

Blended Learning Policy

The Coronavirus COVID-19 pandemic has posed an unprecedented challenge to our way of life. By clearly setting our strategic aims we will focus on the things that matter most to our pupils, families and staff, shaping our education into Blended Learning.

Blended learning combines remote learning with classroom teaching in school. The child has some degree of control over when they access the content. We will strive to transform teaching into a dynamic, interactive learning environment where we are continually assessing and guiding children as they apply concepts and engage creatively in learning.

Our Purpose

To support the emotional, physical and mental health and well-being, learning and engagement of our school community and to be sustainable and resilient during these challenging times.

Our Design Principles

- Placing the physical, emotional and mental health and wellbeing of pupils, families and staff at the heart of decision making;
- Working collaboratively with our pupils, parents, Governors and other organisations;
- Being innovative and creative; Learning and adjusting in real time;
- Considerate of medium-term re-launch and long-term recovery.



Our Blended Learning Values

Innovation: Classroom environments accommodate learning to support both group work and independent study with readily accessible technology and interactive spaces.

Nurture: Teachers are flexible in their expectations of pupil participation and in their assessments of pupil learning, maximising classroom time in order to enable all children to be successful.

Success: Instruction is deliberately shifted to a learner-centred approach, where in-class time is dedicated to exploring topics in greater depth, creating rich learning opportunities helping children to develop conceptual understanding, as well as procedural fluency.

Passion: Teachers are reflective in their practice, connect with each other to improve their instruction and accept constructive criticism in a desire to drive learning and develop their own practice.

Integrity: Teachers determine what they need to teach and what materials children should explore on their own. During class time, teachers continually observe, providing children with live, relevant and specific feedback.

Excellence: Children are actively involved in knowledge construction as they participate in and evaluate their learning in a manner that is personally meaningful.

Openness: We are open and honest. People have the chance to be involved and tell us what matters.

Fairness: We provide opportunities for our pupils, families and staff to thrive in a Welsh setting. We will always try to treat everyone fairly and consistently.

Teamwork: We will work with parents and our partners to support and inspire everyone. We'll make the best of the ideas and resources available to make sure that we do the things that most positively impact our pupils, families, staff and wider community.

Our Strategic Aims

- Ensure that every pupil or family in crisis that we're aware of receives support;
- Provide physical, emotional and mental well-being support for pupils, families and staff;
- Provide essential childcare services on-site for the children of critical workers or vulnerable children;
- Implement a blended learning model which includes face to face sessions at school and online distance learning;
- Provide targeted learning and well-being support;
- Where needed, and where possible, school will attempt to provide digital equipment and connectivity so all pupils can access learning at home, minimising any potential digital 'gap';
- Ensure all our staff can access the right Personal Protective Equipment (PPE), when required;
- Maximise the use of technology so our organisation can keep delivering the things that matter;
- Keep our school site safe, clean and secure by maintaining high levels of cleanliness, grounds and building maintenance.

What are we doing?

- Beginning to develop and film our videos using Screen casting software and iPads.
- Translating the constructs that build the learning for a specific intention into clear, focused and specific explanations and modelled strategies that use a range of concrete, pictorial and abstract principles.
- Providing clear and purposeful strategic leadership and clear lines of communication;
- Implementing well-defined and robust infection control procedures;
- Helping and supporting vulnerable pupils and families and those open to harm, considering Restorative Approaches; signposting and referring them to supportive agencies where appropriate
- Providing Welsh Medium learning provision to ensure continuation of language development for all pupils;
- Sustaining a safe, healthy and productive workforce;
- Continuing as a Learning Organisation and with curriculum reform.

What will learning look like?

Enriched Virtual Model



We'll continue to provide and develop our remote learning opportunities through Microsoft Teams. There will be a link between face to face learning and teaching, and remote learning.

Remote learning opportunities will be provided for all pupils tailored to their needs.

Learning activities will continue to be offered when pupils are not in school. Regular guidance, support and feedback will be provided.

We will strive to offer pupils who opt not to return to school due to Covid-related concerns, with generic assignments, though this will be at the discretion of the school.

Lesson Walkthrough



We'll pre-record lesson 'walkthroughs', where teachers will narrate and instruct over a visual presentation.

Lesson 'walk throughs' will be available for all pupils to access through our YouTube channel, as appropriate and as necessary to do so.

The resources will be shared with pupils to support their remote learning tasks.

Wellbeing



Supporting and nurturing the health and wellbeing of a child will be a strong focus that is intertwined throughout both remote and classroom learning.

Children will be given the opportunity to reflect on their feelings towards the challenging situation surrounding them and be given access to the tools to help them through it.

Curriculum



We'll continue to focus on the most important elements that the pupil needs to enable them to take the next steps in their learning.

We will carefully consider which elements of learning are more appropriate to explain remotely and which ones would benefit from being explained in the classroom at school.

In the Classroom



Explanations of key ideas, modelling and guiding deliberate practice will be kept for the classroom where body language, diagrams and storytelling can be maximised to embed the child's learning.

This environment provides the ideal opportunity to interact easily with a child, sharing the cognitive steps they need to complete a task, and intervene where needed.

Face to Face Live Streaming



If deemed appropriate, we'll provide safe, formal and closely monitored online 'live' check-ins and sessions for children to have access to from home.

This provision will be available for all our children. Clear guidance will always be followed as set out in our safeguarding policy Appendix F.

Live sessions will be timetabled and monitored by the senior leadership team. Children will be invited via Microsoft Teams.

Remote Learning



The focus of remote learning will be on developing independent practice.

It will build on the guided practice from the classroom by providing prompts, video modelling (if applicable) and keywords as scaffolds.

The child will then be set activities to consolidate what they have learned.

They will then submit their work through Assignments on Microsoft Teams or by sharing it electronically to gain feedback from the teacher. They will have the opportunity to discuss it further when back in the classroom.

Assessment



In the classroom, we can gauge a child's understanding, through questioning, dialogue and checking body language and expressions. These observations and formative assessments will provide immediate feedback for the teacher to adapt the learning accordingly.

Remote sessions will be effectively used to check knowledge using quizzes and retrieval tasks. These will provide useful feedback to the teacher and the child as well as give opportunities to embed information into long-term memory and increase automaticity.

