

Blended Learning Policy

October 2020

Blended Learning is a hybrid approach that combines learning in school with distance learning, from home, including online learning.

Blended learning is a flexible model that supports a unit of learning to progress whilst not requiring teachers and learners to be in the same physical space at all times.

Rationale

Blended Learning is a priority for us in order to ensure we are supporting our families and children with their learning and providing remote learning opportunities should we need to send individual children, small groups or classes/ bubbles home for short or extended periods of time or even in the case of a full school closure.

This document aims to clarify the implementation of Blended Learning at our school, outlining our aims and objectives and to ensure our children's needs are met as far as we possibly can during this difficult time.

Teaching & Learning: Roles & Responsibilities

The role of staff:

- To provide new learning opportunities as well as reinforcement and consolidation of prior learning
- To build upon the 'home learning' experience, systems and skills learned during lockdown
- To promote an ethos of inclusion, respect, fairness and equality.
- To ensure that cyber resilience and internet safety is central to all digital technology
- To provide support and guidance for pupils and give feedback where this is appropriate
- To engage with effective learning and teaching resources e.g. Whiterose, BBC Bitesize, Oak Academy etc

- To foster an open pathway of communication between the school and home where appropriate
- To keep abreast of research and national agenda
- To adhere to government Safeguarding and Health and Safety guidelines.

Staff will:-

- Select an appropriate teaching and learning approach with learning tasks that are complementary and coherent across learning environments.
- Provide a balanced, broad range of education remote learning tasks.
- Provide Reading, Writing, GPS, maths and wellbeing tasks complimented by our learning about Christian Values
- Provide targeted, "differentiated" support to learners with particular needs
- Feedback to pupils, as appropriate, in response to questions or requests through Microsoft Teams either individually or as a whole class.
- Focus classroom work on key ideas and modelling
- Make use of remote sessions to check knowledge, independent work and extended writing pieces to consolidate what they have learned
- Be mindful that extra support may be required where parents and guardians are less confident to provide such support themselves.
- Put their weekly planning activities on Microsoft Teams so that in the ongoing situation of individual children being sent home for short periods of time, whilst they are awaiting the outcomes of tests, their learning can continue.
- Comply with the risk assessment on the use of live learning using webcams
- Record live learning sessions so that the footage can be reviewed if necessary

In the event of a full lockdown staff will use Teams to host some live teaching as well as a learning platform for pupil's activities.

Parents and Carers will:-

- Set age-appropriate parental controls on digital devices and use internet filters to block malicious websites. These are usually free, but often need to be turned on.
- Ensure that their children are suitably dressed along with anyone else in the household

- Ensure that cameras and microphones are switched off unless the teacher instructs them to turn them on
- Ensure the digital device is being used in a suitable space and not in bedrooms
- Inform the school if there are difficulties accessing Teams learning
- Ensure that families members in the background are using appropriate language and behaviour
- Sign the acceptable use policy giving their consent for the use of Teams in the ways described in this policy
- Understand that teachers need time to respond to questions or queries, remembering that at times, the majority of children will still be in school and will require the teachers' immediate presence.

In the event of a class or whole school closure:

When teaching remotely, the DfE will expect schools to:

- Plan a programme that's of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers
- Set assignments so that pupils have work each day in a number of different subjects, and monitor pupils' engagement with these assignments
- Teach planned and sequenced curriculum so that knowledge and skills are built incrementally, with clarity about what's intended to be taught and practised in each subject
- Provide frequent explanations of new content, delivered by a teacher in the school or through curriculum resources and/or videos
- Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks, and set a clear explanation on how regularly teachers will check work
- Enable teachers to adjust the pace or difficulty of what's being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- Avoid an over reliance on long-term projects or internet research activities

Work being set using Microsoft Teams will be regularly monitored by the Headteacher and SENDCo

Teachers will be expected to work for the same amount of time as they are in normal times and be expected to come into school.

Any complaints or comments about the work being set should be shared with the Headteacher or SENDCo. Any issues regarding safeguarding should be shared in the usual way.

Teaching Assistants will provide support to pupils of key workers who are in school accessing their online learning.

Teaching staff will aim to provide feedback for the learning that is sent back to the same level that would normally be the case if teaching the class in school, i.e a blend of whole class moving on comments and individual targeted feedback.

The role of pupils:

- To engage with learning opportunities and complete remote learning tasks online or in paper form
- To engage in learning through our digital platform - Microsoft Teams, asking questions to clarify understanding if required
- To ensure everyone feels valued, respected and included
- To contribute their views during remote learning in line with the acceptable use policy

Guidelines for Home learning and Teaching for Parents and Carers

We know that the idea of supporting children's learning at home can seem daunting. Many of our parents and carers have great expertise and skills in this area but some are less experienced or less confident. It is important to remember that parents and carers are not expected to become teachers and that children will not need to learn in the same way as they do at school. The most important aspect is the relationship that families already have with their children, as this will enable them to support and reassure them during this unusual time.

On the days that children are engaging with remote learning at home, it is advised that parents and carers plan the day out in advance with children, doing

this will help to reduce pressure or anxiety. Parents and carers should ensure that children have a range of short 'chunks' of time when they are engaged in an activity.

Not all activities should require direct adult support, so children will be expected to undertake some activities independently in order to ensure that adults can continue to work at home if necessary.

It is important that children are not working online all day - parents and carers should factor in times for breaks, lunch, shared activities, exercise and time outdoors.

The time spent at home should allow children the opportunity to read more widely. They should be encouraged to read widely developing the stamina to read longer extended books as well as to explore some of the shorter texts and extracts to enrich a topic. Children should also be encouraged to read for enjoyment and the pure joy that frequent reading of quality texts gives.

It is vital that teachers strive to create and maintain positive relationships with children and foster a culture of collaboration and trust, through dialogue as well as learning tasks, that contribute to the sense of community and belonging.

Safeguarding

In addition to our Child Protection and Safeguarding Policy there is an addendum to cover arrangements during COVID - 19.

Keeping both pupils and staff safe when providing remote education is also essential. Remote education is a new experience for both pupils and staff, so it is important that schools understand how to approach safeguarding procedures online. The importance of a safe online environment can not be emphasized enough.

Our DSL and Deputy DSLs are Mrs Tidby, Mrs Loftus, Miss Solman and Mrs Slade