



Blended Learning Policy

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Change Notes

Date	Section	Comments
08.10.20	New policy	Written by KT
10.11.20	4	Adapted for teaching
12.01.21	1/4/ online safety	Adaption due to Gov guidance and use of MS Teams in full lockdown.



Newburgh Primary School Blended Learning Policy



Introduction

Our blended learning policy states our intentions for providing a remote education in a range of cases, including:

- *where a class, group or small number of pupils need to self-isolate;*
- *or there is a local or national lockdown requiring pupils to remain at home.*

This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

The implementation section of our policy will give clear guidance for staff, parents and pupils about what to expect should one of these cases arise.

1 Intent

To provide a consistent approach to teaching and learning for all children by:

- using a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations;
- giving access to high quality remote education resources;
- selecting the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained and confident in their use;
- providing opportunities for interactivity, including questioning, eliciting and reflective discussion
- enabling pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate
- providing scaffolded practice and opportunities to apply new knowledge
- using assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge
 - avoiding an over-reliance on long-term projects or internet research activities
- providing printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access and by supporting those families who would like to limit online education;
- recognising that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum appropriate for their level of need;
- supporting those families with disadvantaged pupils in years 3 to 6 and clinically extremely vulnerable children from all year groups unable to attend school who do not have access to laptops, tablets and 4G wireless routers to access funding via the local authority and government funded schemes.



- The remote education provided should be equivalent in length to the core teaching pupils would receive in school and will include both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently.
- The amount of remote education provided should be, as a minimum:
- • Key Stage 1: 3 hours a day on average across the cohort, with less for younger children
- • Key Stage 2: 4 hours a day.

2 Implementation

When teaching pupils remotely, we expect to:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects; core subjects (reading, writing and maths) will be taught daily and foundation subjects will be taught in line with the Long Term plans for the year group;
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject in line with the Medium term plans for each year group;
- provide frequent, clear explanations of new content, delivered by our teachers or through high quality curriculum resources and/or videos to support their delivery

If we have a full year group lockdown, then core subjects could be delivered through face to face interaction with the class over Microsoft Teams or through using high quality teaching videos. When assignments are set using Microsoft Teams, then teachers will use our “feedback not marking” approach. They may add constructive comments to enable the pupils to know where they can improve and what they achieved well and then “return” the work for the pupils to act on these points.

Feedback may be part of the whole class delivery, where you:

- instruct pupils on how to improve their work;
- gauge how well pupils are progressing through the curriculum, using formative assessment such as direct questions, quizzes, feedback on work and other suitable tasks ;
- adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils’ understanding;
- set appropriate work that is differentiated to support SEND or Greater Depth children making the correct steps of progress.

Planning

- As part of medium term and weekly planning ensure there is a programme for teaching those children who are at home, that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers and in all cases weekly contact with teachers.
- In cases of self-isolation or partial lockdown, the teacher may deliver some face to face interaction daily over Teams and set assignments for the day. In order for pupils and parents to know the time of the Microsoft teams interaction an invite would be sent before 9am.
- Where a family does not have the resources to access Microsoft Teams, Newburgh Primary School will endeavour to support them to access these resources.



- For those children who cannot or choose not to have their education provided over Microsoft Teams, class teachers will provide learning through activities and printed resources that will be made available on the Year Group pages of the web-site or that will be printed for the child.
- Contact with the teacher for those children not accessing Microsoft Teams will be provided with a twice weekly call to assess how well the pupil is achieving and provide support with the curriculum.
- The printed resources will be a mix of those resources provided on Microsoft Teams or in class lessons and published resources.

3 Resources

- Microsoft 365 Teams accounts for staff and pupils to allow online learning providing virtual lessons, face to face contact and pre-recorded explanations of content for pupils.
- TT Rockstars.
- CGP English and maths resources.
- DfE has produced a [quality assured list of remote education resources](#) which are available to schools and parents.
- Oak National Academy will make available video lessons covering the entire national curriculum. Teachers may use these videos to complement their delivery of the curriculum.
- Laptops, tablets and 4G wireless routers will be resourced for those families that meet the criteria. Other families may seek support from the school with electronic equipment which the school will endeavour to support.
- In addition to 4G routers provided to local authorities and academy trusts, the Department for Education is working in partnership with BT to offer free access to BT WiFi hotspots for disadvantaged pupils.

4 Impact

Teaching Staff are responsible for:

- ensuring all pupils are making progress in core subjects;
- creating a timetable for the week on Teams if the whole class is in a bubble/full lockdown;
- setting assignments daily for core subjects (reading, writing and maths) and a broad balance of foundation subjects;
- providing face to face content for the pupil's well-being with the teacher and other pupils;
- providing a range of resources to enable "home learning" to ensure the child has a broad and balanced curriculum;
- recording and delivering virtual lessons on school devices in line with Safeguarding and Data Protection requirements;
- using a quiet or private room or area to talk to pupils, parents or carers, where appropriate;
- ensuring when broadcasting a lesson or making a recording, that the background environment used is appropriate or where possible blur it;
- providing "feedback not marking" to any completed work to enable the child to make progress. This might be whole class verbal/written feedback, supporting those children with misconceptions at the end of a live lesson or with misconceptions from uploaded work;



- ensuring children know how to complete assigned work, how to turn in this work and how to upload finished work.

Every piece of work uploaded will not necessarily require a comment, as pieces of work may lead to a final piece, or feedback will be part of our lessons.

