



Poulner Junior School

Blended Learning Policy

Written by: Mrs Jo Walker (Head Teacher)

Date: November 2020

Version	Reviewed	Ratified	Description of main changes	Signature
1.0	4.11.2020	25.11.2020	Policy set up to support ongoing needs for Covid and remote learning	JW

Next Review Date: Summer Term (2020-21)

Reviewed & Ratified by: Whole Governing Body

Review Frequency: annually

Description of policy: Schools response to Covid 19 home and school learning

- **Other Documents referred to:** Behaviour Policy, Child Protection Policy and Safeguarding Policy, Data Protection Policy and Privacy Notices, Online Safety Acceptable Use Policy

Poulner Junior School

Blended Learning

Principles of Blended Learning

Blended learning is understood as an approach that combines learning in school with distance learning, including online learning. At Poulner School, we expect blended learning to be in place so we can provide learning activities and learning opportunities through remote teaching to our pupils should any of our pupils be required to learn from home due to COVID 19.

Poulner intend to use Google Classroom as a platform for Blended Learning. Pupils will use their Google Classroom accounts to complete assignments, communicate with their teachers and access specific resources.



Google Classroom

Aims

This Blended Learning Policy aims to:

- Ensure consistency in the approach to remote learning for all pupils (including SEND) who are not in school through use of quality online and offline resources
- Provide clear expectations to members of the school community with regards to delivering high quality interactive remote learning
- Include continuous delivery of the school curriculum, as well as support of Motivation, Health and Well-Being and Parent/carer support
- Support effective communication between the school and families and support attendance

Implementation

Below are the 3 scenarios which will require Blended and/or Remote Learning.

1. School is open and children are in class.

Google Classroom may be used to support weekly/holiday homework

2. Self-isolating (on an individual basis possibly because of close contact testing positive)

- Children will be provided initially, with 5 days of learning (unless otherwise requested) that links to provision on offer in school

- It is important for us to consider access to resources and therefore spare exercise books and pencils may need to be sent home to support our most vulnerable pupils
- Poulner will need to have plans in place for reading at home during periods of self-isolation. We would expect teachers to send books home for pupils to read. This provision should include appropriately levelled bookbanded books and opportunities to read for pleasure, just as we would in school. Additionally, we would expect that the child's reading log is completed daily in their school planner.
- Staff will need to ensure they maintain regular contact with families of pupils that are at home. Systems for this should be agreed at school level to ensure consistency for all families. More regular 'check-ins' should be in place for the most vulnerable pupils and schools should give careful consideration to pupils who require extra safeguarding or pupils with additional needs

This contact with families is an important way to check in on progress being made with the learning and provides an additional layer of support so families fully understand the learning expectations

- If children require resources/learning to be printed then we would expect staff to co-ordinate the delivery of the learning packs in a safe way
- For children who are entitled to meet the benefits related free-school meals eligibility, the school is to work with their catering team to make arrangements for this provision to continue
- A review of the child's learning should be completed by the teacher when they return to school so they can be aware of knowledge gaps that exist
- Those families who are shielding will be contacted by the class teacher on a weekly basis via telephone or email to keep up to date with the child's progress/learning and adapt future learning to support.

3. Bubble Collapse/ National/local Lockdown

As above and to also include...

- Each year group will create half termly packs. These packs will be mapped out for each week of the half term and uploaded to Google Classroom. Teachers will need to complete the remote learning packs as part of their Medium term Plan (MTP). As each pack will follow the journey of the MTP it is expected that there will be a clear teaching sequence evident and a range of subjects will be included: English/Maths/Reading/Wider Curriculum
- Live lessons will be delivered via Zoom and all pupils will be sent invites via Google Classroom.

The table below sets out the year group expectations of our remote learning approach in line with the age and stage of our children:

Weekly Overview
KS 2 (15 hours)
<u>Daily Reading and TTRS/times tables</u>
<u>English</u> : 3 tasks per week (max 1 hour each)
<u>Maths</u> : 3 task per week (max 1 hour each)

Science: one task per week

Topic: one task per week

PSHE/RE: one task per week

Specialist/PPA teachers to teach and provide the following:

Computing: one task per week

Music: Keep calm, make music

PE: Virtual PE challenges

Home and School Partnership

Poulner Junior School is committed to working in close partnership with families and recognises each family is unique and because of this remote learning will look different for different families in order to suit their individual needs.

