Blended Learning Policy

We will review and update this policy regularly, in line with changes made by the Department of Education and Achieving for Children (AfC)

To be read in conjunction with
- Pre-recorded videos for Parents on Google Classroom
- Google Meet Acceptable Use: Children, Parents and Staff
- Online Acceptable Use for Children, Parents and Staff
- Computer Loan Contract for families
- Attendance policy

CONTENTS
The policy is organised into the following sections:

1. **DEFINITION**

Blended Learning can be defined in a number of ways all of which will be detailed in the policy below:
- It is a two- way process of teaching. The first is traditional face-to-face interaction to educate, which is what happens when we are all in school. Whilst the second is through electronic platforms to educate online. Blended learning therefore can be a combination of lessons which require pencil and paper and those which require a computer, and a child may experience both in one day.
- Blended learning can also refer to the partial opening of the school, where upon an individual or year groups isolate whilst others remain on site.

2. **AIMS**

Our aims are to
- Ensure consistency in the school's approach to blended learning
- Set out expectations for all members of the school community with regards to blended learning
- Ensure the curriculum, teaching and learning is progressive
- Reflect the school's commitment to safeguarding our children
- Reflect the school's commitment to staff workload and wellbeing

3. INDIVIDUAL ABSENCE FROM SCHOOL

If a child is absent due to any other sickness, *not* Coronavirus
If the parent has reported child absence due to non-Coronavirus related sickness, we do not expect the child to complete work. Rather we wish the child a full recovery and expect them back in school as soon as they are better. In this instance, if the child is well enough to work from home, then they should be in school.

If a child is absent due to Coronavirus symptoms
We do not expect the child to complete work, rather we wish the child a full and quick recovery.

If a child is no longer symptomatic* but remains absent due to isolation or awaiting a Coronavirus test result
We expect the child to access the blended learning for individuals, see instructions below.
A child may be well enough to work if they have a lingering cough and loss of smell / taste but **not if they still have a high temperature.*

If a child is absent due to a family having to isolate but they are symptom free
We expect the child to access blended learning for individuals, see instructions below.

Communication with Child's Parent/Carer
If a child is absent but well enough to access work, a member of staff, in the first instance the Class Teacher and then LSP **will keep in touch by phone call at the end of the first week** and again by the end of the second week.

Work Set by Teacher for Child
The class teacher will email a weekly timetable of tasks for the child to complete. This will be based on what the class is doing in school and will include
- Subject-specific tasks
- Suggested timings
- Brief description of activity and expected outcome
- Links to resources

Assessment of Child's Work and Feedback
Children are expected to complete their blended learning in exercise books provided by the school. Each piece of work will need a date and a Learning Objective (provided by teachers). On completion these can be returned to school for the teacher to light mark. The purpose is to acknowledge the work the child has completed, understand what was achieved and what missed, reinforce our expectations of remote learning. Books can be marked after being stored in school for 72 hours. Once marked the books will be returned to the child to keep at home.

4. IF A WHOLE CLASS/SCHOOL ISOLATES

In the circumstances of a whole class or school having to isolate, our blended learning offer differs to that described above.

Our aims are for children to make good progress when learning in school *and* when learning remotely from home. Therefore, blended learning will follow what takes place in school, *as closely as possible.*

Blended Learning Timetable
This differs slightly from the usual class timetable, see example below, but the aim is for teachers to progress through the curriculum and continue to teach new content as they would in the classroom. However, we do understand the challenges of children accessing learning from home without the usual support of teaching staff and peers and since the wellbeing of our children is paramount, so adaptations have been made to the usual timetable that would be followed by school through the introduction of a daily PATHS/PSHE and PE lesson.

The timetables will be uploaded to the class pages of the website.

Example class timetable for Reception (Autumn Term)

Example timetable for Reception

	9.00 – 9.15	9.15-9.45	9.45 - 10.30	10.30 – 10.45		11.00-11.15	11.00-12.00		1.00 – 1.15	1.15 – 1.30	1.30 – 2.30	2.30 – 3.00	3.00-3.15
M	Online register/ Assembly	LIVE LESSON (phonics)	Independent play	Reading activity	SNACK TIME	Maths	Independent play	LUNCH	Physical Activity	Poetry Basket	Independent play	LIVE Storytime	PATHS/ PSHE
T	Online register/ Assembly	LIVE LESSON (phonics)	Independent play	Reading activity		Maths	Independent play		Physical Activity	Handwriting/ Mark making	Independent play	LIVE Storytime	PATHS/ PSHE
W	Online register/ Assembly	LIVE LESSON (phonics)	Independent play	Reading activity		Maths	Independent play		Physical Activity	Themed input/ activity	Independent play	LIVE Storytime	PATHS/ PSHE
Th	Online register/ Assembly	LIVE LESSON (phonics)	Independent play	Reading activity		Maths	Independent play		Physical Activity	Music	Independent play	LIVE Storytime	PATHS/ PSHE
F	Online register/ Assembly	LIVE LESSON (phonics)	Independent play	Reading activity		Maths	Independent play		Physical Activity	Themed input/ activity	Independent play	LIVE Storytime	PATHS/ PSHE

Play is an important element of learning within the Early Year's Foundation Stage and so a large part of the children's day will involve independent play. See the separate guide for parents for supporting play at home.

