

Bryn Primary School Blended Learning Policy



Aspire. Believe. Challenge.

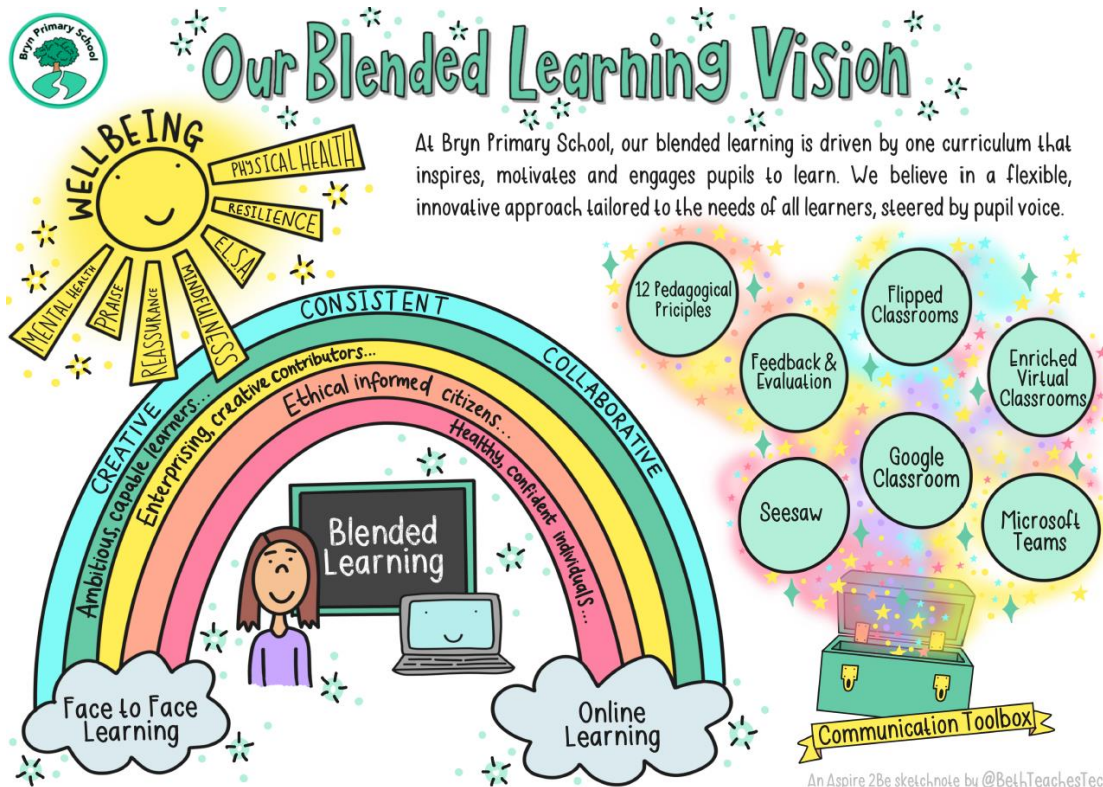
Anelu. Credo. Herio.

Creative, Consistent, Collaborative

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Reviewed:	September 2020
Agreed by Governing Body	September 2020



Our Vision for Blended Learning



Aim

To identify and define the philosophy, scope, principles and procedures for the use of blended learning environments for pupils and staff at Bryn Primary School in order to enhance pupil learning, success and engagement and to impact positively on pupil experience.

This policy applies to all staff and pupils and relates to aspects of the Teaching and Learning Policy, Curriculum Policy and the Assessment Policy.

Definitions



This video introduces the concept of blended learning and gives an overview of the models that can be followed to develop blended approaches to teaching and learning.

Blended learning - refers to learning design that strategically, systematically and effectively integrates a range of face-to-face, online, mobile, distance, open, social and other technology enhanced learning across physical and virtual environments, as informed and driven by pupil needs and support for desired learning activities and progress.

Digital Competence - Pupils require digital competence to locate, engage, interact, create, share and communicate with a range of learning technologies in order to access learning activities, collaborate with peers and complete tasks. Staff require digital

competency to communicate, support, motivate and inspire learning for pupils in contemporary learning environments.

Mode of delivery - refers to whether a subject is delivered in school or at home. Blended learning can, and should be, integrated into any subject regardless of mode of delivery.

