

Greenslade Primary School

Blended Learning Policy

2020 / 2021

- 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 group or classes / bubbles home for short or extended periods of time or even in the case of a full school closure. We will be exploring and adopting new systems to further develop the remote model we had in operation during the full lockdown in the Spring and first part of the Summer Term and partial lockdown in the latter part of the Summer Term. These systems were successful and we need to retain much of the good practice we developed at the same time as moving forward and exploring new ways of working.

In order to deliver a coherent range of curricular experiences, our staff are committed to giving pupils access to learning activities which will, as far as possible, meet their needs and build upon prior learning.

We will provide training and time for staff to develop their practice in this area and to develop systems that are both manageable and successful.

This document aims to clarify the implementation of Blended Learning at Greenslade, outlining our aims and objectives, explaining Health and Safety expectations and Safeguarding guidelines, and our determination to ensure our children's needs are met as far as we possibly can during this difficult time.

We will need to be aware of the different stages and levels of "Blended Learning", and consider the our future approaches to a full closure, a class/bubble closure and individual short term individual isolation.

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. White Rose, BBC Bitesize, Oak Academy, NCETM 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 Literacy, Numeracy and Health and Wellbeing tasks.
- Provide targeted, "differentiated" support to learners with particular needs.
- Feedback to pupils, as appropriate, in response to questions or requests through Google Classroom either individually or as a whole class.
- Consider the most important elements of teaching and learning to be aware which elements will be more difficult to explain remotely.
- Focus classroom work on key ideas and modelling.
- Make use of remote sessions to check knowledge, independent practice, 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

In the ongoing situation of individual children being sent home for short periods of time whilst they are awaiting the outcomes of tests (average of three / four days) we will continue to send home packs of generic work for children to complete. These are being emailed to families by the school office and a record is being kept of who has had work sent home.

To make the process of teaching the majority of children in school at the same time as planning and sending work home more manageable, staff meeting time will be given to plan and prepare these packs of three or four days of home learning. As our technical facilities and staff expertise develops and allows we will start to use Google Classroom to facilitate the sending and receiving of this work.

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 a 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 your 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 expectation 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

However, consider these expectations in relation to children's age, stage of development and SEND, and try to avoid making significant demands for parents' help or support.

In the event of a class or whole school closure work should be set and sent out before 7pm on the previous day to ensure families have time to prepare and plan how best to access their learning. Staff should start to use Google Classroom (once it is fully set up) in the event of a class or full lock down.

Work being set using Google Classroom will be regularly monitored by the HT or DHT.

Teachers should access the array of teaching and learning resources available on the school server and those recommended by our DHT and Curriculum development leader. Other subject leaders will add subject specific content in the event of a class or whole school lockdown. Current shared resources support a broad and balanced curriculum.

Office staff will liaise with parents to find out the most successful format for the learning materials. We are aware that due to families' ability to access ICT equipment some parents and carers prefer to receive work in hard copy. These are being collected and delivered to homes as appropriate to individual circumstances.

Older children will be coached in how to upload and send work back using Google Classroom. Parents will receive a "crib sheet" and videos explaining how to use GC to send work back. Edsure will provide these resources for families.

We will explore the use of "Meet" to make contact with families in the event of a class or whole school lockdown.

Teachers, if they are well, will be expected to work for the same amount of time as they are in normal times. Teachers should not send or answer emails before 8.30 am and 5.30 pm.

Any complaints or comments about the work being set should be shared with the HT or DHT. Any issues regarding safeguarding should be shared in the normal way.

We will strive to provide work for LSA's and other support staff to complete in the event of

a class or whole school closure.

Teaching staff will aim to provide feedback for the learning that is sent back to the same degree they would if they were teaching in the class. ie a blend of whole class moving on comments and individual targeted feedback.

The role of the pupils:

- To engage with learning opportunities and complete remote learning tasks online or in paper form.
- To engage in learning through our digital platform - Google Classroom, asking questions to clarify understanding if required.
- To ensure everyone feels valued, respected and included
- To contribute their views during remote learning

The role of parents and carers:

- To support the school values.
- To foster an open pathway of communication between the school and home where appropriate.
- To support children in accessing the variety of learning opportunities provided to the best of their ability.
- Utilise Google Classroom to access remote learning materials which support, complement and consolidate school learning.
- Ensure children complete remote learning tasks online or on paper as required.
- To 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.

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 and 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 in 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 time for breaks, lunch, shared activities, time outdoors and fresh air. A variety of different activities such as board games, puzzles or outdoor games can help children to further develop skills such as problem solving, turn taking, cooperating with others and resilience.

The time children have at home should allow them opportunities 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. And children should be encouraged and inspired to read for the pure joy and enjoyment that frequent reading of quality texts gives.

For learners that are more independent, time spent learning at a distance may involve the role of the teacher as one to provide support, feedback and instruction on a needs basis while students work through the curriculum area and its content. This gives students a high degree of control over their learning and supports their self-directed and goal oriented learning.

It is vital 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, transcending different learning environments. We will try to organise regular links through phone calls or possibly “Meet” or “ZOOM” in the event of a whole class or whole school closure once we are able to facilitate this.

Safeguarding

In the event of a full lockdown the additional annex to our Safeguarding Policy will be reintroduced.

Our DLS and Deputy DSL are the HT David Ashley and DHT Helen Nichols.

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

In the first instance we will not use “live” streaming of lessons or learning. We will look into possibly using pre-recorded content and send these out using Google Classroom once the system is embedded.

Parents and carers must 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.

It is essential to have and communicate clear reporting routes so that children, teachers, parents and carers can raise any safeguarding concerns. If parents / carers have any concerns they should phone the school office or use contact David Ashley using the email address headteacher@greenslade.greenwich.sch.uk Information will be treated in confidence and where necessary reported to the appropriate agencies.

If full school lock down takes place or if individual children are away for an extended period of time, the vast majority of our learning will be pre recorded lessons containing voice-overs or materials from other platforms. If however we do provide live classes here are some basic principles to safeguard everyone during blended learning:

- A risk assessment will be completed into the use of live learning using webcams
- No 1:1s, groups only (The biggest risk on remote learning with 1:1s is around grooming, so the risk assessment must mitigate against this risk.)
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and where possible be against a neutral background.
- The live class should be recorded and backed up elsewhere, so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day
- Language must be professional and appropriate, including any family members in the background
- Data Controllers need to reassure themselves that any teaching/learning software and/or platforms are suitable and raise no privacy issues; or use cases against the providers terms and conditions (for example, no business use of consumer products).
- Parents / Carers will sign an agreed letter / form to give their consent to the use of Google Classroom in the ways described in this Policy.

This policy will be reviewed on an ongoing basis as the situation with managing the challenges of children being sent home from school for extended periods develop.

It was last reviewed formally by Governors on 5th November 2020.