Example class timetable for Year 1:

	9.00 – 9.15	9.15-45	9.45 – 10.15	10.15 – 10.45		11.00-12.00	11.45-12.00		1-1.30	1.30-2.30	2.30-3.15
M	Online register/ Assembly	Reading	LIVE LESSON (phonics)	English	BREAK	Maths	DAILY PATHS/ PSHE	LUNCH	PE	Topic	LIVE Storytime (optional)
T	Online register/ Assembly	Reading	LIVE LESSON (phonics)	English		Maths	DAILY PATHS/ PSHE		PE	Topic	LIVE Storytime (optional)
W	Online register/ Assembly	Reading	LIVE LESSON (phonics)	English		Maths	DAILY PATHS/ PSHE		PE	Topic	LIVE Storytime (optional)
Th	Online register/ Assembly	Reading	LIVE LESSON (phonics)	English		Maths	DAILY PATHS/ PSHE		PE	Science	LIVE Storytime (optional)
F	Online register/ Assembly	Reading	LIVE LESSON (phonics)	English		Maths	DAILY PATHS/ PSHE		PE	**Music**	LIVE Storytime (optional)

Example class timetable for Years 2-6:

	9.00 – 9.15	9.15-10	10-10.45		11.00-11.45	11.45-12.30		1-1.45	1.45-2.30	2.30-3.15
M	Online register/ Assembly	Spelling/ Reading	**LIVE ENGLISH LESSON**	BREAK	Maths	DAILY PATHS/ PSHE	LUNCH	PE	Science	LIVE Storytime /Maths Meet (optional)
T	Online register/ Assembly	Spelling/ Reading	PATHS/ PSHE		**LIVE ENGLISH LESSON**	Maths		PE	Topic	LIVE Storytime /Maths Meet (optional)
W	Online register/ Assembly	Spelling/ Reading	DAILY PATHS/ PSHE		Maths	**LIVE ENGLISH LESSON**		PE	Topic	LIVE Storytime /Maths Meet (optional)
Th	Online register/ Assembly	Spelling/ Reading	Phonics Challenge		Maths	DAILY PATHS/ PSHE		**LIVE ENGLISH LESSON**	Topic	LIVE Storytime /Maths Meet

											(optional)
F	Online register/ Assembly	Spelling/ Reading	Phonics Challenge		Maths	Music		DAILY PATHS/ PSHE	**LIVE ENGLISH LESSON**	LIVE Storytime /Maths Meet (optional)	

All pupils in Year R to Year 6 will be expected to use **Google Classroom** for remote learning. This is the platform where teachers upload and assign lessons for the day, interact with their pupils via the Google Meet function and review work which has been submitted electronically. **Tapestry** will continue to be used in Reception to evidence learning.

Lessons will be uploaded for the day ahead by **8.30am.**

See Appendices for details on how to use Google Classroom.

Google Meets is the LIVE interaction function. It will be used for
- Daily live phonics lessons (YR-1)
- Daily live writing lessons (Y2-6)
- Daily live storytime (YR-Y2
- Daily live 'maths meet' (Y3-6)
- Please refer to the Google Meet Acceptable Use Agreement to be signed by children, parents and staff

Pre-recorded Videos and Powerpoint Presentations with audio
- Pre-made videos and powerpoint presentations with pre-recorded audio, where applicable, to be used to support learning. This may be a video made by the class teacher or from other educational organisations such as White Rose or BBC. The videos will be uploaded into Google Classroom.

Registration
Children will register via the Google Classroom stream at 9.00am.

Assemblies
These will be pre-recorded daily assemblies for the whole school.

Reading Lessons
Teachers will set reading tasks based on children's own books or the class text (see Writing lessons below) or books that can be accessed for free via websites such as EPIC. There will also be a daily 'storytime' video and/or Live storytime.

Phonics Lessons (YR - 2)
These will be live whole class lessons with the teacher for children in YR and Y1. Daily phonics lessons for Y2 will include the Letters and Sounds English Hub phonics videos for home and school (Youtube links provided).

Spelling Lessons (Y3 upwards)
Spelling will continue to focus the No Nonsense scheme.

Maths Lessons
Daily maths lessons will include White Rose maths videos and/or a Powerpoint presentation plus tasks to complete.

English Lessons (Y1)
Daily tasks will be set and teachers will provide Powerpoints with audio (as necessary) and/or video links.

English Lessons (Y2-6)
These will be live whole class lessons with the teacher. They will be at different times on different days so that

siblings who share an electronic device at home can access them. Writing tasks will be set as well as reading comprehension questions.

Science Lessons (Y1-6)
Weekly tasks will be set and teachers will provide powerpoints with audio (as necessary) and/or video links.

Music Lessons
Holly, our music teacher, will continue to plan and upload weekly music lessons.

PE Lessons
Daily PE lessons will be based on Joe Wicks videos.

PSHE/PATHS Lessons
These will be daily and may include emotional well-being tasks and activities.

Foundation Subjects (History, Geography, Art, DT, RE – Y1-6)
Teachers will continue to teach the foundation subjects in the planned blocks. This will include activities, powerpoint presentations with audio (as necessary) and/or video links.

Afternoon activities (YR)

These will link to current learning themes/focus areas of development for the class. These will include activities, videos (Poetry Basket) Powerpoint presentations with audio (as necessary) and/or video links.

Children on the SEND Support Register
Children on the SEND support register or who have fallen behind with their learning may require additional support to understand and complete their work. Reasonable adjustments will be made in response to individual need and circumstance to, for example, reduce stress or cognitive overload or to increase flexibility within the timetable. These will be suggested/offered by the class teacher or SENCo, and be agreed by both school staff and the child and/or their family. Adjustments may include:

- Differentiated work tasks
- Reduced workload e.g. completing fewer sessions in the day or fewer activities within a session
- Printable worksheets to complete in exercise books as an alternative to accessing learning via Google Classroom, where this is a particular barrier for pupils in Years 2 to 6.
- Invitation-only group support, where staffing allows, primarily through the use of a small-group Google Meets sessions
- A different timetable or alternative learning tasks where children have an Education, Health and Care Plan and are unable to access the tasks set for the class

Assessment of Children's Work and Feedback

- We expect all work set to be completed by the end of the day. Please note the deadline is not for 3:30pm, but instead the end of the day, this provides parents with the flexibility to arrange their day.
- Teachers will keep a daily paper log of who is accessing work and engaging in the work set.
- At times, it may be that answers for eg maths tasks may be posted the next day so that parents/carers can support marking or children can mark their own work
- Teachers will request photographs or screen grabs of daily maths and English work to be uploaded to Google Classroom. In Reception, parents will be expected to upload photos of the children's learning to **Tapestry** for review by the class teacher or LSP.
- Teachers may request that children use Google Docs on Google Classroom to submit/save work (see Children's Guidance)
- Teachers will make use of 'quizzes' to assess understanding of knowledge and skills on Google Classroom

- At times, teachers may ask children to complete tasks in the exercise books provided.

