

# BRYN DERI PRIMARY SCHOOL



## BLENDED LEARNING POLICY January 2021

## Introduction

At Bryn Deri we recognise that good attitudes to learning need to be established and nurtured early so that children have a sound basis for lifelong learning. We recognise that educating children is a partnership and that children benefit greatly from the mutual support of parents and teachers in encouraging them to learn both at home and at school.

At Bryn Deri Primary School we want all children to be part of 'A community developing happy, caring and confident children with a positive attitude towards life and learning'

The values we promote in all members of our community:

- Respect each other by being polite and considerate at all times;
- Tolerance by listening to and appreciating other people's point of view
- Honesty and integrity by always telling the truth, doing our best and taking responsibility for our own actions;
- Kind and helpful by sharing, and offering assistance, support and comfort where it is needed;
- Confident and happy by encouraging people and helping them to improve;
- Friendly by playing together and including everyone;
- Healthy and safe by looking out for things that might hurt us, eating healthy food and taking part in exercise.

During the Covid 'Lockdown' period of 2020, it became a necessity for home-learning to evolve into a far more comprehensive and accessible mechanism to ensure that children were able to learn from home as well as possible and for that learning to be both accessible and enjoyable. This policy intends to ensure that a clear format for Home-school learning is set out so that 'Blended Learning' can continue to be used and is consistently applied across the school. However, depending on circumstances and considering the age of the child, learning will look slightly different across the school.



## **Aims and Rationale:**

We believe that home-school learning supports, extends and consolidates the learning covered in the classroom while supporting children to learn develop self- discipline, independence and the ability to take responsibility for their own learning.

This policy aims to:

- Raise achievement;
- Ensure a consistency of approach throughout the school;
- Ensure teachers, parents and carers have a clear understanding about expectations of themselves and pupils.
- Provide a framework for learning that can be maintained over a longer period of time should an enforced lockdown take place and children are unable to attend school to learn. This is otherwise known as 'Remote Learning'

## **The main purpose of home-school learning is:**

### **Core:**

- Well-being: During any time, but particularly in challenging times such as Lockdown/Isolation, Well-being is paramount. Both the work and communicative nature of online learning should have this at its core, permeating everything that we do as a school community. This is the role of all school staff and can be achieved through learning, social media and general communication methods. Physical health is related to this.
- Language/Literacy: To consolidate use of and spelling of high frequency words (as well as more complex words) through inspiring and creative spelling word tasks; to ensure that children's reading is appropriate to their age and that reading is a natural part of a child's life as much after school as it is during the school day; to help children develop their ability to write more extended pieces of work using well developed word-sentence-text skills in line with our curriculum policy.
- To encourage and develop knowledge of Mathematics/Numeracy, with particular focus on the 4 core operations of maths e.g. multiplication with particular focus on 'times tables' so that knowledge of it is second nature and appropriate to both the age and ability of the child in line with our curriculum policy.
- Digital Competency: Most learning will take place online. Work will encourage both the research, presentation and creative elements of ICT that children of the modern era so enthusiastically enjoy and are comfortable with.

### **Also:**

- To encourage pupils to develop the skill, confidence and motivation to study independently at home effectively.
- To consolidate and reinforce the skills and understanding developed at school.
- To extend school learning through activities such as additional reading and research.
- To develop and sustain the involvement of parents in the management of their child's learning and to keep them informed about the work and progress their child is achieving.
- To offer pupils the opportunity to extend their learning by including optional, additional challenges or open-ended questions.

## Home-learning at Bryn Deri Primary – Key Principles

- The amount and difficulty of homework is tailored according to the child's age and ability.
- Sufficient time is allowed for the completion of home-school learning to allow for a healthy home/school work balance.
- Teachers incorporate home-school learning into their weekly planning and ensure that the tasks are differentiated, purposeful and aimed at developing and consolidating basic skills.
- Teachers provide parents and pupils with clear learning objectives and motivational instructions for tasks as well as clear examples of work to guide both children and adults. Feedback should be provided regularly online when 'Remote learning' takes place.
- High expectations for neat presentation are in place to ensure that children maintain a similar high standard of work at home as in school.
- Reading is at the heart of our homework ethos. At Foundation phase children are expected to read between 5 and 7 times a week at home (see below for time guides).

## Home-learning Guidelines for each Phase

We believe that the most important homework activity is regular reading. Suggested reading times are 5-10 minutes in Reception increasing to 15 minutes by Year 5 & 6. There is an expectation that reading at home will happen daily (5 times a week minimum). However, as the children progress through KS2, independent reading is acceptable, although all children enjoy displaying progress to parents. The sharing of a good story between family members is not to be underestimated. It is important for parents / carers to read with or listen to children and to discuss characters, plots and possible outcomes next stages in a story.

