"Aiming high to achieve success!"

Blended Learning Policy

Document Control:

Document Name	Blended Learning Policy	
Document Author	Kate Stokes	
Document Ref.	ACPS-	
Last Issued Date	Jan 2021	
Next Review Date		
Dissemination	This policy is stored on the staff shared area of the school network under 'policies' as well as posted on our website.	

Version Control:

Date	Version	Updates / Changes
2020	1	Original policy written (adopted in line with DFE guidance)
Jan 2021	2	Updated for Jan National Lockdown/partial closure
26.01.21	3	Account management procedures added Additions to parent communication (7) Monitoring arrangements section added (11)
March 2021	4	Self-isolation timetable included

Contents:

Appendices

1. INTRODUCTION

1.1   This policy has been adopted in line with 'The Coronavirus Act 2020: Provision of Remote Education (England) Temporary Continuity Direction', where it is stated that 'schools have a legal duty to provide remote education for state-funded, school age children unable to attend school due to coronavirus (COVID-19).'

1.2   The Direction requires that 'where a class, group of pupils, or individual pupils need to self-isolate, or there are local or national restrictions requiring pupils to remain at home, schools are expected to provide immediate access to remote education.'

2. AIMS AND OBJECTIVES

2.1   This policy aims to:
- Ensure consistency in the approach to remote learning
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

2.2   It also brings together important information linked to best practice, online safety, resources as well as support for teaching staff, parents/carers and our pupils.

3. OUR APPROACH

3.1   At **Abbott Community Primary School**, we offer a balanced approach of both real-time and independent learning, along with our fully embedded school curriculum, which enables teachers to focus on developing each individual pupil. This ensures that we continue to "Aim High to Achieve Success!" and that all children have the chance to reach their full potential.

3.2   We have also implemented research from the Educational Endowment Foundation as a basis for our approach to remote learning.

3.3   The EEF found that the effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of live classroom teaching:
- ensuring pupils receive clear explanations
- supporting growth in confidence with new material through scaffolded practice
- application of new knowledge or skills
- enabling pupils to receive feedback on how to progress.

3.3.1   These characteristics of good teaching are more important than the medium of delivery, be it in the 'live' classroom or through remote provision.

3.3.2   At Abbott, we have ensured that we are transferring into remote education what we already know about effective teaching in the live classroom.

3.4   The school has adopted a Tiered Approach to remote learning, to ensure that the most effective and appropriate form of delivery is used in following circumstances:
- Isolating Teaching staff
- Bubble closure/year group
- Individual child self-isolating
- Whole school closure

3.5 There are many different types of blended learning models but the main traits remain the same as defined by the Oxford Dictionary: "A style of education in which students learn via electronic and online media, as well as traditional face-to-face teaching"

3.6 The teaching and learning is both *synchronous* (takes place at the same time for the teacher and pupils) and *asynchronous* (takes place at a time suitable for the teacher/pupils). In order to be successful, a blended learning model must be meaningful, enhanced, motivating and engaging for all pupils. See Appendix for Abbott Blended Learning Model.

3.7 We realise that the circumstances that cause our school to adopt a 'blended learning' approach will affect families in a number of ways. In our planning and expectations, we are aware of the need for flexibility from all sides. Parents may be trying to work from home and so access to technology as a family may be limited; teachers may be trying to manage their home situation and the learning of their own children, or the effective planning for both in-school and remote learning opportunities; systems may not always function as they should. An understanding of, and willingness to adapt to these difficulties on all sides is essential for success.

4. REMOTE LEARNING DELIVERY

4.1 Informed by DFE guidance on Remote Education good practice, through our tiered approach to remote learning, we are ensuring that 'important interaction between teachers and pupils through questioning, eliciting and reflective discussion' is maintained, through daily live lessons.

4.2 By developing systems, through a range of platforms, that allow for 'interactivity and intentional dialogue, teaching is likely to be more effective, support pupil motivation and lead to better progress'.

