



## **Blended Learning Policy**

### ***Polisi Cyfunol a Dysgu o Bell***

**Excite – Challenge – Empower**

# Updated: September 2020

## Approved by Governors: 8th October 2020

### **Blended Learning Policy**

This policy outlines how Glan Usk Primary sets out to provide blended teaching and learning for all our pupils. The main objective of this policy is to ensure consistency and continuity throughout the school, especially during the lockdown and partial school closure, as a result of the Covid-19 pandemic.

### **The Welsh Government “Stay Safe, Stay Learning policy” statement states:**

“...we believe the most important thing in this time of unprecedented change and disruption is the safety and well-being of our children and our workforce and doing all we can to support the physical and mental well-being of our children and young people throughout this period.”

Glan Usk Primary will make all efforts to:

- Keep all children safe and well
- Provide an effective link between school and home so that everyone is aware of our expectations as a school.
- Provide effective education for all our pupils, mainly through Hwb and Seesaw.
- Support parents / guardians and to facilitate home learning.
- Provide an effective system that supports blended learning and also supports the wellbeing of our pupils.
- Allow learners to access learning through digital or other accessible methods in a practical and uncomplicated way.
- Support all partners’ shared understanding of how effective, organised distance learning can provide a breadth of learning experiences.
- Support the well-being of learners through effective contact and communications.
- Support the well-being of the education workforce.

Every pupil at the school has the right to access the same experiences and it is our duty as a school to provide equal opportunities for our pupils through effective blended teaching and learning, whatever the technological background, needs or ability of each pupil. It is important that we provide a successful, user-friendly system that takes into account the welfare of our pupils and staff.

### **Supporting our learners:**

It is vital that we target vulnerable pupils and continue to support them through face to face, by telephone or virtually via Microsoft TEAMS contact. Regularly sharing questionnaires with families means that we keep up to date with our pupils and their families and respond to any requirements or feedback they may have. Feedback

will ensure that we respond as necessary to improve systems, so that the school's blended learning approach is appropriate and effective for all our pupils.

### **The Welsh Government Guidance sets out the main points for a blended learning approach:**

'Adopting a seamless single curriculum approach is essential, where practitioners can develop a more integrated approach to learning and learners can build links across their learning in line with Curriculum for Wales principles.' (Welsh Government, 2020)



- The blended approach to learning should consider a wide range of pedagogical approaches that effectively use in-school and out-of-school learning to empower learners.
- Home learning time can involve practising skills and deepening the knowledge presented during contact time but may also involve gaining new knowledge and understanding. '
- Their time at home can also allow older learners to research, prepare and think before exploring and consolidating concepts, knowledge and skills during contact time. They should try to support these skills in and out of school.
- Practitioners should always seek to develop digital skills in the context of wider learning rather than trying to teach them in isolation.
- Plan practical opportunities for children to practice and reinforce those skills taught in school;
- Consider activities that can be completed with resources available in most homes.
- Provide sufficient opportunities for activities to promote wellbeing and address pupils' needs as appropriate.
- Provide effective ways to start lessons to ensure engagement, review prior knowledge.
- Ensure effective questioning to maximise pupil feedback to a teacher.
- Revisit previous learning, review and re-educate - provide time and support for this according to the pupil's needs.
- Provide regular recall and practice opportunities to consolidate prior learning and deepen new learning.
- Educate any new learning in small steps, refraining from presenting too much content at once.
- Provide opportunities for independent practice and application of the skills learned - in the classroom and at home

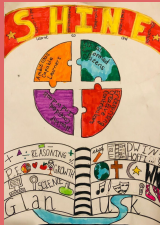
### **Planning**

Work planned in the event of any school closure (short or long term) is designed to:

- maintain and develop literacy and numeracy skills;
- build resilience and reflection on personal wellbeing; and offer opportunities to maintain connections with teaching staff and peers.

Blended learning at Glan Usk Primary takes the form of a tiered approach:

| Area  | Normal school provision  | Child self isolating & awaiting for test (2-3 days absence)  | Provision during 14 day isolation/bubble closure  | Provision during extended school closure/lockdown   |
|---|--|--|---|---|
|  <p><b>Mathematics &amp; Numeracy</b></p>             | <p>Mathematics and Numeracy AoLE</p> <p>Fast Forward Number.</p> <p>Daily TAPAS warm ups and lessons</p> <p>Mathematics and Numeracy applied across the curriculum</p>   | <p>N- Practical Ideas shared via Seesaw</p> <p>R- Y6 - My Maths, Maths lessons planned and shared via home learning site.</p> <p>Daily TAPAS warm ups and lesson shared on home learning menu</p> <p>Hwb - Times tables blast and hit the button</p> | <p>N - Practical ideas sent via Seesaw.</p> <p>R-Y6 - My Maths Maths lessons planned and shared via home learning site.</p> <p>Hwb - Times tables blast and hit the button</p> <p>Blend of Synchronous and aSynchronous sessions. (<i>Live lessons via TEAMS if two adults available</i>) - daily TAPAS warm ups and lessons shared on the home learning menu. Clear Success criteria shared.</p> | <p>N - Practical ideas sent via Seesaw.</p> <p>R-Y6 - Balance Synchronous and asynchronous lessons.</p>   |
|  <p><b>Languages, Literacy and Communication</b></p> | <p>Daily phonics lessons for younger learners.</p> <p>Guided reading from Y1-Y6.</p> <p>Reading books sent to children on scheme.</p> <p>Genre of writing delivered through a text.</p> <p>Languages, Literacy and</p> | <p>Starters activity on the home learning menu.</p> <p>Reading books sent home.</p> <p>Genre of writing delivered through a weekly/fortnightly text.</p> <p>Hwb - Spell blast</p>  | <p>Reading books sent home if possible prior to 14 days absence.</p> <p>Reading texts - Oxford Owl.</p> <p>Reading comprehension learning shared.</p> <p>Hwb - Times tables blast and hit the button</p> <p>Blend of Synchronous and aSynchronous sessions. (<i>Live lessons</i></p>  | <p>Reading texts - Oxford Owl.</p> <p>Virtual Phonics videos</p> <p>Differentiated spelling via spell blast (hwb)</p> <p>Reading Comprehension learning shared synchronous and asynchronous.</p> <p>Modelled writing shared with children</p> |

