of the termly topic. The purpose and intended audience is always shared with the pupils at the start of the topic and as the topic unfolds the finer details of the Rich Task are put together by pupils and staff. The Rich Tasks are set with no immediate known solution -direction for the pupils. The Rich Tasks require the pupils, as individuals or class cohorts, to use a high level of cognitive processing. Often the pupils will be required to think abstractly in order to make connections between the knowledge and skills they have learnt and been taught with the real world problem set through the Rich Task.

As pupils strive to complete the Rich Task new learning will take place and a deeper understanding of the concepts learnt occurs.

Rich Tasks have included: organising a party for the children in nursery and reception; a giant game of Cluedo around the school for parents to take part in; building the Taj Mahal in the foyer using recycled materials; Hosting a premier of the film that the class produced; having a book published of stories written and a book launch event.



# AZ Journey through Brackla

## S Self Evaluation and School Development

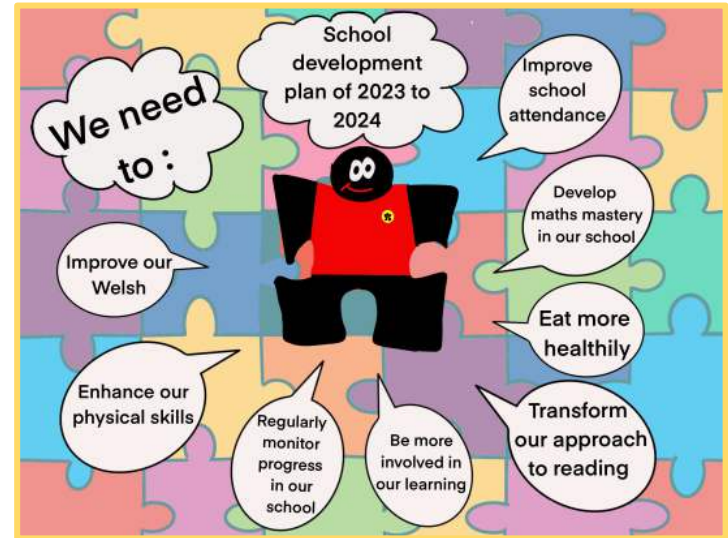
### Planning

Self-evaluation leading to sustained self-improvement is at the core of the school development planning with the resulting actions and targets captured in our School Development Plans (SDPs). Our self evaluation is conducted within a framework underpinned by a clear timetable that supports the collection of first hand evidence from a range of sources including work scrutiny, listening to learners, planning sampling, observing learning and teaching, data analysis etc. At its heart, self evaluation aims to establish: How well are we doing? How do we know? What do we need to do to secure further improvement?

In Brackla Primary, our School Development Plan (SDP) is a strategic plan for improvement which takes into account all the information gathered throughout

the year as part of the self evaluation process. The SDP brings together our school's priorities, the main measures we will take to raise standards, the resources dedicated to these, and the key outcomes and targets we intend to achieve.

Our SDP has been created with input from stakeholders and is a working document which is regularly reviewed and amended as appropriate. This year we have created an animated summary for families along with a pupil friendly version.



# AZ Journey through Brackla

## T Transition

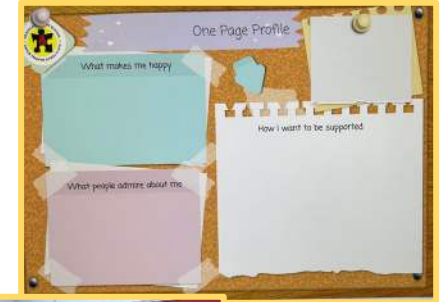
Transition into primary school is a big change for children and their families. At Brackla Primary we endeavour to support transition from home or pre school settings and make this change as happy and seamless as possible. Families are provided with detailed information in our school prospectus and also how they can support their child to prepare for this transition. The child and their parent/carer makes visits to the school to enjoy the learning environment and as an opportunity for families to meet and discuss any concerns they have with the teacher.

