

Blended Learning Policy

2020



*Penygarn
Community
Primary School*

Rationale

This policy outlines Penygarn Community Primary School's intention to support Teaching and Learning, both in school and through home learning during the Covid-19 pandemic.

It is the right of all pupils and members of the school community to have access to high quality learning, experienced through high quality teaching, and we are committed to offering this through a blended learning approach while keeping in mind the wellbeing of our pupils, staff and all stakeholders.

What is Blended Learning?

Blended Learning is a combination of face-to-face learning and distance learning. These approaches should complement each other and be driven by a single curriculum. It should be underpinned by good quality teaching.

Blended Learning – Common Principles

Blended learning should be:

- Grounded in the best of current teaching practice;
- Providing a broad and balanced curriculum to enable all learners to make progress;
- Considering the implications for staff and learner wellbeing;
- Taking into account the unique school context and any barriers faced by learners and
- Making the best and complementary use of the strengths of all its various aspects including face-to-face teacher time.

Aims

1. To provide a link between home and school so that pupils and parents can share information, work and ask questions when needed
2. To support all stakeholders and uphold our open-door policy remotely
3. To ensure mental and emotional wellbeing is a key focus and integrated into our everyday practice (see appendix 1)
4. To provide an on-line education using Google Classroom, Google Drive, Class Dojo, mathletics, MYON, accelerated reader and SeeSaw? as the main resource; pupils are set work by their class teacher which encompasses the Four Purposes of the Curriculum for Wales
5. To ensure coherence between in school and remote/home learning
6. To provide alternative work for families not on-line or with limited access (or no access) to IT devices via home learning packs
7. To provide feedback on work completed through Google Classroom, Google Drive, Google Meets, SeeSaw or Class Dojo

How do we deliver Blended Learning at Penygarn?

We ensure:

- a single curriculum approach is the basis to all of our planning;
- best use of classroom time to support home learning;
- a balance of subject and thematic project based learning in both FP and KS2;
- flexible grouping arrangements to provide the best access to intervention groups etc;
- the continued progress of learners unable to attend school;
- we develop the learning skills learners will need;
- a maintained focus on how to increase and ensure learner engagement;
- differentiation and scaffolding in the context of blended learning;
- clear roles and responsibilities for our support staff;
- we make the best use of the full range of new digital learning tools to support teaching;
- continued support for pupil wellbeing and
- we maximise the potential for additional intervention sessions for vulnerable learners.

What do we believe are the particular strengths of blended Learning?

Particular strengths of face to face learning:

- Direct relationship between teachers and learners support wellbeing and engagement.
- Routines and structures of classroom learning can promote and improve learner skills and resilience.
- Learners are more accountable for engaging in and completing tasks.
- A wider variety of assessment opportunities can be employed.
- Teacher is better able to introduce and model new content and skills and check for understanding.
- Teacher has the opportunity to provide immediate feedback.
- Teacher is better able to identify gaps in knowledge and understanding.
- There are more opportunities for peer to peer interactions to improve learning and provide motivation.
- Teacher is better able to differentiate and scaffold learning.

Particular strengths of distance learning:

- Learners can work at their own pace and revisit materials, skip and pause.
- There is the potential for deeper learning as learners apply and practise learning using model shown in class and research as guided.
- Learner preparation in the flipped learning model improves classroom learning.
- Learners have the opportunity to take responsibility for assessing their own learning against a success criteria and also peer and self assess.

Classroom-led Blended Learning

In school, face-to-face teaching can be used to;

- Remind the learners of content they already know.
- Re-introduce and reinforce the skills required for the learning.
- Reiterate key ideas, connections, approaches and explore potential pitfalls.
- Recover where there are gaps in knowledge or skills.
- Introduce new ideas and skills.
- Guide learners through new content and skills by linking to previous learning as much as possible.
- Encourage short application of learning tasks.
- Provide real-time feedback to address initial misunderstandings and remove obstacles.
- Closely guide and teach the route through the new learning.

Following from and working with this face-to-face time, distant learning can use the internet or be based on physical resources. It can be used to:

- Enable learners to work at their own pace on a range of clear and guided tasks already explained by the teacher.
- Extend their knowledge through research and other tasks using skills modelled and acquired in the classroom.
- Complete work that can be assessed by the teacher or by using online assessment methods such as multiple choice
- Peer work or co-work using Google apps, such as Google slides.
- Contact the teacher for further support.
- Consolidate and extend the learning by viewing pre-selected videos or audio clips provided by the teacher
- Develop and build upon their independence and become less reliant on adult support

Support for Learners (including those in vulnerable groups)

We will ensure that all learners have equal access to school-based adults either through face to face contact or via online learning. Pastoral and communication systems will allow school staff to accurately identify families who may have increased or new vulnerabilities due to financial/health/wellbeing pressures as a result of the pandemic.

School staff will ensure that procedures are in place to allow all pupils to re-engage and interact in school life with a focus on enhancing learner's emotional, mental, physical and social well-being. We will implement a range of strategies to make effective use of the outdoors to support learning and wellbeing. Pastoral and wellbeing support will be made available via our Nurture & Wellbeing practitioners.