6. RESOURCES

Families
- All families will require a computer or tablet with internet access
- All children will receive a school exercise book to record their learning

The school will loan out its equipment to those families who require it **during a whole class or school closure** situation, not when an individual is isolating.
Whilst on loan the maintenance and upkeep will be the responsibility of the parent, please refer to the Computer Loan Contract.

7. ATTENDANCE AND ENGAGEMENT

- Children need to register their 'attendance' via the Google online stream at 9.00am.
- If a child is sick and unable to complete work at home, parents/carers must inform the school office via phone or email on info@kewriverside.richmond.sch.uk on each day that their child is ill, by 9.15am.
- A member of staff will contact parents/carers if their child has not registered by 9.15am and there has been no contact from home.
- Teachers will maintain a paper log of children's 'attendance'.
- A log will also be maintained of children's attendance at live lessons and their completion of online learning tasks.
- If a child does not engage in the learning, parents/carers will be contacted.
- If the school is unable to make any contact with a family for 3 days, then we will contact the Educational Welfare Officer as a potential safeguarding concern.
- If there is no evidence of engagement in the online learning for 10 days, a referral will be made to the Educational Welfare Service.
- *Please see also the Attendance policy.*
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8. COMMUNICATION WITH PARENTS/CARERS

- Parents/carers are invited to contact teachers through their school emails or via info@kewriverside.richmond.sch.uk and should expect a response within 48 hours.
- In Reception, communication can also take place via Tapestry.
- The SENCo will keep in regular contact with all parents of children who have an EHCP.
- The Safeguarding Lead will keep in regular contact with all parents whose child has a Family Support or Social Worker.
- The ELSA will keep in regular contact with all parents whose children are on her register.

9. ROLES AND RESPONSIBILITIES

The Children
We expect children learning remotely to:
- Be contactable during the school day, although we understand they may not always be in front of a device the entire time
- Complete work set to the deadline by teachers
- Seek help if they need it, from teachers or LSPs or parents
- Inform the teacher if they're not able to complete work

- Adhere to the Google Classroom Acceptable Use Agreement

Parents and Carers
We consider our work to be in collaboration with parents and therefore expect our parents to:
- Make the school aware if their child is sick or otherwise can't complete work by contacting the school office
- Seek help from the school if they need it, in a positive and respectful manner
- Be respectful when making complaints or concerns known to staff

Teachers
Alongside all other responsibilities as laid out above and in specific job descriptions, staff are responsible for:

- Reporting any child's absence or concerns to the Acting Headteacher who will decide whether it is appropriate for the family to be contacted by a senior member of staff
- Emails received from parents and pupils are to be checked between 9am and 5pm, Mon- Fri. Emails must be replied to within 48hrs. Any concerns should be forwarded to a member of SLT who may choose to contact the parents directly.
- Report any safeguarding concerns on CPOMs and raise with the DSLs directly as necessary.
- Professionalism: dress appropriately for live sessions or videos; avoid areas with background noise and conduct sessions in a professional setting (e.g. not bedroom and, where possible, with a neutral background)
- If unable to work for any reason during contracted hours, report this using the normal absence procedure.

Support staff
- Support children with learning remotely:
  - When requested, attend virtual meetings with teachers, parents and pupils
  - Source and prepare resources and activities as directed by class teachers
  - Make weekly phone calls to families as directed by class teachers
  - Lead a virtual classroom in the sickness absence of a class teacher
  - Prepare storytime videos as directed by class teachers
- Report any safeguarding concerns on CPOMs and raise with the DSLs directly as necessary.
- Professionalism: dress appropriately for live sessions or videos; avoid areas with background noise and conduct sessions in a professional setting (e.g. not bedroom and, where possible, with a neutral background)
- If unable to work for any reason during contracted hours, report this using the normal absence procedure.

Subject Leaders
- Alongside their teaching responsibilities, as outlined above, subject leads are responsible for: monitoring the work set by teachers in their subject
- Review work set weekly on the website / Google Classrooms
- Continue to carry out work as outlined in your action plan which may include online CPD

The DSLs
The DSLs will be responsible for
- Ensuring staff follow the Safeguarding policy
- Making referrals to the Single Point of Access in line with school policy
- Liaising with Social Workers weekly
- Making phone calls to children who have a Family Support worker or Social Worker

The SENCo is responsible for
- Contacting children with EHCPs and their families weekly, either by phone or by email
- Ensuring best endeavours are made to offer provision outlined in EHCPs
- Supporting class teachers to ensure reasonable adjustments are made, so that learning is accessible for those on the SEND register

The Headteacher including SLT
- Monitoring the effectiveness of blended learning
- Reviewing work set by teachers weekly and feeding back
- Monitoring email correspondence between parents and teachers
- Monitoring the security of blended learning systems, including data protection and safeguarding considerations

9. STAFF ABSENCE

When a member of teaching staff is absent due to non-Coronavirus related sickness
Where appropriate, for the first **day** of absence the school will utilise LSPs.
On the second day of absence a supply teacher will be utilised.
Parents will be informed on the third day of sickness arrangements in the class.
The Class Teacher will remain responsible for sharing planning for the week both with the school and online.

When a member of teaching staff is absent due to coronavirus symptoms
Where appropriate for the first **day** of absence the school will utilise LSPs.
On the second day of absence a supply teacher will be utilised.
The Class Teacher will remain responsible for sharing planning for the immediate week both with the school and online. If the teacher is too unwell to work, on subsequent weeks senior leaders will support planning.
Parents will be informed of the absence of the first day of leave and of the arrangements.

When a member of teaching staff is absent awaiting a coronavirus test result – but they no longer have symptoms - or family are isolating
The class teacher is to ensure that all planning is in place for their class and that they keep in contact with senior leaders who will direct their work during the absence period.

