



Blended Learning Policy

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Revision Record

| Revision No. | Date issued | Prepared By | Approved By | Comments |
|--------------|-------------|-------------|-------------|---|
| 1 | 10.02.2021 | LN | FGB | New policy |
| 2 | 07.09.21 | LN | | Revisions to reflect expectation that schools will remain open and only children/staff with Covid-19 will be at home. |
| 3 | 19.04.2023 | JC | KS | Reviewed |

Principles of Blended Learning

Blended learning is understood as an approach that combines learning in school with distance learning, including online learning.

At Haylands Primary School, blended learning is 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. It also enables the provision of homework and catch-up work.

Haylands use G Suite's Google Classroom as a platform for Blended Learning. G Suite is a set of education productivity tools created by Google and includes Google Classroom, Gmail, Google Docs and Google Drive. Pupils can use their G Suite accounts to access their Google Classroom to access remote learning, communicate with their teachers and access specific resources.



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 lessons, provide catch up work and weekly homework.

2. Child who must remain at home due to a medical condition but are well enough to engage with school work

- Children will be provided with learning that links to provision on offer in school. This may be in paper or electronically
- Teachers will upload daily core lessons taught face to face in class (Reading, Writing and Maths) by the second day a student is absent. The aim of this is to provide the children with explicit modelling and scaffolding of key concepts. The lessons will be 10-15 minute bite size chunks where key vocabulary, key concepts/modelling and scaffolds are made visible for the children, it will often be in video format, allowing learners to re watch and pause content. This will be followed by independent work. Teachers will also share a Topic lesson for the week (RE or PSHE or History/Geography).
- Expectations. It would be unrealistic to expect children to mirror the full daily timetable of a day at school. The daily learning expectations we have are:
 - 3 hours learning for pupils in Key Stage 1
 - 4 hours learning for pupils in Key Stage 2
- It is important for us to consider access to resources and the families' ability to access remote learning and therefore a school device will be loaned if the family have internet access. Pupils can also access a paper copy to complement this and spare exercise books and pencils may need to be sent home to support pupils in need.
- Staff will maintain regular contact with families of pupils that are at home. Regular 'check-ins' are in place for the most vulnerable pupils and we will give careful consideration to pupils who require extra safeguarding or pupils with additional needs. The inclusion team will lead on monitoring these families.

- If children require resources/learning to be printed, then we will co-ordinate this and deliver / arrange collection of the learning packs in a safe way.
- For children who are entitled to meet the benefits related free-school meals eligibility, the school will work with their catering team to make arrangements for this provision to continue.
- A review of the child's learning will be completed by the teacher when they return to school so they can be aware of knowledge gaps that exist.

3. School Closure

The school will continue to provide the planned curriculum with learning experiences created by our teachers and therefore reflecting our knowledge of the essential skills the children need to acquire and where children need additional differentiation. Some teaching may be live, and some will be recorded to enable each group to have as much parity of learning experience as possible. Classes will engage in Google Meets with staff and their peer group to support social relationships.

For children in our Early Years Foundation Stage, we know that learning happens best through play, where they can pursue their own interests and where they can explore, create and think critically. During remote learning, EYFS teachers will provide, via Google classroom, a mixture of short, online lessons plus ideas for practical and creative activities that children and parents can engage with at home.

Quality Assurance and monitoring

The home learning will be quality assured by leaders across the school. The School leadership team will give teachers feedback on the quality of the work being uploaded on Google Classroom.

Staff in school will complete the 'learning record' for pupils in their care, detailing engagement and access. This in turn will be followed up by calls from the leadership team where pupil engagement appears low therefore allowing an understanding of the barriers that may be faced by pupils in accessing learning when not on the school site.

Tailoring the remote curriculum for pupils with SEND

Consideration will be given to how remote education approaches can be tailored to ensure the content is accessible to pupils with special educational needs and disabilities (SEND), including children who are in receipt of SEN support. We will produce personalised learning packs/ digital tasks that meet specific needs appropriately.

Including links

When planning we will ensure that there is variety of online and offline resources (to support children with limited internet access). It is important that we consider that the links support the learning and are not reliant on children accessing them. If the link is essential to the learning, we will provide screen shots/written contexts/images to support the children alongside tasks.

Access to printers

It is likely that many families will not have a printer and therefore we will endeavour to consider this in all tasks and adapt tasks in order that printing materials is not required or that they are provided for collection by the school.

Expectations of parents and families

We expect children to engage in the learning provided as follows

3 hours learning for pupils in Key Stage 1

4 hours learning for pupils in Key Stage 2

We will monitor this, taking into account each family's unique situations and where possible offer places to children where being at home family circumstances are making engagement in learning very difficult.

Parents as teachers and children as independent learners

We will remember that most parents are not trained teachers and may not have all the subject specific vocabulary and knowledge that we do. We will consider how best to present the learning so that parents can be successful in supporting their child. Additionally, we will consider ways that the activities can be accessed by children independently and without adult support. For example, this may include accompanying video, screenshots of methodology, a step-by-step guide and photos of modelling.

Families with none or limited devices

Pupils who do not have access to suitable IT equipment at home, but have access to the internet, will be offered a reconditioned school device as a loan. Parents will be asked to read and sign an agreement for correct use of the device to support learning. To ensure that there is equality in the access to devices we have in school parents will be supported to complete a device request form as it may be necessary to prioritise families when demand exceeds devices.

Families without the Internet

We will provide paper copies when access is likely to be limited.

This policy will be reviewed termly to ensure it reflects the changing school circumstances during the pandemic and is effective.