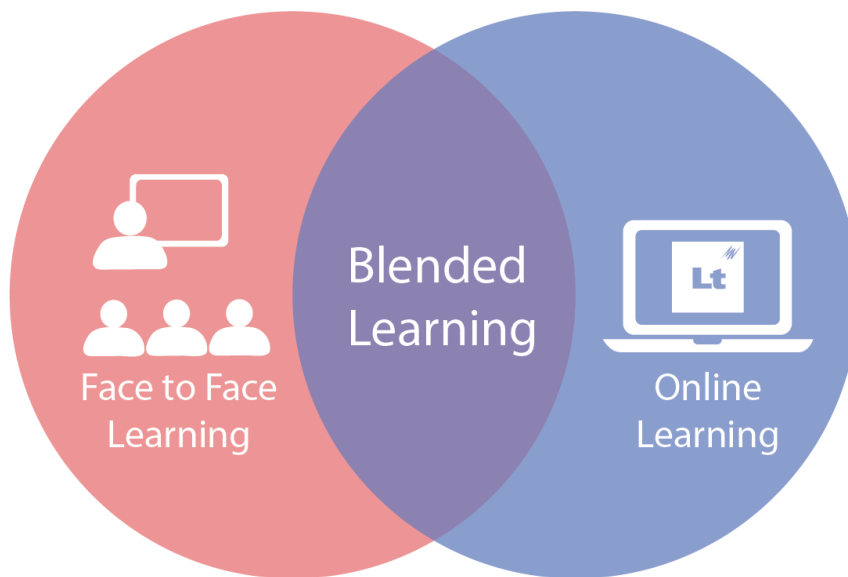




Blended Learning Policy



Date Prepared: September 2021

Approved by Governors: At next full curriculum meeting

To be reviewed: September 2024 (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>

Support

Teaching staff have received training in making use of either Tapestry (EYFS) or Class Dojo (Years 1 - 6). Staff 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.

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).

Potential Scenarios

This Blended Learning Policy foresees three potential scenarios:

Scenario 1: Class teacher is required to self-isolate:

In this instance, children will continue to be taught by school teaching staff 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.

Scenario 2: Individual children are required to self-isolate:

Teaching staff will be informed that a child is having to self-isolate due to Covid-19 through a specific registration code. Teaching staff will then provide work/activities for that child to complete from the next working school day.

Teaching staff will provide enough work/activities for the children to complete that would total the equivalent teaching they would receive within their normal school day. This will be posted via the appropriate online platform daily. This may be a combination of daily, weekly and fortnightly activities / pieces of work.

Pupils should expect to receive 3-4 pieces of work/activities 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. Staff workload should remain manageable: as the teaching staff will not be isolating, they will be working in school – as such, feedback may not be imminent.

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. However, if the child becomes unwell during their isolation period, then the parents can

contact their child's class teacher and the work will stop being provided, to prevent unnecessary stress. Similarly, if a child feels well enough to begin completing some work, then teaching staff will begin to send it to them.

Class teachers will not be providing lengthy teaching videos themselves as they will be teaching the children in school. However, high-quality video teaching material can be provided through the Government funded '[Oak National Academy](#)' and our other subscriptions such as [White Rose Maths](#).

Scenario 3: Whole 'Bubble' is required to self-isolate:

As a school, teaching staff 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.

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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. Staff 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 teaching staff'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 teaching staff to film themselves teaching (or introducing a concept) for up to 8 minutes and Loom will allow longer video presentations to be created. 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.

Off-line Support

In the event that parents/carers request not to use our online platforms, school staff will try to ascertain the reasons behind this and see whether any technical support/resources, can be offered by the school.

If parents/carers still don't want to access our online platforms, we will ascertain whether they have access to the internet. If so, then Oak National Academy, White Rose Video Tutorials and our Blended learning Zone can be utilised.

If parents/carers have no access to the internet, and insist on having paper based work, then we will send out a pack of work/activities that can be completed and brought back into school following the isolation period.