4.3 **Isolating teaching staff.**

4.3.1 In the event teaching staff need to isolate, but remain well, they will be expected to deliver live lessons to their class in line with their class timetable and working hours.

4.3.2 Zoom will be used to stream lessons directly in to the classroom, with teachers sharing their desktop screens and notebooks, planned in line with school policy. The class TA or identified member of staff in school will facilitate these lessons.

4.3.3 Meeting details and all relevant classroom work to accompany the day's lessons will be sent to the TA/identified staff member in advance.

4.3.4 Teachers will be expected to follow the Acceptable Usage Policy when delivering these sessions, maintaining professionalism at all times.

4.4 **Bubble closure/year group**

4.4.1 In the event of a bubble closure, inclusive of staff and children, remote teaching and learning will be delivered through a combination of direct zoom teaching and via Google Classroom https://classroom.google.com/ and Tapestry.

4.4.2 Staff and pupils will join their class using their @abbott.manchester.sch.uk email address.

4.4.3 A timetable of synchronous and asynchronous learning for whole class will be developed and shared. This may be adapted on reflection, after periods of closure and based on staff

and parent feedback. Timetables will be disseminated as needed. (see appendix for current timetables)

4.4.4 Live lessons will be streamed through zoom, where teachers can screen share their notebook planning and deliver the lesson to whole class.

4.4.5 For KS1 and KS2, all teaching and learning activities will be shared with the class on Google Classroom, through the Classwork function alongside any other communication through the Stream function. For EYFS pupils, teaching and learning activities will be shared via Tapestry using the Planned Activities function. Completed tasks can then be uploaded to the pupil's Tapestry account for feedback and marking.

4.4.6 TAs will be directed to support identified groups with learning activities, in Breakout rooms or on email during asynchronous sessions. They may also be asked to support with administrative tasks and parent communication to ensure all pupils can access learning.

4.5 Individual child self-isolating

4.5.1 If individual children are required to self-isolate, but remain well, they will be provided with a zoom invite, which will allow them to view a live lesson in the classroom.

4.5.2 Worksheets and relevant activities will also be shared via Tapestry or Google Classroom for individuals to access and complete.

4.5.3 A webcam will be set up in classrooms, focused only on the teacher and the IWB to allow for those accessing remotely to interact with the lesson, but ensure minimal disruption to others in class.

4.5.4 It is at the discretion of SLT to decide if there are other exceptional circumstances in which children will be offered the opportunity to access 'remote' learning during periods of absence.

4.5.5 A timetable will be shared with parents/carers during periods of self-isolation. There will be no expectation for class teachers to monitor attendance, if there are time differences or inconsistent attendance. (See Appendix E)

4.6 Whole school closure

4.6.1 Remote Learning will be delivered in line with procedures for Bubble closures.

4.6.2 Key worker and vulnerable children will access the same timetable as their peers, receiving live zoom teaching from class teachers; supported by identified staff in school.

4.6.3 Other resources and learning platforms will be incorporated into the blended learning approach (see appendix), for example: Lexia, Times table Rock Stars, Numbots, Purple Mash and other available and appropriate websites, as well as non-screen based activities.

4.6.4 Independent work packs for English, Maths and other subjects will be delivered home, and answer booklets will be emailed to parents to allow for immediate marking.

4.6.4.1 Completion of work packs will be monitored and new packs delivered.

5. PREPARING FOR REMOTE LEARNING

5.1 Day 1 will be the first day of isolation, whatever that day might be and this will be a non-teaching day to ensure staff have the time to prepare for remote arrangements and communicate with parents/pupils.

5.2 If Thursday is day 1, then teaching would continue Monday/Tuesday/Wednesday/Thursday. Fridays will always be 'Fun Friday', even if this is the first day of isolation - Monday then becomes Day 1 of teaching.

5.3 Fun Friday will incorporate a range of independent learning activities, and will then be used for teacher PPA. TAs will be given directed tasks during this time.

5.4 In the event of a bubble closure, this pattern of teaching allows for three full days of planning time for the 6 maximum days of remote teaching (over two weeks) and for the subsequent return to school.