The nature and content of home-school learning set and the amount of time needed to complete homework will vary from year to year and from child to child.

Children at Bryn Deri can also access the Active Learn website whilst in school as well as online at home



## What does Blended Learning look like at Bryn Deri Primary School?

Area	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Recording of Practical Activities / Assessment (In class)</b>	Seesaw	Seesaw / Purple Mash	Seesaw / Purple Mash	Seesaw / Purple Mash	Seesaw / Google Classroom	Seesaw / Google Classroom	Seesaw / Google Classroom	Seesaw / Google Classroom
<b>Communication with parents</b>	Seesaw App / Email / School Website / Twitter	App / Email / School Website / Twitter	Email / App / School Website / Purple Mash Email / Twitter	Email / App / School Website / Purple Mash Email / Twitter	Email / App / School Website / Twitter	Email / App / School Website / Twitter	Email / App / School Website / Twitter	Email / App / School Website / Twitter
<b>Well-being Communication with class</b>	As above / fortnightly phone call / teams meeting.	As above / fortnightly phone call / teams meeting.	As above / fortnightly phone call / teams meeting.	As above / fortnightly phone call / teams meeting.	Google Meets or group talk in school or weekly / fortnightly phone call	Google Meets or group talk in school or weekly / fortnightly phone call	Google Meets or group talk in school or weekly / fortnightly phone call	Google Meets or group talk in school or weekly / fortnightly phone call
<b>Communication with vulnerable pupils</b>	As above with visit / weekly phone call.	As above with visit / weekly phone call.	As above with visit / weekly phone call.	As above with visit / weekly phone call.	As above with visit / weekly phone call / personal message via Google Classroom	As above with visit / weekly phone call / personal message via Google Classroom	As above with visit / weekly phone call / personal message via Google Classroom	As above with visit / weekly phone call / personal message via Google Classroom
<b>Virtual Learning Environment</b>	Seesaw – Work shared with parents	Active Learn / Purple Mash	Active Learn / Purple Mash with email enabled	Active Learn / Purple Mash with email enabled	Active Learn / Hwb / Google Classroom	Active Learn / Hwb / Google Classroom	Active Learn / Hwb / Google Classroom / Duolingo	Active Learn / Hwb / Google Classroom

### How you can help your child

Below is a list of ways that you as a parent can show your child that you value their home-learning and the time and effort spent completing it. The school will also provide clear and regular reminders of their expectation when it comes to this work. As a school we hope that you will find this guidance helpful in supporting your child fully with their learning.

You can show you value your child's homework by:

- providing a suitable place in which your child can do their homework, preferably with an adult to discuss, encourage and support.
- making it clear to your child that you value homework and support the school in explaining how it can help learning.
- encouraging your child and praising them when they have completed work set
- signing and dating your child's completed homework to show that it is a true reflection of their best efforts.
- ensuring work is complete and returned to school on time.
- checking your child spends a suitable amount of time on homework.
- Don't ban screen time but try and achieve a balance between it and other activities such as homework/clubs etc. Use Bug Club as an alternative to reading books.

### **Additionally, you can support your child's development by:**

- visits to libraries, museums etc.
- cooking with them. Cookery books need to be read!
- playing games, e.g. board games, cards, ball games;
- watching informative TV programmes together;
- providing opportunities for craft activities, e.g. cutting, sticking, sewing, painting etc.;
- gardening and growing plants;
- using the internet to research something with your child (following guidelines for safe internet use);
- Attending any school workshops that may be on offer designed to enable Parents/Carers to support their child's learning at home;
- Talking to your child about schoolwork, their day, what they have been learning about and how they have been learning.

### **In the case of lockdown:**

#### **When whole classes are isolating:**

Lessons to be provided via the learning platforms indicated for the year group. In addition, timetables to be uploaded to the school website.

The weekly timetable must be uploaded to the VLE and website by close of day the previous Friday.

Lessons and resources must be uploaded to the VLE the night before the start of the scheduled lesson so that work can be accessed by parents / learners.

Staff should endeavour to provide opportunities for 'Asynchronous Learning' methods that include video and audio clips of themselves 'modelling' what is to be done and to provide timely feedback on learning.

**Staff are expected to provide live 'Synchronous' sessions via Google Meet or Microsoft Team** to help with Wellbeing and encourage the connectivity of the children as a social group. This should take place at least once a week. This must include two teachers / TAs sharing the same group for safeguarding purposes.