Feedback from pupil groups will be used effectively to enhance learner experiences and ensure good levels of wellbeing, learner engagement and progress. Assessment will be a fundamental part of the learning process, and contribute to developing a holistic picture of the learner in order to identify and support their next steps.

Staff to identify children who have had barriers to accessing home learning and apply resources to provide additional catch up support to enhance blending learning experience.

Professional Learning for Staff

Staff will be encouraged and enabled to develop curricula that makes extensive use of the full range of online learning techniques, and move beyond just trying to solely emulate face-to-face teaching methods. Innovation and creativity will be well supported at all levels to ensure a rich and effective student experience.

We will ensure effective mechanisms are in place for staff to share knowledge, practices and experiences with colleagues and allow effective practice to be shared and celebrated. Success is recognised openly and school's self-evaluation processes reflect evidence of effective practice. Staff will have access to appropriate practical guidance around online delivery and worthwhile online staff development opportunities will be available wherever they can improve delivery and accessibility.

We will ensure all governors understand the role of distance learning in order to effectively support and challenge the school leadership on their approach.

Online Safety

Regardless of the current global events, it is important for staff to:

- * follow the normal school procedures and codes of conduct
- * only use school-authorized accounts/platforms and devices when corresponding with students and parents/carers
- * maintain professional boundaries on social media and avoid sharing personal mobile numbers or accepting or requesting students or parents/ carers as 'friends' on personal accounts
- * understand and follow our safeguarding procedures for disclosures and duty of care concerns

It is recommended that staff:

- * revisit our online safety and acceptable use policies (all policies are available to read/download on Google Drive)
- * reinforce pupils knowledge regarding how to stay safe online, including appropriate behaviour whilst online, communicating with staff and peers, and share acceptable use agreements with them where necessary
- * model good practice when using technology

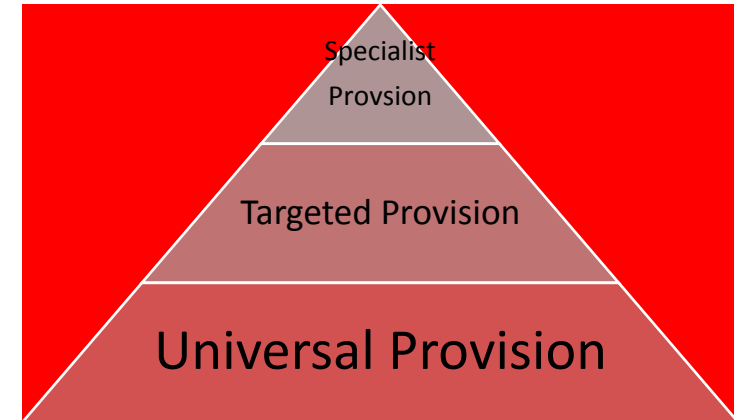
Online behavioural expectations for staff:

- * adhere to professional boundaries in terms of conversations with children and parents
- * ensure backgrounds are blurred or clear of personal items (e.g. photographs) where possible during online class video calls
- * when teaching using live videos, ensure another member of staff is present and children are not alone and a responsible carer is supervising, also ensure video chats are group based/class based, never 1:1

Wellbeing Checklist - Pupil Support & Wellbeing upon returning to school

The following checklist is a rationale for focusing on pupils' well-being and support during the transition back to school, and is based on a range of evidence-informed strategies to improve pupils' experiences. Schools should consider structuring their wellbeing support for all stakeholders using the pyramid of provision.

Wellbeing is a whole school approach, and not just about vulnerable children. The principles and practices are beneficial for all staff and learners (Universal Provision). Some pupils will need more investment of time than others (Targeted Approach), but all pupils will benefit from feeling safe and calm in any educational setting.



The checklist below will help you clarify your various levels of provision.

The checklist has been created around the 5Rs: return, reflection, recovery, relationships and relaxation.

Return	Provision in place
Ensuring all learners feel safe in school by: <ol style="list-style-type: none"> 1. Having a Whole School approach to wellbeing 2. Re-evaluate and / or reaffirm core values of the schools 3. Increase social engagement in staff 4. Re-establishing routines and structure 5. Rebuilding relationships and peer interaction 	
<ol style="list-style-type: none"> 6. Review Behaviour policy and adapt as required, consider having a relationship policy alongside for all pupils. 	
Key interventions to support all pupils in relation to re engaging and interacting in school life: <ol style="list-style-type: none"> 7. Build in reflection time to the daily timetable via Circle Time / Form Tutor 8. Focus on Social, Emotional Learning via key activities 9. Implement the 5 ways to wellbeing within the Curriculum 10. Focus on enhancing the pupil's emotional, mental, physical and social wellbeing 11. Identify Key Emotional Adult for all learners in the initial stage and that learners are aware of this 12. Create non negotiables for classroom behaviours building on empathy 	
Ensure all vulnerable learners know when and where to find at least one specific and emotionally available adult: <ol style="list-style-type: none"> 13. Identify and support the pupils in most need of social and emotional buffering 14. Consider using key wellbeing measures such as Boxall / SDQ/PASS/HAPPEN 	
Staff are confident in modelling conversation that matter with pupils: <ol style="list-style-type: none"> 15. Emotion coaching approaches 	
Staff to adjust expectations and practises regarding traumatic stress and loss during school lockdown: <ol style="list-style-type: none"> 16. Ensure means for pupils to voice their feelings/emotions and past experiences 	
<ol style="list-style-type: none"> 17. Identify key staff who have a key role in Wellbeing / Pastoral and who has been trained in evidence based interventions to support pupils wellbeing e.g. Nurture, Thrive 	
Identify pastoral and wellbeing support that is available:	