October 2020

KRPS Children's Guide to Google Classroom

Part 1: Logging into Google Classroom

Part 2: Accessing the Stream Page

Part 3: Responding to my teacher's comments and posting my own comment

Part 4: The Classwork Page

Part 5: Accessing and Completing Online Lessons

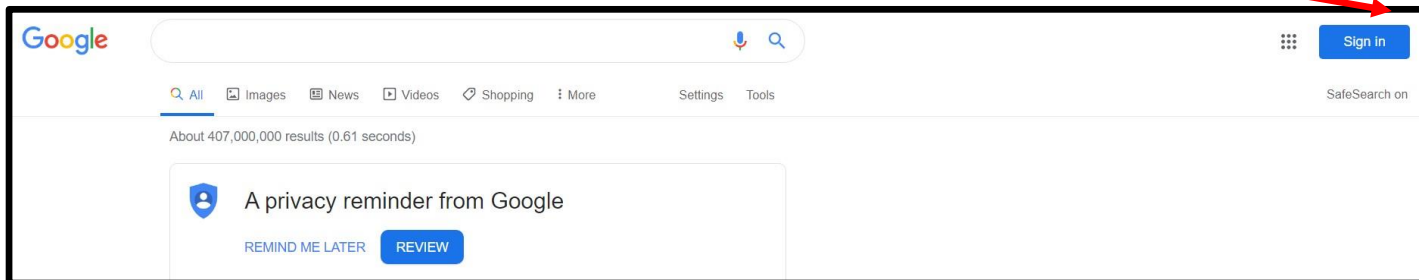**Part 6:** Attaching Electronic Work Complete in Google Docs and Slides

**Part 7:** Attending a Google Meets Session

**Part 8:** Google Meets Sessions

Part 1: Logging into Google Classroom

1) Once on the internet, go onto Google. It is best to use **Google Chrome.**
2) In the top right of the screen, you will see a blue box that says **'Sign in'**, click it

3) If you are logging into Google for the first time with your **new username and password**, you will need to select **'use another account'**
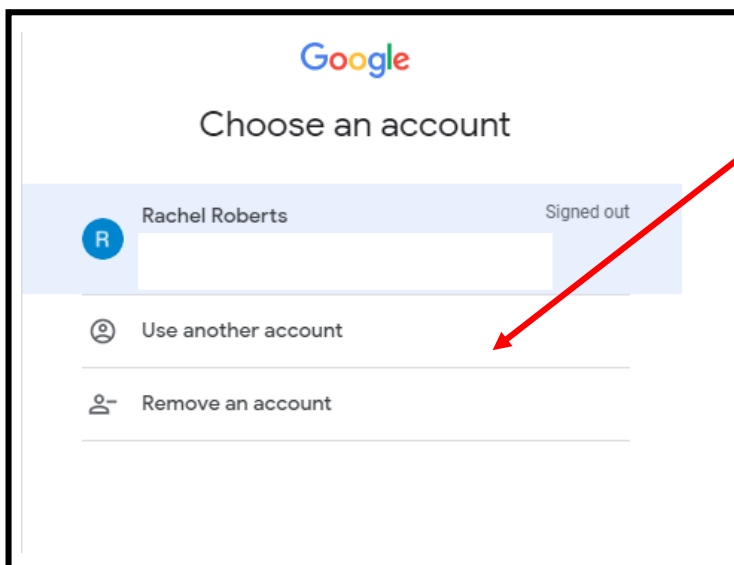
4) You will then be required to add your **Goggle username** and **password,** which was sent home. **Type it exactly as it is written.**
5) Once you have successfully logged in, you will be taken back to the **Google home screen.** In the top right corner of the screen, you should see a **circle with the first letter of your name** in it and a **square made up on 9 dots.**
6) To access your Google Classroom, you need to **click on the 9 dots.**
7) Next, scroll down and click on the **Google Classroom icon.**

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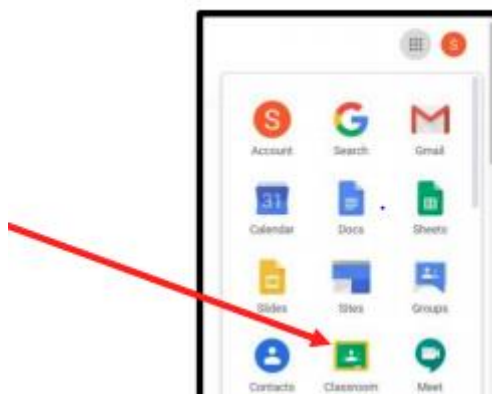
8) You will be then be taken to your **Google Classroom homepage**.

9) All you need to do now, is click on your **classroom image.**
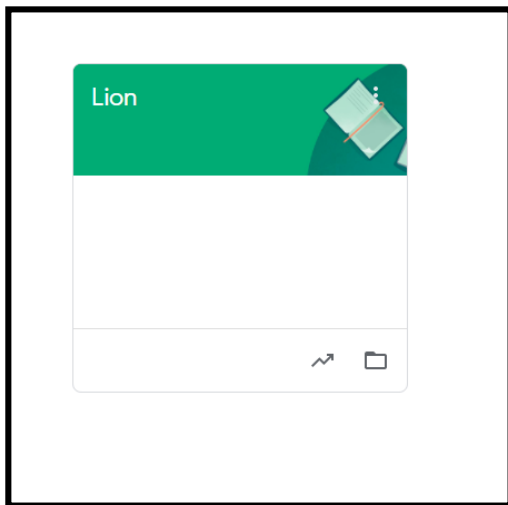
Part 2: The Stream Page

The '**Stream Page'** is one of three pages that you will be able to use in Google Classroom. When you enter your virtual classroom, the '**Stream Page'** will automatically open up.

The '**Stream Page'** is where you can:

- ✓ View comments that your teacher has posted
- ✓ Reply to your teachers' posts
- ✓ Post your own comments and material – if your teacher has turned this function on
- ✓ See what exciting work has been posted for the day

Once you are in your virtual classroom, you will notice at the top of the screen there are three headings '**Stream', '**Classwork' and 'People'.