6. IMPLICATIONS FOR RETURN TO SCHOOL

6.1 As English and Maths is the focus for direct teaching during periods of remote learning, due to the nature of the timetables, consideration will be given to the scheduling and sequencing of learning in other subjects when bubbles return to school.

6.2 Teachers have flexibility with how foundation subjects are blocked and planned for, in terms of coverage over the term. It is acknowledged that adjustments may need to be made to the timetabling of these subjects.

6.2.1 This, alongside assessment procedures, will also be considered and planned for during national lockdown and given more long-term whole school closure.

6.3 The assessment calendar has been updated to reflect this and will allow for the flexibility in coverage of subjects.

7. ROLES AND RESPONSIBILITIES

7.1 **Teaching staff**

7.1.1 When providing remote learning, teachers must be available between their normal working hours 08:45 and 15:45, and will be expected to deliver live teaching as per the agreed timetable.

7.1.2 Because of the nature of this Global Pandemic, things do happen on a weekend and at very short notice. Teachers are required to fulfil their role, which includes directed time: '***The number of hours for which teachers can be directed to teach or undertake other professional duties is subject to a limit of 1,265. On top of this, teachers are expected to work 'reasonable additional hours' to fulfil their professional responsibilities.' STPCD***.

7.1.3 TAs will also be expected to be available between the normal working hours, and will be expected to engage with zoom lessons as timetabled, or support KW & V groups in school, where needed.

7.1.4 If staff are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

7.1.5 When providing remote learning, teachers are responsible for:

- Setting work – credence must be given to the fact that learning remotely will be more difficult, so tasks will need to be adapted and supported in smaller steps. Tasks must be assigned on Google Classroom to show evidence of learning, using a range of appropriate functions (docs, forms etc). Teachers must select and adapt tasks to suit their class.
- Providing feedback on work through: email correspondence, the online learning platform (Homework) on the school website, the marks and feedback function on Google Classroom and the "Comments" function on Tapestry. Mote voice notes can also be used to provide verbal feedback.
- Keeping in touch with pupils who are not in school and their parents, through email or phone, if directed to do so.
- Responding to parent communication over email, within working hours. Teachers are not required to respond to emails initiated by parents outside of working hours.
- Contacting parents outside of working hours, if directed to do so by SLT, to facilitate remote learning arrangements in the event of closure or to share necessary messages.
- Establishing 'Guardian access' to the google classroom to ensure that a weekly summary is sent to individual parents/carers to further support remote learning.
- Responding appropriately to any safeguarding concerns, in line with school procedure.
- Maintaining and managing behavioural expectations.
- Attending virtual meetings with other staff, or parents if required.

7.2 Curriculum Teams

7.2.1 Alongside their teaching responsibilities, subject leads and curriculum teams are responsible for:
- Considering whether any aspects of the curriculum need to change to accommodate remote learning.
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent.
- Monitoring the remote work set by teachers in their subject: through regular meetings with teachers or by reviewing work set, and through shared good practice.
- Alerting teachers to resources, they can use to teach their subject remotely.

7.3 SENDCO

7.3.1 During periods of closure and the delivery of remote learning, the SENDCO will be responsible for supporting teachers in co-ordinating remote learning for children with SEND across school.

7.3.2 They will also maintain regular contact with parents/carers of pupils, to ensure appropriate support is in place.

7.4 Senior Leaders

7.4.1 Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning, through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

- Ensuring all pupils have access to necessary technology and devices, and provide these to identified individuals.
- Monitoring the well-being of staff during periods of remote learning.

7.5 Pupils and parents

7.5.1 In line with the parent and pupil Acceptable Usage Policy, staff can expect pupils learning remotely to:

- Be contactable during the school day – although consider they may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work

7.5.2 Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it.
- Be respectful when making any complaints or concerns known to staff

7.6 Governing Board

7.6.1 The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reason.

8. HEALTH & WELLBEING

8.1 The benefits of online learning are manifold; however, there are also implications for personal health and wellbeing. Working remotely can have a negative impact on confidence, it can make people feel isolated and it can be frustrating. It is therefore important to ensure good health and wellbeing and seek support when needed.