When children reach Year 6 they begin a period of support as they make the transition into secondary school. At Brackla Primary we have good links with feeder and non feeder comprehensive schools to ensure that pupils are prepared for the next step in their education. Staff from the feeder secondary offer taster lessons in our school and pupils can make visits to the new school.

Pupils who have additional learning needs or require a more targeted pathway are offered enhanced transition through

'Helping Hands' support. The school's ALNCo links with the ALN department in the receiving school and also supports the Year 6 teachers at meetings to discuss all pupils and any support they may require. Any safeguarding concerns are shared with the Designated safeguarding Person at the receiving school.

At Brackla Primary we make good use of individual One Page Profiles to support transition into school, between year groups and also into secondary school.



# AZ Journey through Brackla

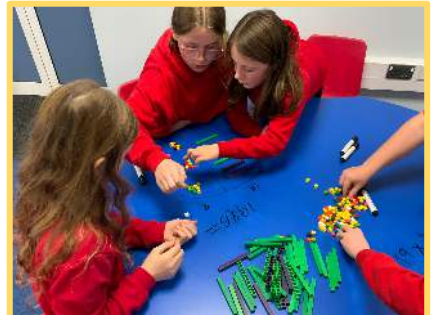
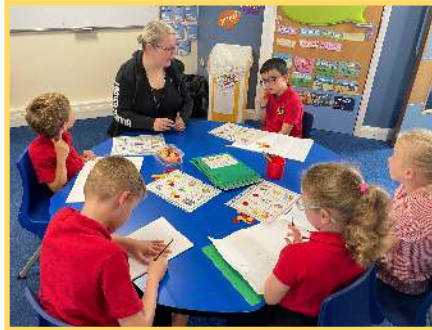
## U Universal Provision

At Brackla Primary School we ensure the needs of all children are met through high quality teaching and learning provision. Universal Provision is what is ordinarily available for all pupils and seeks to support the learner to make progress and thrive at school. Our Universal Provision includes:

- whole class teaching
- effective differentiation
- collaborative group work
- individual and small group interventions
- appropriate and reasonable adjustments to enable access to the school environment, curriculum and facilities.

All pupils at Brackla Primary have a One Page profile outlining any specific Universal Provision that assisted them at school.

The very few learners who do not make good progress through Universal Provision at Brackla Primary may be identified as having ALN and require Alternative Learning Provision. Our school ALNCo supports staff to provide good quality Universal Provision for pupils and any coordinates ALP required for individual pupils.



# AZ Journey through Brackla

## V Vision and Values

Our school vision 'HAPUS' aligns to our mission statement 'Hapus ynghyd, dysgu o hyd' (happy together learning forever) and is central to everything we do in Brackla Primary School. It helps us to communicate to our school community what our school values and beliefs are, keeping everyone focused on our core purpose. HAPUS has been created with input from all stakeholders and is regularly kept under review to ensure it reflects our changing context and community. In Brackla, HAPUS means:

- Happy and healthy
- Aspirational and active
- Positive and patient
- United and understanding
- Supportive and successful

We believe the ethos of the school should be built on a foundation of core values. Our values have been reviewed by the Brackla Pupil Senedd and are aligned to

the United Nations Convention on the Rights of the Child (UNCRC). They are the basis for social, intellectual, emotional, spiritual and moral development of the whole child.

Each month a new value and right is explored through the curriculum and in collective worship, with weekly Headteacher Awards given out to recognise children's awareness.



# AZ Journey through Brackla

## W Wellbeing

Wellbeing is at the heart of all learning at Brackla Primary. We endeavour to create a learning environment where pupils feel safe, valued and respected. Pupils are encouraged to have an awareness of their feelings and emotions, a foundation upon which empathy can be developed. The pupils and adults at school learn skills to support their own mental health and emotional well-being and that of others. Brackla Primary seeks to create a culture where talking about mental health and wellbeing is encouraged. Brackla Primary embraces the importance of learning outdoors and the positive impact it can have on wellbeing.