We will provide information to parents/carers on how to use Google Classroom as appropriate and where possible, provide personalised resources.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. Poulner Junior School would recommend that each 'school day' maintains structure.

We would encourage parents/carers to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration.

Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents/carers should contact school promptly and alternative solutions may be available. These will be discussed on a case-to-case basis.

All children are taught 'Acceptable Use Policy' at school which includes e-safety rules and this applies when children are working on computers at home.

Contact with Pupils

Within the first week, the pupils will be contacted by the class teacher as the first point of contact in order to check on their wellbeing and to re-confirm the online access (or not) that the family has. The class teacher will send year group communication via Google Classroom daily inviting any queries from pupils and families.

Roles and responsibilities

Teachers

If working from home, teachers should work their contracted hours (8.30 am – 3.45 pm). When providing remote learning, teachers must be available to pupils/parents and carers between 8:50

am and 3:30 pm. If any teacher is unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When providing remote learning, teachers are responsible for:

Setting work:

- Teachers will set work for the pupils in their classes. In the event that another member of staff in the year group is unable to attend, work should also be provided in the parallel classes.
- Teachers will be uploading work on Google Classroom into the classwork area of the child's class (see above overview grid for quantity). Paper homework will be provided on request for those households who do not have access to Wifi or suitable equipment.
- When planning please ensure that there is variety of online and offline resources (to support children with limited internet access). It is important to consider that the links support the learning and are not reliant on children accessing them. If the link is essential to the learning please provide screen shots/written contexts/images to support the children alongside.
- Where possible, limit what needs to be printed as not all homes have access to a printer. Think about ways to adapt tasks such as labelling or cutting and matching activities so that these children can still access the learning.
- Remember that parents are not trained teachers and may not have all the subject specific vocabulary and knowledge that we do. Consider how best to present the learning so that parents can be successful in supporting their child. Additionally, consider ways that the activities can be accessed by children independently and without adult support. For example, this may include a glossary of key vocabulary, a screenshot of methodology, a step by step guide and photos of modelling.

Providing feedback on work:

- Teachers will respond to pupil's success through Google Classroom.
- Should extra feedback be required, personalized comments can be attached to children's work.
- For those pupils working on paper, work will be required to be dropped to the school where the teacher will mark and arrange for collection in a safe manner

Keeping in touch with pupils who are not in school and their parents/carers:

- If there is a concern around the level of engagement of a pupil, parents/carers should be contacted via telephone to consider whether school intervention can assist engagement.
- Any complaints or concerns shared by parents/carers or pupils should be reported to a member of SLT– for any safeguarding concerns, refer immediately to the DSL

Streaming live lessons

- When delivering live lessons, teachers will use Zoom.
- During live lessons, staff should ensure that the location of the video is appropriate, including what is visible to the children in the lesson. Staff will also need to ensure that background noise is reduced as much as possible
- Staff will ensure that other programs and browsers which could potentially contain sensitive information (emails etc) are closed
- During the first live session of the day, staff will complete a record of children who attend.

Teaching Assistants

Teaching assistants (TAs) must be available to work their contracted hours and for remote learning purposes between 8:50 am and 3.30. If any TA is unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure. During the school day, teaching assistants must complete tasks as directed by a member of the SLT/class teacher.

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school including monitoring of engagement
- Monitoring the effectiveness of remote learning and well-being –through regular discussion with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents/carers
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Monitoring the well-being of all staff

Designated safeguarding lead

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Child Protection Policy.

The SENDCO

- Liaising with teachers to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the Headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs
- Identifying the level of support. Teachers may need to produce personalised learning packs that meet specific needs appropriately.

Pupils and parents/carers

Staff can expect pupils learning remotely to:

- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers about learning and well-being
- Alert teachers if they are not able to complete work

Staff can expect parents/carers with children learning remotely to:

- Make the school aware if their child is sick or otherwise cannot complete work
- Seek help from the school if they need it in relation to their child's learning and well-being
- Be respectful when making any complaints or concerns known to staff

Governing Board

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons
- Monitoring staff well-being
- Links with other policies and development plans

This policy is linked to our:

- Behaviour Policy
- Child Protection Policy and Safeguarding Policy
- Data Protection Policy and Privacy Notices
- Online Safety Acceptable Use Policy