Principles

Blended learning at Bryn Primary School is based on the following principles:

- Pupils are inspired, motivated and engaged to learn, through blended learning approaches that vary according to their appropriateness to the particular learning context.
- Staff are encouraged and supported to adopt fit-for-purpose and innovative blended learning approaches.
- Digital competence is recognised as an important attribute and a core skill for staff.
- Teacher to planning blended learning opportunities through the New Curriculum for Wales, ensuring enriched opportunities to access the skills.
- Flexible delivery options are offered to reflect the needs of pupils, the intended learning experiences and the availability of resources.
- In some circumstances, blended learning and flexible delivery may require increased need of resources to ensure sustainable delivery of high quality learning and teaching.
- Technology is considered an opportunity to capture pupil participation ,to inform monitoring, to promote wellbeing and to provide key information to pupils and parents/carers

1. Blended Learning Approaches

The design and choice of blended learning and flexible delivery approaches is dependent on the needs of our pupils, their learning preferences and life circumstances.

Blended learning will consist of a range of approaches that can be broadly categorised as:

1. Face-to-face time with learners
2. Online learning
3. Activities delivered online, e.g., through Google Classroom
4. Recorded lessons
5. 'Flipped learning' (pupils work on tasks at home before discussions in class)
6. Live-streaming
7. Use of textbooks and other physical resources to work at home

At Bryn Primary School, Google Classroom and Seesaw will be used to support effective Blended Learning. Microsoft Teams is used to connect and communicate safely with pupils at home.

Time in school will be used to support the activities that learners can complete at home at their own pace. These include guided investigations and extended opportunities to apply new skills, knowledge and concepts. In a 'flipped' learning approach, planning will include opportunities for learners to research, prepare and think before using contact time with teachers in school to explore and consolidate.

These chosen approaches will enable and encourage **interaction, collaboration and communication** between pupils and staff and create a sense of belonging to Bryn Primary School community.

Live - Streaming

Live videos will be used within Microsoft Teams. The teacher can share their desktop with pupils during a Teams meeting, allowing a presentation to be delivered, with the teacher talking to learners. Another member of staff will be involved in this process to monitor the comments within the chat section, allowing the teacher to teach the lesson and comments to be discussed at the appropriate time. It also allows the chat area to be monitored for any inappropriate comments. Pupils can switch their screens off and mute their microphones when requested. Teachers can then invite pupils to speak, if they wish, by asking them to unmute their microphones. This cuts down on background noise which can inhibit others from hearing properly. Teachers can keep the webcam and microphone on, if they wish, but they can also just use the microphone on its own. If using the webcam, it is important to be aware of your surroundings and have no personal items in view. On the Microsoft Teams desktop app, you can use screen blur or various backgrounds. You should also be mindful of what is on your desktop, with pop-ups and applications such as Twitter closed.

Recorded Lessons

Being able to record lessons is a useful tool as these can be shared with pupils online and also used at a later date to remind pupils of prior learning.

**The table below outlines the requirements for face to face contact time and online learning.*

Face to Face Contact Time	The Online Aspect
Maximise the use of direct teaching time;	How to access material provided by the teacher
Introduce new ideas and skills including independent learning skills.	How to use the most appropriate online tools to complete any task set, including providing evidence of work completed away from a device, e.g. photograph or video of physical and practical activities, where appropriate
Guide learners through new content and skills linking to previous learning where possible.	
Assess and continue to ensure pupil progress in skills and knowledge.	How to submit any digital material to their teacher
Provide real time, particularly verbal, feedback	How to access and respond to any feedback provided by their teacher
Use a range of models to show the learning destination.	
Closely guide and teach the new route through the learning.	
Within social distancing guidelines, enable pupils to engage with each other – collaborative tasks, discuss and plan learning, see each other's work.	
Improve engagement and ensure task completion through celebration and rewards as well as sanctions.	
Maintain positive relationships with teachers and staff.	

2. Expectations of Bryn Primary School staff

In order for Blended Learning to meet the principles set out in the Teaching and Learning Policy and Curriculum Policy, those who deliver it are expected to:

- Use the 4 purposes as the basis to support to plan learning activities.
- Use the language from the curriculum guidance for example 'progression', 'descriptions of learning'
- Teach any new learning in small manageable steps; refrain from introducing too much content at once.
- Provide opportunities for independent practice and application of skills learnt - both in school and at home.
- Consider the opportunities and challenges for specific groups of learners.
- Ensure blended learning approaches are **embedded** in overall curriculum design and are logically linked to **progression**

- When planning, consider the '*12 Pedagogical Principles*' that underpin the new curriculum
- Ensure learning technologies and face-to-face teaching approaches are chosen to support pupil learning and engagement.
- Ensure all pupils are able to access these chosen approaches by distribution and management of usernames, passwords, QR codes and class codes.
- Regularly monitor, evaluate and review blended learning approaches used in all Areas of Learning in relation to pupil needs and desired outcomes.
- Consider all specified safeguarding measures as set out in Bryn Primary School Safeguarding Policy when connecting and communicating with pupils and parents/carers at home.
- Consider how best to prioritise supporting pupils who have not engaged on a regular basis to date and those learners with ALN
- Closely monitor the wellbeing of pupils, intervening where necessary with established recognised resource ELSA (Emotional Literacy Support Assistant)
- Over communicate with clarity to all parents/carers sharing key information and resources through regular update via Google Classroom and Seesaw