8.2 General advice includes creating a routine, having regular breaks, setting goals, communicating with colleagues/peers regularly and making time for activities away from teaching and learning.

8.3 Teachers will be provided with a full preparation day, on the first day of a bubble closure isolation period and will have a full Friday each week of remote learning to plan and prepare for continuing work, and allow for sufficient time away from zoom to ensure effective learning will be taking place.

8.3.1 TAs will be given directed tasks to support with the planning and preparation of remote learning sessions during these times, or will be asked to support identified groups of children in 1:1 reading or catch-up intervention.

8.4 **Who to contact**

8.4.1 If staff have any questions or concerns about remote learning, or have been contacted by parents with concerns, they should contact the following individuals:

- Issues in setting work/children engaging with work – talk to the relevant subject lead or SENCO
- Issues with behaviour – talk to the relevant Key Stage Lead or SLT
- Issues with IT – contact ICT Support
- Issues with their own workload or wellbeing – talk to their line manager or a member of the SLT
- Concerns about data protection – talk to the data protection officer
- Concerns about safeguarding – talk to the DSL

8.5 All staff have access to free support through the Employee Assistance Service, which is a confidential self-referral service to support staff with any areas of concern regarding mental health and well-being.

9. DATA PROTECTION

9.1 **Accessing personal data:** When accessing personal data for remote learning purposes, all staff members will access the data, through the remote server on school devices only.

9.2 **Processing personal data:** Staff members may need to collect and/or share personal data such email addresses as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals will not need to give permission for this to happen.

9.2.1 However, staff are reminded to collect and/or share as little personal data as possible online.

9.3 **Keeping devices secure:** In line with the Data Protection Policy, all staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

9.4 **Account management**

9.4.1 Gmail accounts are managed by the Deputy Head (Kate Stokes), through the school GSuite administrative area.

9.4.2 Class teachers must inform Kate Stokes of any pupils who are new to their class so that accounts can be set up for remote learning.

9.4.3   Class teachers must also inform Kate Stokes, by email, when a child leaves their class so that accounts can be removed to ensure safeguarding. This must be done on the day they are removed from the school roll.

9.4.3.1   Kate Stokes will share this information with other relevant staff to remove from additional learning platforms and will monitor access to the school website.

9.4.4   Jacqueline Melling will update all class lists with parent emails, when there are changes to classes. This will be saved on the staff shared network. Class teachers must access this and ensure that the correct parent emails are used and that no parent is emailed, if their child is no longer at the school.

10. SAFEGUARDING

10.1   Refer to the addendum in the Child Protection and Safeguarding Policy.

11. MONITORING

11.1   Zoom live lessons may be recorded, for purposes of staff development and training. Permission from parents will be sought in advance of this.

11.2   The Head and Deputy Head have access to all class Google Classroom areas, and are therefore able to monitor learning tasks assigned, feedback and general communication.

11.3   Pupil and class emails can be monitored by SLT, and accessed if required. This is all managed through the school GSuite administrative area.

11.4   SLT are able to 'drop in to' any virtual lesson at any time, for monitoring purposes.

APPENDIX A: Related Policies and Documents

School Policies:

ACPS-001 Safeguarding Policy
ACPS-040   Feedback Policy
ACPS-012 Data Protection Policy
ACPS-016 Anti-Bullying Policy
ACPS-02 Online Safety
ACPS-023 Home School Agreement
ACPS-016 Staff Code of Conduct
Teaching & Learning Policy: expectations for reopening
Staff Acceptable Usage Policy
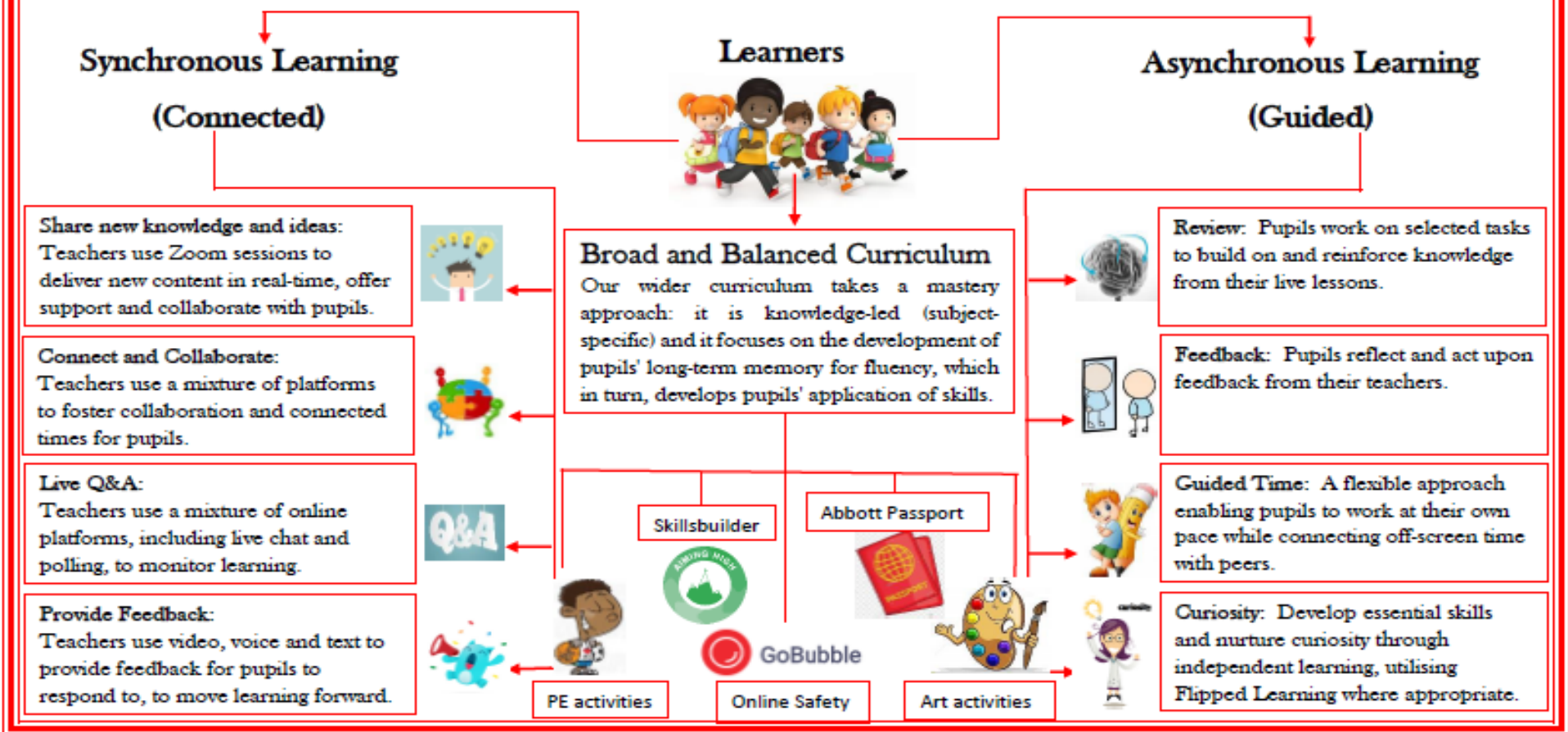Pupil & Parent Acceptable Usage Policy

DFE Guidelines:

Guidance for full opening: schools
Remote Education: Good Practice (Oct 2020)
THE CORONAVIRUS ACT 2020: PROVISION OF REMOTE EDUCATION (ENGLAND) TEMPORARY CONTINUITY DIRECTION

APPENDIX B:

Abbott Community Primary School Blended Learning Approach

At Abbott Community Primary School, we offer a balanced approach of both real-time and independent learning, along with our fully embedded school curriculum, which enables teachers to focus on developing each individual pupil. This ensures that we continue to *"Aim High to Achieve Success!"* and that all children have the chance to reach their full potential.