In the event of individual pupil self-isolation, staff will set assignments from the day after the parent informs the school. They will communicate with the child via Teams/ phone call twice weekly to ensure the child is able to complete the assignments set. Core subject work will be set daily and foundation subject work will be set in line with the weekly planning.

Senior Leaders are responsible for:

- co-ordinating the remote learning approach across the school through INSET and further CPD as required;
- monitoring the effectiveness and consistency of remote learning through regular meetings with teachers and phase leaders, reviewing work set or reaching out for feedback from pupils and parents;
- monitoring recordings, if necessary, for safeguarding or other purposes but not for appraisal of teaching performance;
- monitoring the security of remote learning systems, including data protection and safeguarding considerations;
- supporting staff members who may be unfamiliar with the technology and provide appropriate training where necessary;
- ensuring that the workload of staff is manageable by providing a range of bespoke resources and support;
- ensuring that staff are trained in and adhere to the GDPR requirements in the co-ordination and delivery of remote learning with reference to Newburgh Data Protection Policy and Information Security Policy;
- Ensuring that the school's reporting procedures are communicated to pupils, parents, staff and carers so that any safeguarding concerns can be raised effectively (refer to Child Protection and Safeguarding Policy);
- periodically reviewing the arrangements set out in this policy to ensure they remain suitable and effective.

Pupils and Parents are responsible for:

- supporting the delivery of a virtual curriculum by completing the work set by the teacher on time and to the best of their ability especially supporting our youngest children to access virtual provision;



- supporting staff in educating your child by providing a good learning environment and seeking support or understanding of your circumstances if required;
- ensuring that your child is dressed appropriately when taking part in live sessions, no nightwear, skimpy tops etc. If in doubt please look at our uniform policy for 'non uniform' days.
- ensuring that behaviour on remote lessons is acceptable. For Example pupils may not mute their teacher or delete any work that has been added to the files section on Teams.
- ensuring that pupils may only join current live lessons and may not join previous live lessons to meet their peer group.
- ensuring that if a pupil is late for a lesson they can quietly join the lesson and view the recording of this lesson later to catch up any missed content.
- noting that recordings of live lessons are exclusively for the pupils of Newburgh Primary school. After they have been downloaded and viewed they need to be deleted.
- ensuring that pupils be respectful that they are joining a live lesson and that chat should be minimal unless required as part of the lesson.
- noting that chat in the “post/chat” function should be about class work or technical issues.
- ensuring that work is submitted in a timely manner seeking support quickly from the school if your child is struggling to access the resources or understand what is expected of them through the admin account admin2325@welearn365.com;
- making the school aware if your child is sick or for any other reason your child cannot complete the work;
- being respectful that staff will work their usual working hours (8:45 am to 3:45 pm) and thus weekends and evenings will not respond to requests;
- following the correct Complaints Procedure if required and contact the admin account admin2325@welearn365.com.

Parents and pupils must not record the lessons on any device as this would contravene the school's Safeguarding policy for all children.

The Governing Body is responsible for:

- monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible;
- ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons;
- monitoring the well-being of staff ensuring an acceptable work life balance.

Other relevant Policies

- Safeguarding and Child Protection Policy
- Mobile Device Policy
- Data Protection, Information Security Policy and Privacy Notices
- Behaviour Policy
- Social Media Policy



Support on delivering online remote education safely is available from:

- [safe remote learning](#), published by SWGfL
- [online safety and safeguarding](#), published by LGfL, which covers safe remote learning
- [the National Cyber Security Centre](#), which includes which video conference service is right for you and using video conferencing services securely
- [safeguarding and remote education during coronavirus \(COVID-19\)](#)
- [annex C of keeping children safe in education](#)

Signed

Dated



Appendix 1 Guidance for staff using Microsoft teams to deliver lessons and set assignments

- All pupils will have a school registered email account to use to access Microsoft Teams.
- Staff teaching from home should follow the school dress code (smart professional dress) and blur their background or set a background.
- Ensure that you follow Newburgh Safeguarding policy and Mobile Devices policy regarding the sharing of personal information and conduct with children and parents.
- All face to face lessons taught virtually should be recorded. These recordings will be stored in the stream content should it be required. Please remind pupils at the start of the lesson that they will be recorded.
- Staff should schedule a lesson one day in advance so that pupils can prepare for the face to face contact.
- When teaching a lesson virtually pupils should be able to put their “hand up” to alert the teacher they need further clarification. Staff may choose to place the children on mute during the teaching section of the lesson.
- Staff may choose to use the “meet now” option if a child has sent them a message to ask for support or guidance on an assignment. This should be recorded.
- If you are meeting an individual child, please greet the parent first and then continue with the lesson or conversation with the pupil.
- Staff may use the “conversation” section in Teams during the lesson to allow pupils to ask questions or share their ideas or they may choose to have the “hand up” function.
- All work should be set using the assignments section. In order to support pupils organising their work, you will need to set up 3 channels, English, Maths and Foundation Subjects to set work.
- You may set up a section of the class to have different work under a new channel, i.e. maths group 1.
- Staff may share their screen so that they can present using a PowerPoint or share a video as part of their virtual lesson delivery.
- Staff may store more work under folders, but assignments can have 10 pieces of work attached to each one.
- All assignments will have constructive feedback to pupils either through virtual lesson discussions or via the comment section when pupils “hand in” their work. Constructive feedback needs to focus on what the pupil achieved well with points for improvement.