|   |   |  |  |   |
|---|---|--|--|---|
|   | Communication applied across the curriculum   |  | via TEAMS if two adults available) Modelled writing shared with children and clear success criteria shared.  | and clear success criteria shared.  |
| <br><b>Context - All AoLEs</b> | Face to face teaching in class<br><br>Curriculum for Wales and influenced by Pupil Voice.               | Learning shared with children via home learning site.<br><br>Child/ren can choose an area of interest to them.   | Learning shared with children via home learning site.<br><br>Teacher to share resources synchronously using pre recorded video.  | Whole school themes/context for learning for siblings.  |
| <b>Contact with Families</b>  | Information shared via Schoop and seesaw<br><br>Open doors<br><br>FACE Events<br><br>Parents' Evenings. | Information shared via Schoop and seesaw and Home learning site.<br><br>Family and Engagement Contact form.<br><br>Virtual Meet the Teacher.<br><br>Virtual Open Doors | Day 1 - Contact vulnerable pupils by phone/teams (2 staff members).<br><br>Ongoing - Contact via Seesaw/Classroom<br><br>Day 8 - Contact any pupils who have not engaged digitally.<br><br>Live contact for some families via TEAMS. | Day 1 - Contact vulnerable pupils by phone/teams (2 staff members). .<br><br>Ongoing - Contact phone, all pupils over a 2 week cycle.<br><br>Record notes on keep in touch proforma.<br><br>Live contact for some families via TEAMS. |
| <b>Feedback to pupils</b>   | Work is marked following marking policy.  | Feedback given on return to school.  | Acknowledgement & feedback given on any digital work submitted.  | Feedback given on any digital work submitted.<br><br>Fortnightly phone calls used for feedback purposes.  |

### Assessment

The focus of the assessment during distance learning is on formative assessment and providing feedback to learners. Distance learning opportunities aim to ensure that the learners continue to learn, but not by trying to recreate the usual classroom conditions and routines within the home. It is important to balance the need to ensure the continuation of their education and their health and wellbeing.

### Feedback

Communication between the teacher and the learner, and between learners is important in ensuring wellbeing, and both written and verbal feedback can contribute to this. Because of the varied nature of the tasks set for learners, it is not always possible or necessary to provide 'formal' feedback on the work that is set. For some short tasks, e.g. physical exercise, wellbeing, independent reading, research, etc., feedback is unnecessary, but teachers could, if appropriate, share and celebrate the work which would in turn support

self-esteem. For more extended tasks, feedback is certainly helpful in supporting the learning and is an opportunity to acknowledge and celebrate the effort and success of the learners. The feedback should be guided by the teacher's professional judgement following their evaluation of the learning needs of learners and the nature of the activity/learning being undertaken.

**The purpose of feedback within the context of blended learning:**

- Maintain contact with learners
- Acknowledge and appreciate learners' efforts, to celebrate their work and offer encouragement using shared metacognitive language
- Support the learners to ensure that they understand the tasks and respond to any misconceptions or misunderstanding that they may have
- Support the next steps of learning
- Help parents to support their children's learning.

**Feedback should be:**

- Motivating
- Guided by the teacher's professional judgement following their evaluation of the needs of learners and the activity
- Communicated clearly and concisely
- Correct common misconceptions and misunderstandings.

**Online Security**

It is essential that all school stakeholders are aware of the school's expectations of online safety and this must be a priority when considering the blended learning approach.

**As a school, we must ensure that:**

- All the rules of an acceptable use of the internet agreement are followed by staff and pupils [Live Sessions Consent Forms](#).
- All pupils at the school are aware of how to stay safe online.
- Staff only use accounts / platforms allowed by the school eg Seesaw Google Teams etc.
- The school's child protection systems are adhered to in accordance with the child protection policy, if anything arises
- That a suitable background is used if staff are streaming live. It is not allowed to be in a bedroom if talking live with pupils online.

**Live Learning Asynchronous Teaching and Learning**

- Safeguarding is an integral principal of digital learning. The safety and welfare of learners is paramount and takes precedence over all other considerations.
- All video-conferencing or live-streamed lessons/sessions at Glan Usk will be carried out via Hwb using Microsoft TEAMS and Google Classroom.
- [Live Sessions Consent Forms](#), [Teachers and Families Live Learning Expectations](#) from staff, families and learners will need to be in place for all learners involved in video-conferencing and live-streaming lessons/sessions.
- The above agreements are clearly communicated to learners and shared with parents and carers.
- Glan Usk Primary School will maintain a central record of all online events alongside a list of attendees of all video-conferencing and live streaming events.

- Video-conferencing is a synchronous approach involving multiple parties with the option for each participant to turn on cameras and audio. It requires all participants to take part at the same time.

#### **Possible uses**

- Deliver small group wellbeing sessions.
- Deliver class lessons.

#### **Intended benefits**

- Gives participants an opportunity for face-to-face contact in real time.
- Facilitates interactions.
- Positive impacts on learner engagement and well-being.
- Useful for keeping in contact with learners.
- Feedback to learners is instant and interactive.
- Useful in areas where access to particular courses or subjects is limited for geographical reasons.
- Enables individualised support.