In the image below, the word **'Stream'** is underlined – this tell you, that you are on the '**Stream Page'**
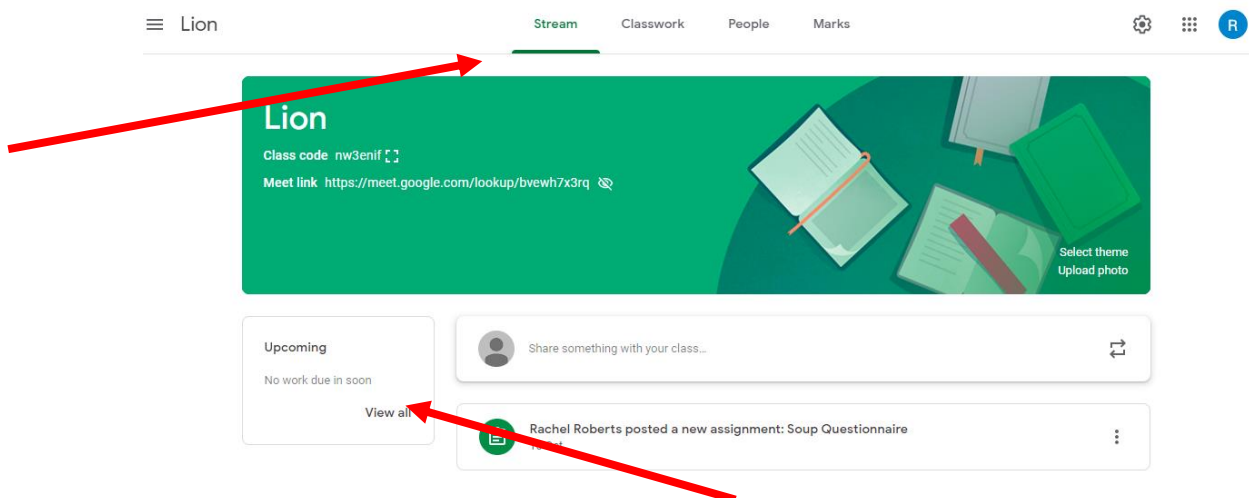
On the left of the screen, under the word **'Upcoming',** all the upcoming work is detailed.

Part 3: Responding to my teacher's comments and posting a comment

On the '**Stream Page'**, your teacher can communicate with you by posting comments.

In the example below, Rachel has posted a comment to her class.
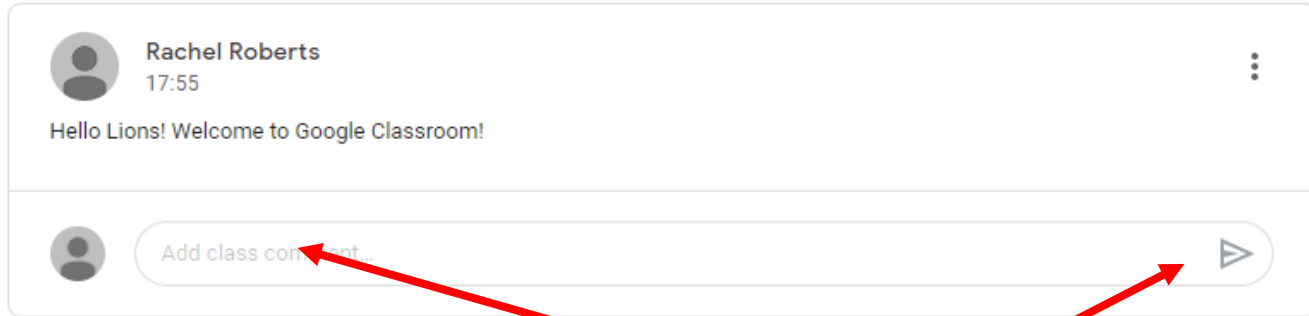
To respond to Rachel's post, you would type your reply in the **'Add class comment'** box and then press the arrow button.

When posting comments please remember that they appear in the whole class stream and can be seen by the whole class.

Part 4: The Classwork Page

The '**Classwork Page'** is one of three pages that you will be able to use in Google Classroom.

The '**Classwork Page'** is where you can open lessons that have been created by your class teacher.

To access the '**Classwork Page'**, click on the '**Classwork'** tab at the top of the screen
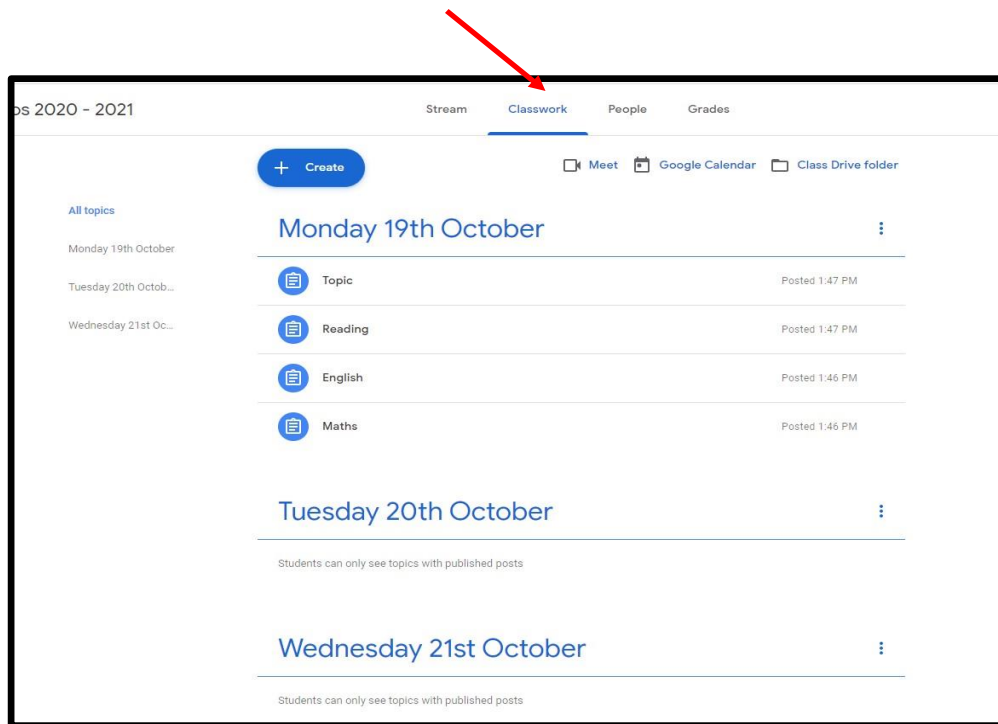
The lessons has been arranged into days, so you are able to easily see what lessons you have to complete for that day.

