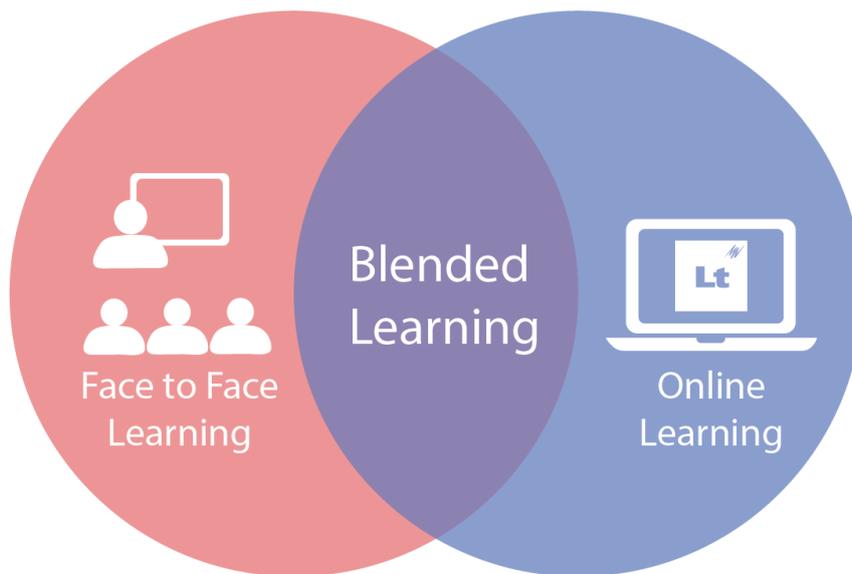




Blended Learning Policy



Date Prepared: September 2020

Approved by Governors: At next full curriculum meeting

To be reviewed: September 2021 (or before if required)



Statement of intent and aim

At Little Hill, we strive to achieve our school motto: Giving Children a Flying Start. In the event that children at Little Hill have to self-isolate, due to Covid-19, either through individual household circumstances, classroom bubble closure or through a wider lockdown, then children will continue their education from home with guidance and support from their class teacher.

Little Hill will strive to follow the Department for Education's guidance as set out in 'Guidance for Full Opening: Schools'. <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#res>

The following is an extract taken from the guidance above:

Remote education support

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

In developing these contingency plans, we expect schools to:

use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations

give access to high quality remote education resources

select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use

provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access

recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum

When teaching pupils remotely, we expect schools to:

set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects

teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject

provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources 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 is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding

plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.

The government will also explore making a temporary continuity direction in the autumn term, to give additional clarity to schools, pupils and parents as to what remote education should be provided. DfE will engage with the sector before a final decision is made on this.

The following range of resources to support schools in delivering remote education is available.

Catch-up support

Schools can spend their catch up premium on contingency planning for remote education, for example purchasing additional devices or more textbooks. The EEF Covid-19 Support Guide includes information on how to support effective remote education and access to technology.

Video lessons

From that start of the autumn term, Oak National Academy will make available video lessons covering the entire national curriculum, available to any school for free. These are being developed in partnership with a wide group of teachers and school leaders

to develop lessons in the popular topics. The resources will be as flexible as possible, allowing schools to reorder topics and lessons, to match their own plans and curriculum.

SEND

Oak National Academy specialist content for pupils with SEND. This covers communication and language, numeracy, creative arts, independent living, occupational therapy, physical therapy and speech and language therapy. Their provision for next academic year will include an expanded range of content for the specialist sector.

Potential Scenarios

This Blended Learning Policy foresees three potential scenarios:

1. Class teacher is required to self-isolate:
 - In this instance, children will continue to be taught by school or supply staff. The member of staff covering will follow the class teacher's direction and planning. They will also be required to liaise with the class teacher's year-group partner.
2. Individual children are required to self-isolate:
 - In this instance, this policy will need to be followed. The class teacher will adhere to it from school.
3. Whole-class and class teacher is required to self-isolate:
 - In this instance, this policy will need to be followed. The class teacher will adhere to it from home.