Synchronous Learning (Connected)

Learners

Asynchronous Learning (Guided)

Share new knowledge and ideas: Teachers use Zoom sessions to deliver new content in real-time, offer support and collaborate with pupils.

Connect and Collaborate: Teachers use a mixture of platforms to foster collaboration and connected times for pupils.

Live Q&A: Teachers use a mixture of online platforms, including live chat and polling, to monitor learning.

Provide Feedback: Teachers use video, voice and text to provide feedback for pupils to respond to, to move learning forward.

Broad and Balanced Curriculum

Our wider curriculum takes a mastery approach: it is knowledge-led (subject-specific) and it focuses on the development of pupils' long-term memory for fluency, which in turn, develops pupils' application of skills.

Skillsbuilder

Abbott Passport

GoBubble

PE activities

Online Safety

Art activities

Review: Pupils work on selected tasks to build on and reinforce knowledge from their live lessons.

Feedback: Pupils reflect and act upon feedback from their teachers.

Guided Time: A flexible approach enabling pupils to work at their own pace while connecting off-screen time with peers.

Curiosity: Develop essential skills and nurture curiosity through independent learning, utilising Flipped Learning where appropriate.

13

APPENDIX C: NURSERY TIMETABLE (Alternating groups)

		9:30- 9;45am	9.40am – 11:00am	11:00am- 11:15am	12:00-12:30	12:30-2:30pm	2:30-2:45pm
WEEK 1 and WEEK2 Nursery Remote Learning Timetable Group 1							
Day 1 (whatever day that may be)		Tapestry Activities					
All other days	Get ready for the day Activity	Wake up Shake up time	Literacy (Monday and Wednesday) Maths (Tuesday and Thursday)	Tapestry Activities	Continuous Provision	Phonics	Lunch	Tapestry Activities	Continuous Provision	Whole Class Story time
Friday (If Friday is the first day of isolation, Monday will be classed as Day 1)		Fun Friday – Tapestry Activities					

RECEPTION TIMETABLE (Alternating groups)

	WEEK 1/2 Reception Remote Learning Timetable Group 1							
	Morning	09:30 - 09:50	09:50-10:30	10:30-10:50	10:50-12:40	12:40-12:50	12:50 - 14:00	14:00-14:20
Day 1 (whatever day that may be)	Numbots/Topmarks/Read Write Inc/Teach your monster to read/Tiny happy people/ Tapestry Activities							
All other days	Getting ready for the day	Exercise with Cosmo Kids and Jumpstart Johnny	Zoom: Literacy	Tapestry Activity	Zoom: Phonics	Playtime / Lunch	Zoom: Maths	Tapestry Activity / TA Story time
Fun Friday (if Friday is the first day of isolation, Monday will be classed as Day 1)	Tapestry Activity 1			Tapestry Activity 2			Tapestry Activity 3	