To access a particular lesson you need to click on the lesson title. So if you wanted to open the maths lesson for Monday 19th October you would click on **'Maths'** heading.
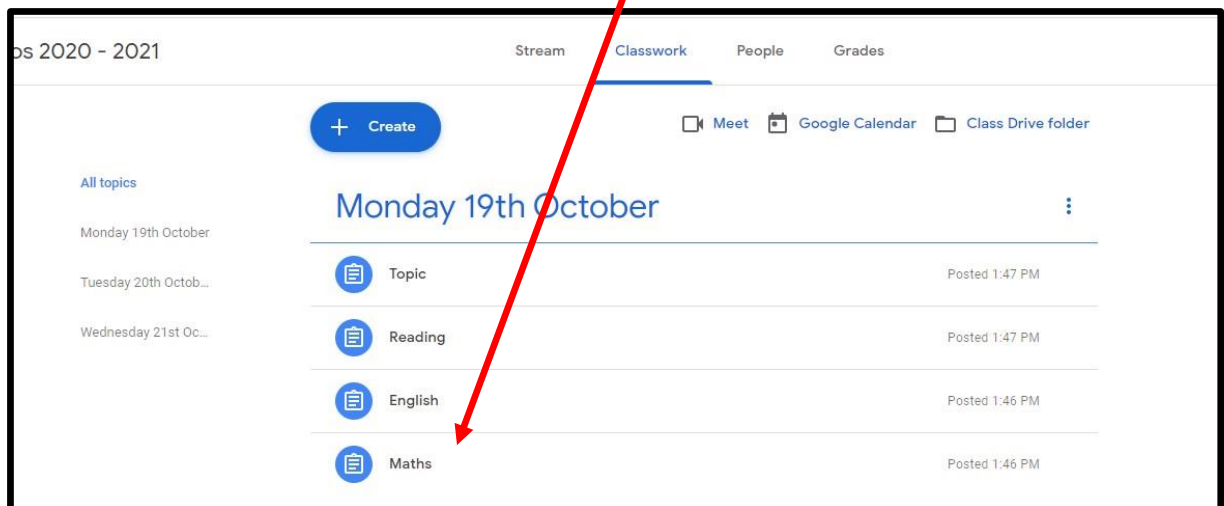
Once you have clicked on **'Maths'**, the following window will open up and you will be able to see the maths lesson in more detail including:

- ✓ Learning Objective
- ✓ Instructions from your teacher
- ✓ Uploads/ attachments which will include the work, lesson input and resources to help you
- ✓ When it is due
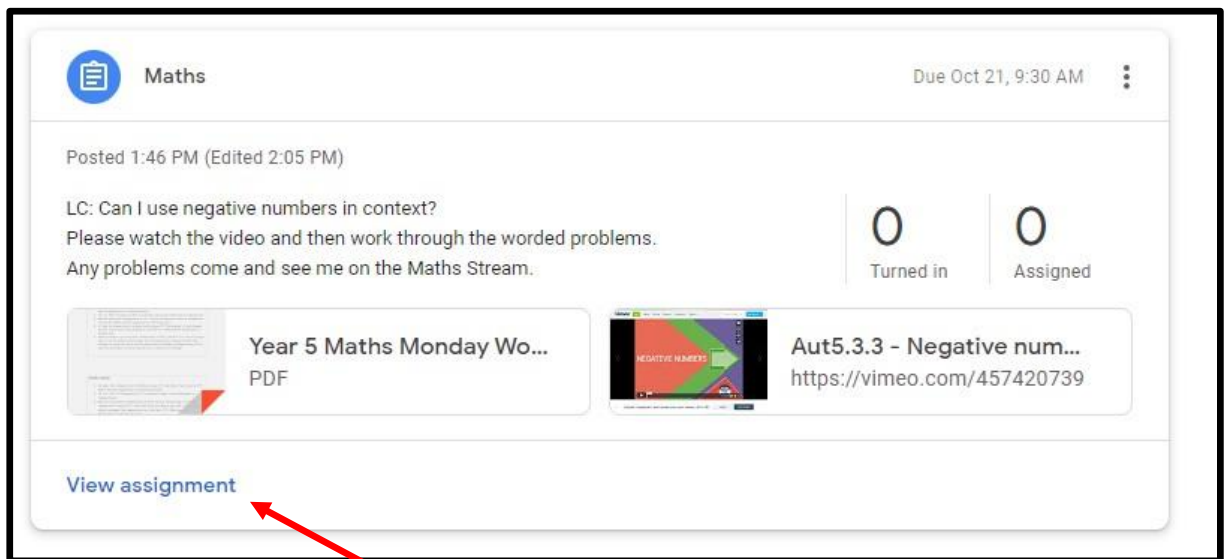
Next you need to click on the **'View assignment'** to open up the lesson in more detail.

Part 5: Accessing and Completing Lessons

If you have followed the steps above and have clicked on **'View Assignment',** to open up your lesson, then you will see the following page.

