

Blended Learning

Glossary of terms

Learning Zone - Key Stage 2 Landing or designated area within Foundation Phase Classroom where independent Learning takes place.

Home Learning - This is the menu of activities set for children that runs alongside face to face teaching.

Distance Learning - Any Learning completed away from the teacher. This could be both in the Learning Zone or at home.

Blended Learning - A combination of traditional face to face teaching and distance learning.

Live Lesson - This is a **synchronous approach** involving multiple parties with the option for each participant to turn on cameras and audio. It requires all participants to take part at the same time. This cannot be recorded.

Video Lesson - This is an **asynchronous approach** involving a video flow from a broadcaster to viewers. Viewers cannot be seen or heard although there may be functionality to interact via typed messages (comments can be left below video on dojo). These will be pre-recorded videos that are either shared via the agreed learning platforms or saved on Google drive.

Purposeful Play in the Foundation Phase is made up of:

Continuous Provision - This provides the children with the opportunity to demonstrate the characteristics of effective teaching and learning identified by EYFS. It enables children to return to their explorations and consolidate their learning over the course of a day or a more extended period. Continuous Provision allows children to make choices and initiate play without interaction with an adult.

Enhanced Provision - the addition of themed resources or challenge to continuous provision as a way of embedding and consolidating skills previously taught.

Purposeful Learning in Key Stage 2 is made up of:

Continuous Learning - Provides the children with the opportunity to explore and consolidate skills without the interaction of an adult. These activities should allow children to improve and refine skills that are used all of the time.

Enhanced Learning - Provides further challenge to and opportunities for learners to apply learnt skills in familiar and unfamiliar situations. An example of this could be flipped learning where learners have the opportunity to develop an understanding of an unknown/unfamiliar concept.

Flipped Learning - Learners engage in distance learning and teachers use class time for teacher guided practise or projects. For example the children could be asked to watch a video or complete research on a subject during their distance learning and then use class time to complete a task based on the information learnt.