APPENDIX D: WHOLE SCHOOL CLOSURE TIMETABLE

LOCKDOWN
Remote Learning Timetable
All children

	09:00 - 09:15	09:15 - 09:45	09:45 - 10:15	10:15 - 11:00	11:00 - 11:15	11:15 - 11:30	11:30 - 12:00	12:00 - 12:40	12:40 - 13:40		13:40 - 14:20	14:20 - 14:40	14:40-15:00
Monday (JD)	Whole Class Registrati	Guided Reading/ GPS	Independent Literacy Workbook	Literacy	Break	Handwriting (Whole Class)	Independent Maths Workbook	Lunch	Mental Maths	Maths	ASYNCHRONISED/ FLIPPED LEARNING	Independent Workbook (other subject)	Whole Class Novel
Tuesday (JD)	Whole Class Registrati	Guided Reading/ GPS	Independent Literacy Workbook	Literacy	Break	Handwriting (Whole Class)	Independent Maths Workbook	Lunch	Mental Maths	Maths	ASYNCHRONISED/ FLIPPED LEARNING	Independent Workbook (other subject)	PE 14:40 – 15:10 Link to be sent
Wednesday (AM – JD PM -KS)	Whole Class Registrati	Guided Reading/ GPS	Independent Literacy Workbook	Literacy	Break	Handwriting (Whole Class)	Independent Maths Workbook	Lunch	Mental Maths	Maths	ASYNCHRONISED/ FLIPPED LEARNING	Independent Workbook (other subject)	Whole Class Novel
Thursday (KS)	Whole Class Registrati	Guided Reading/ GPS	Independent Literacy Workbook	Literacy	Break	Handwriting (Whole Class)	Independent Maths Workbook	Lunch	Mental Maths	Maths	ASYNCHRONISED/ FLIPPED LEARNING	Independent Workbook (other subject)	Whole Class Novel
Friday	09:00 – 09:30 PE with Joe	09:30 – 10:00 TTRS	10:05 – 10:15 CBBC Lessons- Celebrity Supply	10:15 – 10:45 CBBC Horrible Histories	Break	11:00- 11:30 Mindfulness Colouring	11:35 – 12:00 CBBC Operation	Lunch	13:00 – 14:00 Activity 1			14:00 – 15:00 Activity 2	

16

APPENDIX E: Self- Isolation Timetables

<table>
<tr><td colspan="10" align="center">**Self-Isolation**
Remote Learning Timetable
KS1</td></tr>
<tr>
<td></td>
<td>09:00 – 10:00</td>
<td>10:00 – 10:20</td>
<td>10:20 - 10:45</td>
<td>10:45-11:00</td>
<td>11:00 - 11:20</td>
<td>11:20 - 11:35</td>
<td>11:35 – 12:00</td>
<td>12:00 - 12:45</td>
<td>12:45 -15:00</td>
</tr>
<tr>
<td>Monday - Friday</td>
<td>Independent Lexia</td>
<td>**Literacy Input Zoom Link**</td>
<td>Literacy Google Classroom Tasks</td>
<td>Break</td>
<td>**Handwriting Zoom Link**</td>
<td>**Maths Input Zoom Link**</td>
<td>Maths Google Classroom Tasks</td>
<td>Lunch</td>
<td>Asynchronous Learning Oak Academy</td>
</tr>
</table>

<table>
<tr><td colspan="10" align="center">**Self-Isolation**
Remote Learning Timetable
KS2</td></tr>
<tr>
<td></td>
<td>09:00 – 10:00</td>
<td>10:00 – 10:20</td>
<td>10:20 - 11:00</td>
<td>11:05 - 11:20</td>
<td>11:20 - 11:40</td>
<td>11:40 - 12:30</td>
<td>12:30 – 13:15</td>
<td>12:30 – 13:15</td>
<td>13:15 - 15:00</td>
</tr>
<tr>
<td>Monday - Friday</td>
<td>Independent Lexia</td>
<td>**Literacy Input Zoom Link**</td>
<td>Asynchronous Learning Google Classroom Tasks</td>
<td>Break</td>
<td>**Handwriting Zoom Link**</td>
<td>**Maths Input Zoom Link**</td>
<td>Maths Google Classroom Tasks</td>
<td>Lunch</td>
<td>Asynchronous Learning Oak Academy</td>
</tr>
</table>

		Self-Isolation **Remote Learning Timetable** **Nursery**		
	09:05 - 09:15	09:30 - 12:00	12:00 - 13:00	13:00 - 15:00
Monday - Friday	**Morning Routine Zoom Link**	Tapestry Activity 1 (Independent)	Lunch	Tapestry Activity 2 (Independent)

		Self-Isolation **Remote Learning Timetable** **Reception**		
	09:15 - 09:30	09:30 - 12:00	12:00 - 13:00	13:00 - 15:00
Monday - Friday	**Literacy Input Zoom Link**	Tapestry Activity 1 (Independent)	Lunch	Tapestry Activity 2 (Independent)