The Thrive approach supports learners and staff to develop strategies to help them to regulate their emotions, contributing towards good mental health and emotional well-being and enables learners to recognise when and where to seek help and enables learners to

recognise when and where to seek help and support. All pupils are assessed bi-annually in Thrive and plans generated where pupils need group or individual support for their wellbeing and personal development. All pupils take part in 'Thrive time' on Monday mornings where they explore relevant stages of development themes to help support healthy relationships and positive well being.

Brackla Primary works hard to recognise and support staff wellbeing ensuring all stakeholders have a 'voice' and can make a valuable contribution to school life whilst also taking care of their own wellbeing.





# AZ Journey through Brackla

## X Xtra Curricular

The school has always provided opportunities for pupils to take part in engaging extra curricular clubs. Unfortunately these could not take place during Covid. A discussion by the SMT was held on extra curricular activities June 2022 and it was decided that clubs would re-start in the new academic year. The Senedd were tasked with finding out some information with regards to what activities and when the children would like them to be held.

A Google form was created and filled in by 155 pupils from years 2,3,4 and 5. The responses were shared with SMT by members of the Senedd who then shared the results with staff. Members of staff were then asked if they would like to volunteer to run a club over the course of the year. One of the findings from the survey was that a number of pupils were unable to attend after school clubs as parents were unable to collect them at the different

times. This has led to the introduction of some lunchtime clubs so no children are disadvantaged. The list of clubs for each half term are shared with the pupils and parents with pupils in years 2,3,4,5 and 6 having the opportunity to sign up for the ones they like.

Clubs have included active fun, basketball, card sharks, choir, circuits, football, French, karate, music, netball, Procreate, Rangers, basketball, karate, musical theatre, singing stars, Spanish, tag rugby, circuits and Zumba.



# AZ Journey through Brackla

## Y YERN (Young Education Research Network)

Brackla Primary School joined forces with Dr Russell Grigg of Swansea University to pilot a programme to teach and support pupils of all ages to carry out quantifiable research in our school. The research can be both curriculum based i.e researching the role of women during World War Two or school based, researching the impact of learning outdoors. It is all about the process.

The YERN model is based on a cycle of activities that most adult researchers undertake: **planning** what they want to find out; **collecting and analyzing** data; **sharing** findings; and **evaluating** the process. All of these steps are underpinned rigorously by a set of ethics devised by the research team. In addition all the researchers are encouraged to consider the following values throughout the process:

**Challenge**- is the research making us think hard?

**Clarity** - is the purpose of our research clear?

**Curiosity** - is our research interesting and of value?

**Care** - are we showing care and respect during the research process?

In addition, the Research Ambassadors at Brackla Primary have been tasked with teaching the teachers to become better researchers in order to help them plan and support the pupils in our school.



# AZ Journey through Brackla

## Z ZOOM

The Covid pandemic and subsequent lockdown in 2020 transformed the way in which schools operated. In Brackla Primary, we had to adapt very quickly to establish the most effective way of delivering a blended learning programme to reach as many of our children as possible. Although we had used Seesaw for recording pupil progress, the decision was made to use it as our main platform for home learning. This came with many challenges including staff competence, pupils' access to technology and levels of engagement to name a few. As the school was closed, it also meant that staff needed to work from home in a different way.

As a result, much of the contact with pupils and staff became virtual, with check-ins, meetings and training taking place online, through a variety of platforms including Zoom, Teams, and Google. Tutorials for all demonstrated how to use a variety of apps such as

Flipgrid, Jamboard, Nearpod and Google Education.

Even after the pandemic, many things remain in place:

- Increased use of Seesaw for home learning and communication with families;
- Google Drive for staff to share documents;
- Virtual attendance at meetings;
- Synchronous (live learning) and asynchronous (distance) learning.

