

# Upperby Primary School

## Blended Learning Policy



### School Details

Head teacher:	Mrs P Burns
Chair of Governors:	Mr W Atkinson
Policy Date:	September 2022
Policy Review Cycle:	Annual
Next Review Date:	September 2023

### Rationale

Since March 2020 our children have had period of time when school was closed to face to face learning. Although we aim to provide all our children with face to face learning we recognised that learning continues to be disrupted due to Covid -19. Although we hope that the majority of our children will have an uninterrupted experience, there is the possibility that an individual child, a group of children or indeed the whole school, will need to self-isolate for a period of time. We have therefore put in place a plan for blended learning so that all children can continue with their education.

We use G Suite's Google Classroom as a platform for Blended Learning for Years 2 - 6. G Suite is a set of education productivity tools created by Google and includes Google Classroom, Gmail, Google Docs and Google Drive. Pupils will use their G Suite accounts to access their Google Classroom to complete assignments, communicate with their teachers and access specific resources.



Children in Nursery, reception and Year 1 access blended learning via parents Tapestry accounts, which also enables parents to have a dialogue with teaching staff about their child's experiences.

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, goggle form quizzes and weekly / holiday homework

**2. Individuals Self-isolating due to Covid-19 illness, or being directed to self –isolate from public health**

- Children will be provided with learning via goggle classroom that links to provision on offer in school. Activities will be provided on tapestry that link to teaching whenever possible. Ideas for different activities may be suggested for parents to complete with their child.

- Teachers will upload daily core lessons taught face to face in class (e.g. English, Maths, Science & other subjects) by lunchtime on the first day a student is absent. Teachers will personalise and differentiate expected task to be completed.
- Teaching activities covered by the class for foundation subjects will be available on google classroom, children will be also be encouraged to use other activities such as reading, Times Table Rockstars to ensure children retain key skills while they are working from home. It is unrealistic to expect every activity to be mirrored at home due to limitations of resources at home.
- It is important for us to consider access to resources. All pupils have a Virtual Learning Book. Stationary and / or computer equipment may need to be sent home to support our most vulnerable pupils.
- Staff will need to ensure they maintain regular contact with families of pupils that are at home. Systems for this will be agreed at school level to ensure consistency for all families. More regular 'check-ins' will be put into place for our most vulnerable pupils and we will give careful consideration to pupils who require extra safeguarding or pupils with additional needs. Our 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.
- 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.

### **3. 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/Phonics/Curriculum/Science/Art

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 Tapestry, a mixture of short, online lessons plus ideas for practical and creative activities that children and parents can engage with at home. Year 1 will also use Tapestry.

For both platforms, staff will ensure

- Lessons will be uploaded at the start of each day by 9.00am
- Feedback will be provided on Google Classroom where children can also ask questions and help with their work
- Feedback and support for parents will be provided on Tapestry for EYFS & Y1.
- When relevant, teachers might want to create lessons using PowerPoint and voice overs. 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.
- Staff are encouraged to provide opportunities for children to join meetings, which develop social and well-being for all pupils.

- Upon return to school, all books/learning will be reviewed by the teacher who will then adapt the mid-term plan accordingly
- There should be weekly contact with all families (via goggle classrooms, tapestry or telephone) with two or more contacts for vulnerable pupils
- It is important that we maintain a sense of community with parents/carers and children. Encouraging and enabling interaction between pupils, parents, carers and staff can help them to feel like they are a part of a community.

**Please note:** If a child is unwell, but NOT related to COVID-19 symptoms (e.g. stomach bug, ear infection, common cold etc.) work will not be set as they would return to school once their initial symptoms have subsided and they are well enough to do so.

### **Quality Assurance**

The home learning will be quality assured by leaders across the school at the same time as the detailed medium term plan is being reviewed. The School leadership team will give teachers feedback on the quality of the work being uploaded on Google Classroom.

### **Tailoring the remote curriculum for pupils with SEND**

Consideration will need to 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.

### **Parents as teachers and children as independent learners**

We understand that 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. We will also 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.

### **Depth and character skills**

Learning should include opportunities for children to elicit depth. Examples of this may include relating learning back to themselves and applying it to wider contexts, evaluating strategies/methods/answers, reflections using the character skills and evaluation of their own learning.

### **Monitoring and Review**

This is a relatively new way of working. This policy will therefore be monitored on a day-to-day basis and adapted appropriately by the head teacher, who reports to governors about the effectiveness of the policy on request. The Blended Learning policy is the governors' responsibility and they will review its effectiveness annually. They do this by discussion with the head teacher. The policy will be reviewed annually.

This policy was approved by the Full Governing Body on 29<sup>th</sup> September 2022.

Date of next review September 2023.