On the page you can see

- ✓ Learning Objective
- ✓ Instructions from your teacher
- ✓ Uploads/ attachments which will include the word, lesson input and resources to help you
- ✓ When it is due
- ✓ Class comments
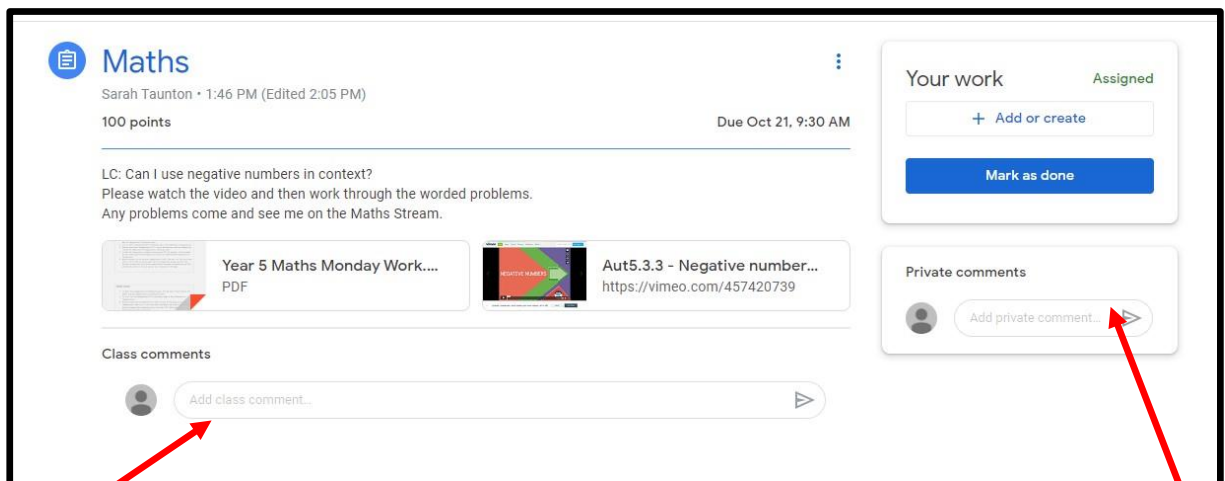
This is different from viewing the lesson in the **'Classworks page'**, as you able to write a class comment to your teacher or friends. So if you need help you can write your question in there and then a teacher will respond and help you. A class comment can be seen by all.

You are also able to write a private comment to just your teacher – a private comment cannot be seen by anyone else.

For every piece of work you have done, even if it is in your Blended Learning book, you will need to click the **'Mark as done'** button to let your teacher know you have completed the work set.
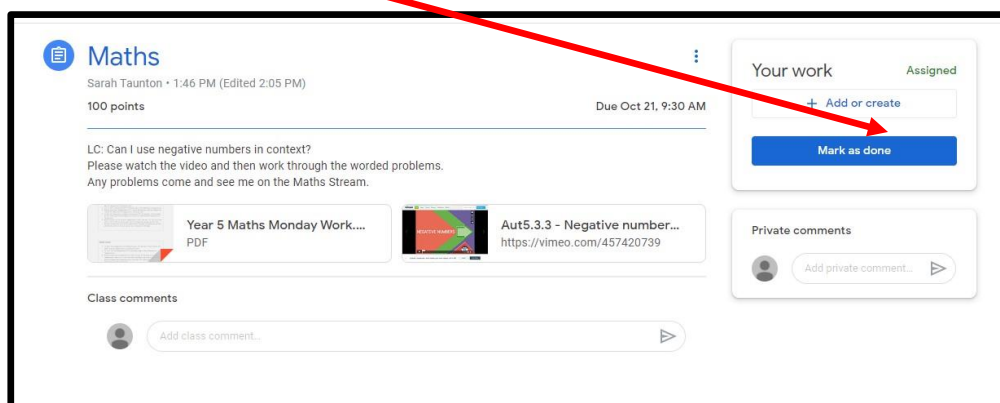

When you return to school we will be checking your Blended Learning books and making sure the work you have said you have completed is in there.

## Part 6: Attaching Electronic Work Completed in Google Docs and Slides

Some lessons may require you to use Google Slides or Google Docs to create a piece of electronic work. You are then able to attach this piece of work and **mark it 'as done'** so your teacher can review it and give you feedback.

To do this follow the step by step instructions below

1) When you are in an individual lesson click on the **'Add or Create'** tab
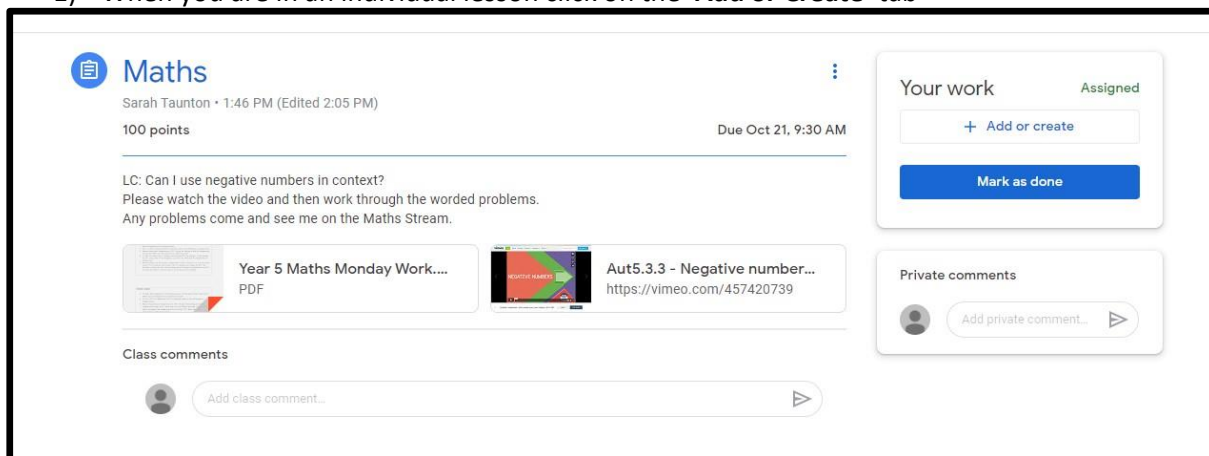
2) Click on either **'Docs'** or **'Slides'** depending on if you want to create a word document or slide presentation
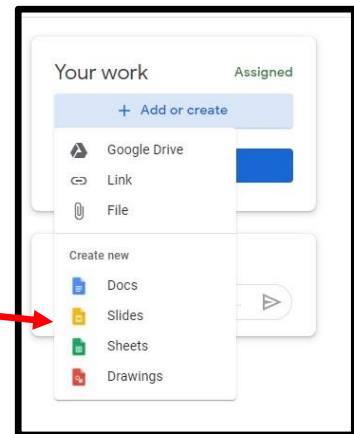
3) Google will then create a Google Doc or Google Presentation for you – it will be shown under the 'Your Work tab'. It will contain your name and then the name of the lesson.
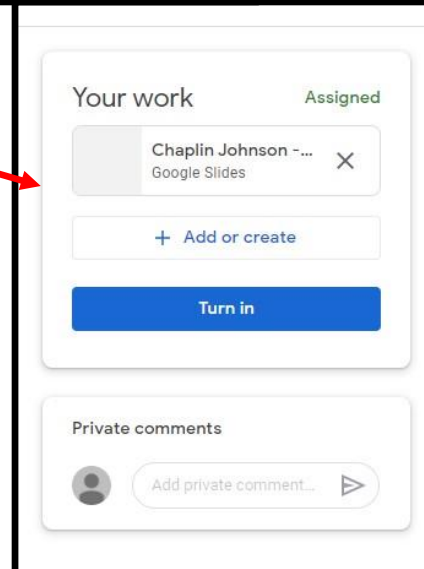
4) To open up your Google Doc or Google Slide Presentation for that lesson, you need to click on it. It will open up a blank Google Doc or Google Slide Presentation for you to complete your work in.