Feedback – **Staff need to provide regular, quality feedback** to children via their learning platform. This would not need to be in the style of traditional 'Marking' but should help support children in their learning and provide next steps and encouragement. As mentioned above, Video clips or 'Asynchronous' sessions to highlight or underline key concepts should be provided particularly when misconceptions have arisen. One video is more powerful and time effective than 30 individual notes.

Well-being Phone calls and discussions with pupils and parents should take place **once a fortnight** for children who are coping well with the situation. However, staff are encouraged to make more contact (no more than once a week) if they feel it is necessary for the Well-being of a child in consultation with ALNCO and HT.

Welsh Assembly Government guidance on 'Synchronous Learning' can be found here: <https://hwb.gov.wales/zones/online-safety/live-streaming-safeguarding-principles-and-practice-for-educationpractitioners>

When a member of staff is absent from school and in isolation, unable to support Blended Learning in their class, Parallel teachers and/or teachers in that area of the Key Stage should endeavour to adapt planning to support that class/year group. For example, Year 3 plans can be adapted to create activities for Year 4.

### **Assemblies:**

The Headteacher will create assemblies for pupils to watch either via link or on their learning platform. This may be a story reading, the discussion of a special religious or secular day, or pre-filmed videos without the actual member of staff being involved on the screen e.g. a set of images narrated by the teacher.

### **TAs:**

TAs are to be directed by their teachers to carry out tasks related to the return to school i.e. making of resources; display work etc. Although TAs can be involved in the communication process they are not to take the place of teaching staff in this. Support sessions via the phone, Thrive work (and Well-being tasks in general) and communications can be completed to support online learning and Well-being. This will allow teachers to focus on learning in their communications.



## Blended Learning terminology

In order for practitioners to plan for and implement high quality blended learning for all learners, and for this be communicated effectively to both pupils and parents, there needs to be a shared language that is known and understood by all.

**Blended learning:** an approach to learning that combines face-to-face, distance, digital and online learning experiences.

The face-to-face learning that takes place should complement the other aspects by using the strengths of each mode of delivery.

**Distance learning:** allows learning experiences to happen from just about anywhere and may or may not involve a digital device and internet connection. This supports the well-being of all learners, including a choice of learning opportunities for social, physical, emotional development and tasks to promote their resilience. It allows individuals to learn when and where it is more convenient for them. Equitable distance learning does not have to mirror learning as it normally does in school.

**Digital learning:** any instructional practice that effectively uses technology to strengthen a learner's learning experience.

Additionally, digital learning can be used for professional learning opportunities for teachers and to provide personalised learning experiences for learners.

**Online learning:** education that takes place over the internet. It is often referred to as e-learning among other terms.

However, online learning is just one type of "distance learning".

**Synchronous learning:** teaching where the teacher is present at the same time as the learner(s). This can take place face to face or online.

**Asynchronous learning:** where teaching materials are provided and learners work through them in their own time. This could include a variety of media, including audio and video clips.

**Pedagogy:** Pedagogy is about more than 'teaching' in the narrow sense of methods used in the classroom. It represents the considered selection of those methods in light of the purposes of the curriculum and the needs and developmental stage of the children and young people. It combines theoretical and practical knowledge and skills with fine judgement about what is required to promote effective learning in particular contexts. It lies at the heart of what it means to be an excellent teacher (Successful Futures, 2015).

**Direct instruction (DI):** a model for teaching that emphasises well-developed and carefully planned lessons designed around small learning increments and clearly defined and prescribed teaching tasks.

**Direct teaching:** giving carefully considered explanation, questioning, worked examples, modelling, scaffolding, structured discussion and feedback.

**Modelling:** providing clear explanation, demonstration and/or exemplification, often including an explicit narration of thoughts, processes or procedures. Often uses, 'I do, we do, you do'.

**Scaffolding:** providing structures of support in the early stages of new learning. Scaffolds are temporary and are gradually withdrawn as, through assessment for learning, it is identified that the learner is become more competent and confident in the learning. Scaffolds are reintroduced as appropriate.

**Curriculum:** includes all the learning experiences and assessment activities planned in pursuit of agreed purposes of education.

**Knowledge:** the acquisition of facts, information and skills through experience or education; theoretical or practical understanding of a discipline.

**Skills:** the ability to undertake activities that require application of knowledge, increasing in expertise and competence.

**Experiences:** the combination of knowledge and skills in a learning environment to further progress learners towards curriculum purposes.

**Disciplinary:** teaching relating solely to a specific subject discipline.

**Interdisciplinary:** a method, or set of methods, used to teach a unit across different subject disciplines.

**Independent learning:** learners working alone on tasks.

**Enquiry based learning:** a form of active learning that starts by posing questions, problems or scenarios. It contrasts with traditional education, which generally relies on the teacher presenting facts and his or her knowledge about the subject.