Support

Class teachers have received training in making use of either Tapestry (EYFS) or Class Dojo (Years 1 - 6). Teachers can also receive further support for 'Remote Learning' from the Class Dojo website <https://classdojo.zendesk.com/hc/en-us/categories/200185275>

Parents / carers in EYFS have had instructions on how to make use of Tapestry and also have access to Class Dojo's messaging feature should they wish to contact their child's class teacher through this platform.

Parents/carers in Years 1 – 6 have received instructional videos regarding the use of the Class Dojo platform. Children have been exposed to the platform during lessons and have had the opportunity to use it with support as required. Children in these year groups will also have been using the home-learning section of Class Dojo for homework opportunities.

Should any parent/carer require any additional support, they have been advised to contact the school. They can either speak to their child's class teacher or Mr Williams (Blended Learning Lead).

Support at home may be varied and should be considered in the activities / work set for pupils. Activities / work set for pupils should be a consolidation of work already completed in school or have clear teaching points for pupils to not need further explanation from parents / carers if the content is new.

In the event pupils cannot access the online learning platforms, parents / carers must communicate this with class teachers. Or, it will become apparent upon any uncompleted activities, work or homework set. For these pupils, paper-based activities and an exercise book will be provided.

Expectations

As a school, class teachers are expected to post work via the appropriate online platform daily. This will be a combination of daily, weekly and fortnightly activities / pieces of work. Pupils should expect to receive 3-4 pieces of work per day. Pupils will be directed to additional learning opportunities (via our school website) should these be completed quickly.

Not all work should need to be actioned using the online platform as each child has a homework exercise book; however, children will need to access their Tapestry / Class Dojo account in order to see what the activity / work expectation is, for that day. If any work is completed within the homework exercise book, then children can upload a photograph of this via the Class Dojo platform.

The level of feedback provided should address any misconceptions held by the pupils in the work submitted and acknowledge any work completed. Pupils (along with their parents / carers) should be made aware that their work has been seen.

EYFS

Daily activities / work:

- Phonics
- Reading
- Mathematics

Once Weekly:

- Knowledge and understanding of the world
- Art and design

Years 1 - 6

Daily activities / work:

- English (writing, grammar or phonics)
- Reading
- Mathematics

Once Weekly:

- Science
- PE
- RE

Once Fortnightly:

- Geography
- History
- PSHE
- Computing
- Art / Design
- Music
- French (KS2 only)

Pupils will be expected to complete the work on the day which it is set. This will allow for a manageable workload for both the pupil and the class teacher. Pupils should therefore be aware, that if they are using the online platform, then their work needs to be submitted during the same day. Teacher workload should remain manageable: setting up to 4 pieces of work will mean feeding back on a maximum of 120 pieces of work per day. If any pupils submit their work late, they should not expect same-day feedback – this will be given at the teacher’s earliest convenience.

The activities / work set for pupils should be a consolidation of work they would have already been exposed to, or should have clear teaching support if introducing new concepts. Instructional videos can be shared to supplement instructional teaching and modelling. Class Dojo can allow teachers to film themselves teaching (or introducing a concept) for up to 8 minutes. In place of this, there are many other high-quality video materials available too (such as those from White Rose and Oak National Academy).

At Little Hill, we have a considerable focus on children’s wellbeing and work closely with parents / carers on this. Class teachers are expected to ensure children’s positive mental health is being catered for – this could be addressed through their PSHE provision. Class Dojo offer video resources around this. Class teachers may make telephone calls as necessary to individual families.

Safeguarding Measures

The use of Tapestry and Class Dojo conform to GDPR regulations in terms of protection and sharing data. The school office holds all consent information and class teachers are aware of any children in their class whose parent / carer hasn't authorised the sharing of their child's photograph or video via this platform.

Making use of these online learning platforms allows pupils to only access their work and not the work of their peers.

Children can access their Class Dojo 'Child Account' without going through the 'Parent Account' should the child have access to their own device. In this case, children are limited to seeing their own activities / work (set by their class teacher) and the Class Story (updates given by the class teacher).