5) When you have finished your work and you are ready to submit it, return back to the Google Classwork page and that lesson and then click the **'Turn in'** button.
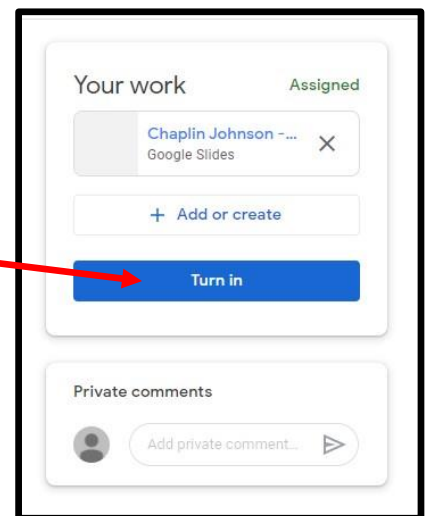
6) Google Classroom will ask you if you want to **'Turn in'** your work with the attachment. Click **'Turn in'** – when you are ready
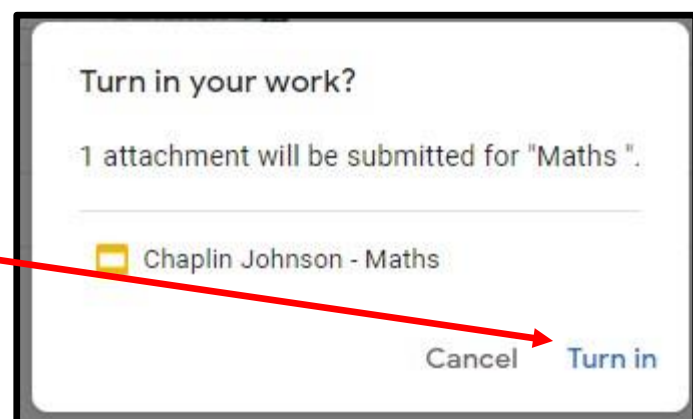
7) When your work has been submitted and ready for marking the blue **'Turn in'** button, will turn grey and will read **'Unsubmit'**
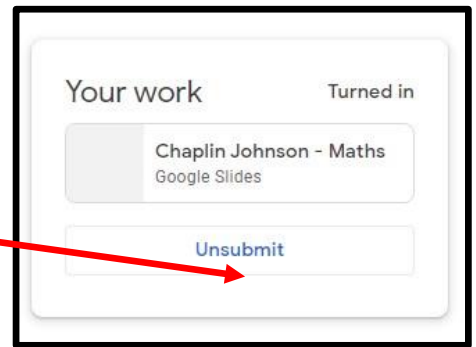
8) If you suddenly realise that you did not finish your work, or left something out – just click the **'Unsubmit'** button and you can carry on working on your document or presentation.

Once you have submitted your work, your class teacher will be able to view it and provide you with feedback. What you did well and maybe a next step.

Part 8: Google Meets Session

Google Meet sessions are when your class and teacher will come together and have a live session. You will be able to see and hear your class teacher and your friends.

Everyday your class will have a timetabled Google Meets session – you can see when yours is by looking at your class timetable on your Google Classroom page

Your Google Meet session will be at a different time each day.

To access your Google Meet session click on the link in in the **'Stream'.**

You will then put in the **'Google Meet'** waiting room. Your teacher will know you are in there and will let you in for the start of the lesson.

For all other expectations around your expected behaviour and conduct see below:

Child Google Meet Acceptable Use Agreement

When we use Google Meets during lesson time, the following behaviour expectations must be understood and followed by all.

Child: To keep everyone safe, I will:
- Ask an adult if I need help to attend a Google Meets session. We hope that children in older years can do this independently.
- Make sure my adult stays in earshot of my Google Meet session.
- Make sure I am in a central area of the house, and not in my bedroom.
- Follow the school expectations for behaviour and be kind to everyone on the call.
- Make sure that I am on time for all Google Meet session. If I am 5 minutes late to a Google Meet session, I know that I will not be able to join.
- Only write comments that relate to my work and not use the chat function to chat with my friends.
- Raise my hand to let the class teacher know that I would like to share something, so that they can unmute me or ask me to share.
- Wait patiently for my turn to speak, and know that it is ok if I would rather just watch and listen. There is no expectation to say anything during the call if I don't get picked.
- Ensure anything that I say or share (e.g. pictures) is appropriate
- Not share any photos of other people, even if they are in my family
- Understand that if my behaviour is not acceptable my class teacher may remove me from that Google Meet session. I will not be able to re-join the call once it has been ended.
- Understand that I am only allowed to use my Kew Riverside Google account to attend Google Meets set up by Kew Riverside
- Tell an adult if I am upset or concerned about anything that I have seen or heard online
- Use my first name, which will appear on the screen next to my video link – I will not use a silly or made up name.
- Ensure that I am dressed in sensible clothing.
- Understand that I am not to eat food whilst on a Google Meets session as this is a time for learning.
- Understand that Google Meets is not an opportunity to show my class my pets.

Appendix 2 – Links to Video Guides

LINK TO CHILDREN'S VIDEO GUIDE

https://www.youtube.com/watch?v=qSxNLaWm74g

LINK TO PARENT'S VIDEO GUIDE

https://www.youtube.com/watch?v=2Iowi-gmbys