**Project based learning:** learner centred pedagogy that involves a dynamic classroom approach in which it is believed that learners acquire a deeper knowledge through active exploration of real-world challenges and problems.





## Appendix 1 – Online Group Teaching Agreement

### **Bryn Deri Primary School Online Group Teaching Agreement Parents, practitioners and learners**

#### **Practitioners agree to:**

- Discuss roles and responsibilities with learners at the outset of all lessons/sessions.
- Notify the school or setting's senior management team, learners and parents/carers of any scheduled lessons/sessions, cancelled lessons/sessions or changes in arrangements.
- Ensure that they keep themselves up to date with all relevant policies and procedures, including online safety, safeguarding and data protection policies.
- Two members of staff will be present in each session.
- Prevent a one-to-one situation at the end of an online class by disconnecting all participants at the close of the lesson/session.
- Report any safeguarding concerns in line with school policy.

#### **Parents agree to:**

- Make sure that the pupils fully understand their roles and responsibilities. Support them in fulfilling these.
- Ensure that an adult is present in the room during the group sessions.
- Understand that during the live session, staff will continue to follow school policies and procedures including online safety, safeguarding and data protection policies.

#### **Learners agree to:**

- Be punctual for all video-conferencing lessons/sessions.
- Access the relevant files for each lesson/session in advance and have the materials to hand if required.
- Make sure they have all power adaptors and laptops ready before the lesson/session begins and are logged into the lesson/session
- Show respect for everyone in the online classroom. Current and future sessions might be restricted if this is not followed.
- Dress appropriately for all lessons/sessions, thinking about respect for others
- Ensure the location they log in from is appropriate and change their 'background' setting as agreed with the practitioner.
- Seek to contribute to the lesson/session in a positive manner and not be disruptive at any time
- Please do not record or share images / videos of the session or lesson.
- Inform the teacher /school if you are unable to attend an agreed session.

Please sign below (Either handwritten or typed and returned to school via a personal / work email)

**Practitioner** \_\_\_\_\_

**Parent** \_\_\_\_\_

**Learner** \_\_\_\_\_

## Appendix 2 – General Staff User guide



### Staff User Guide

#### Running a video call or Live lesson

##### WG Guidance on live streaming

<https://hwb.gov.wales/zones/keeping-safe-online/live-streaming-and-video-conferencing-safeguarding-principles-and-practice/>

##### Before the Call Starts

- Check children have given consent
- Always use a school device to access the call.
- Always have at least 2 staff on a video call. (one to lead / one to register, manage chat etc)
- Turn on a virtual background.
- Log in using your Hwb email
- Login yourselves 5-10 minutes before the time and turn off quick access (and possibly share screen and chat) via the blue shield.
- Only the first member of staff to join the call has access to the 'blue shield' so decide who will be managing this and let them login first.
- You can also login to the call on a 2nd device (it can help to do this when you are presenting/sharing screen so you can see how the shared screen looks. You can do this by going through the Google Classroom App on an iPad. Make sure you turn off the mic, camera and **sound** on this 2nd device.)

##### On the Call

- Remind pupils of expectations and rules on a call.
- Tell children that you will be recording the call.
- Encourage the children to take part but it is fine for learners not to turn their camera on or choose not to speak on the call.
- Keep a register of children on the call (please create this in Staff *drive* > *home learning* > *video calls* > *registers* so whoever is managing this can access them)
- Manage behaviour expectations as you would in a classroom setting in line with the Good Behaviour Policy.
- Use 'windows button + PrtSc' to take a screenshot of your screen (if you need to have evidence of a concern or to recap who is on the call).

- If any child is having issues with their sound or mic tell them to exit the call and come back in (they will not need to be let in a 2nd time).
- Refer to the 'Streaming Live Lessons FAQ' in Hwb for advice on managing specific behaviours/incidents.
- You may want to offer for children to stay on the call at the end, to ask a question in a smaller group, if they are nervous speaking on the call.
- Make sure all children have left before you close the call (or remove them if they can't leave).
- If staff want to debrief afterwards login to a new call.

### **After the Call**

- Follow the school safeguarding policy and report any concerns / incidents to a member of SLT

### **Appendix 3**

Useful links for effective online learning

Comprehensive support for blended and distance learning is available on Hwb:

<https://hwb.gov.wales/distance-learning>

Latest guidance from Welsh Government regarding live streaming of lessons.

<https://hwb.gov.wales/support-centre/hwb-services/live-streaming/>