<p>18. In school - Head of Years / Designated LAC, School Play Therapist / Wellbeing Leads/ Trauma Informed Practitioner/ Learning Coach, family engagement worker</p> <p>19. External - discuss central support available from LA /Health and third sector</p>	
<p>Reflection</p>	
<p>Consider how to provide additional support to children who have not accessed formal learning during the lock down</p> <p>Remember that these may not necessarily be the children you expect (see list)</p>	
<p>Implement a variety of interventions to help children self-regulate</p> <ul style="list-style-type: none"> - Mindfulness - Outdoor and Nature - Exercise - Breathing for regulation 	
<p>Help repair brain psychological damage caused by trauma through regulating, playful, enriched and reflective adult-child relationships</p> <ul style="list-style-type: none"> - Show kindness - Show compassion and gentleness - Focus on hope - Focus on what we've learnt - Appreciate small acts of kindness - Recognise acts of kindness in the community, nationally, globally - Use nature and the arts to appreciate the beauty in the world <p>Promote curiosity of the world around them</p>	
<p>Adults to share experiences and emotions with children</p> <ul style="list-style-type: none"> - Build trusting relationships - Take time to remember lovely memories of people, places and events - Take time to reflect on loss of experiences - Take time to mark lost celebrations - Recognise the work done by individuals and teams in the school, teaches and pupils during lock down 	
<p>Help children to symbolise painful life experiences through words and images</p>	

<ul style="list-style-type: none"> - Provide children with means to symbolise experience - Help children to form coherent narrative - 'I wish my teacher knew' exercise <p>Help children form coherent narratives about what has happened in their communities and to them</p> <ul style="list-style-type: none"> - Discuss new words heard and their meanings - Name emotions that may have been felt 	
<p>Help children to express anger, grief, sadness, being scared and also reflection:</p> <ul style="list-style-type: none"> - Reflect on experiences and emotions - Provide targeted PHSE sessions with classes and smaller groups - Restorative conversations - Empathetic conversations (WINE – wonder, imagine, notice, empathise) - Validate children's emotions - School behaviour/discipline policy - Supportive, proactive interventions 	
Recovery	
<p>Re-establishing expectations in regards to all areas of school life</p> <ul style="list-style-type: none"> - Staff using interventions that help them get to know pupils. - Academic demands - All staff to take into consideration the differences in accessing learning during lockdown and its impact. - Build in reflection time to ensure pupil voice. - Differentiate between those pupils who have been on site and those who have not. - Consider holding a formal act of remembrance 	
<p>Help children develop effective stress regulatory systems in the brain and body (good vagal tone) through mental state talk, empathy, containment and soothing</p> <ul style="list-style-type: none"> - Run 'Talk Time' groups for teachers which will provide important opportunities to be listened to and supported - Recognise that children will have experienced lock down differently - Allow time for shared experiences to develop empathy for each other 	
Relationships	

<p>Provision of repeated positive experiences in emotional, social learning across all learners, focus on:</p> <ul style="list-style-type: none"> - Building positive thinking habits - Supporting motivation and focus - Increasing self-confidence / self esteem - Building Resilience - Managing Anxiety - Provide social communication opportunities - Provide team building opportunities - PLAY and outdoor learning - Build good schools family links 	
<p>Child centred approach to learning</p> <ul style="list-style-type: none"> - Be transparent about what is happening in the school - Be transparent why it is happening - Keep connected and share news - Ask for views - Pre-warn of changes and reasons behind changes - Provide space for children to find their voice 	
<p>Train staff in the art of good listening, mental state talk , empathy</p> <ul style="list-style-type: none"> - SHUSH – active listening tips by The Samaritans - Child Bereavement UK - Metacognition - Ted talks - ACES training - Nurture Uk - Restorative conversation - Trauma Informed Practise - Growth Mind set 	
Relaxation	

<p>Through a whole school approach, consistently enable children to feel calm, soothed and safe again</p> <ul style="list-style-type: none">- Ensure staff feel calm and safe- Reach out and greet/welcome students back into school and learning- Create the feeling of togetherness with transparency. Share information with parents/carers and children and allow for feedback- Prepare and allow time to being around people again- Create opportunities and freedom to re-establish friendships- Share information on how schools will be addressing gaps in learning- Provide opportunities to re-skill and rebuild confidence- Prepare and allow time to establish new routines- Use knowledge of pupils' range of experiences to ensure equality- Re-establish expectations of school behaviour- Use visual timetables to help manage change new routines- Ensure children know where and who they can go to when they feel vulnerable/scared/alone	