3. Implementing Blended Learning at Bryn Primary School

In order to achieve blended learning, the school must:

- Promote learner and staff well-being as a key priority.
- Ensure staff are recruited, trained, supported, resourced and recognised for effective and innovative blended learning approaches
- Support the online infrastructure to allow for blended learning approaches, including online pupil feedback, online submission of tasks, pupil created activities and ideas, pupil sharing of own tasks and personalised pupil communications.
- Consider all relevant safeguards
- Provide clear expectations for staff to ensure the quality, coverage and frequency of planned tasks, constructive marking, feedback and engagement of pupils
- Where appropriate, provide guidance to parents/carers to support access to the Blended Learning platforms
- Maintain active and regular communication with parents/carers.
- Ensure contact with vulnerable and at risk pupils on a weekly basis and when deemed necessary.
- Establish a Link Governor for Blended Learning - Mr M Hulbert

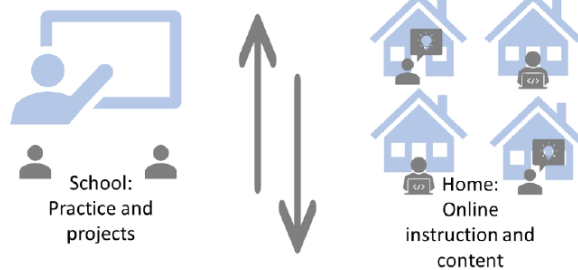
Blended Learning in Foundation Phase



- ✓ Stage of development and sense of well-being is fully taken into account.
- ✓ Explicit opportunities to develop personal, social and emotional skills are an integral part of blended provision.
- ✓ Play and investigation opportunities are provided to develop natural curiosity and problem-solving skills
- ✓ All learning holds meaning, has a purpose and builds on confidence over time
- ✓ Learning promotes opportunity for success
- ✓ Pay high regard to the specific development of children's oracy skills
- ✓ We recognise and value parents as the child's first educator

Blended Learning in Key Stage 2

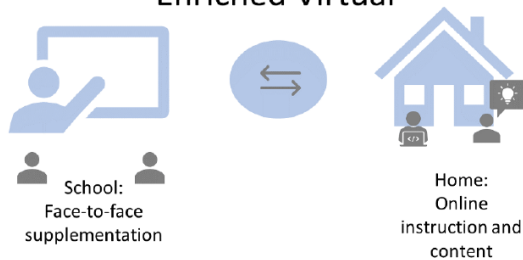
Flipped Classroom



- ✓ The Flipped Classroom model flips the traditional relationship between class time and homework.
- ✓ Learners learn at home via online work and direct teaching, and teachers use class time for teacher-guided practice or projects.
- ✓ This model enables teachers to use class time to personalise learning.

Eg. Pupils research a topic at home in preparation for a face to face lesson with class teacher.

Enriched Virtual



The Enriched Virtual model is an alternative to full-time online school that allows learners to complete the majority of their work online at home or outside of school, but attend school for required face-to-face learning sessions with a teacher.

4. Blended Learning in Practise

Blending Learning at Bryn Primary School is driven by a single curriculum that reinforces and enriches the work learners complete at home and in school so that seamless provision is available.

Our integrated approach to blended learning covers the following areas:

Supporting Health and Wellbeing

Health and Wellbeing is a key priority. We will continue to support pupil's Health and Wellbeing by:

- Continue to promote a positive and caring school ethos.
- Provide learners with plenty of opportunity to safely share experiences, talk and interact during play, formal learning sessions and break/lunchtimes including through virtual experiences.
- Recognise some pupils will have developed emotional vocabulary already and be able to regulate their emotions, others will not.
- Teach pupils to talk about their experiences and name the emotions they feel.
- Make time to talk in natural play, as part of learning and as part of everyday routines, especially for younger learners.
- Provide plenty of reassurance from a wellbeing and learning aspect praising resilience and effort.
- Provide routine and structure for all learners especially those with specific needs.
- Direct pupils to a designated wellbeing and mindfulness resource folder populated with relevant tasks and activities led by Health and Wellbeing and ELSA trained practitioners.
- Provide a regular diet of planned relevant wellbeing and mindfulness tasks and activities via Google Classroom and Seesaw.
- Encourage and promote physical wellbeing by providing regular opportunities to engage in physical activity and outdoor learning.

Supporting Learner Fitness

In the event of an extended partial school closure or reduction of pupil numbers, on pupil's return, learner fitness will become a priority. We will support learner fitness by:

- Planning engaging assessment opportunities to enable teachers to assess key skills and respond accordingly.
- Developing effective questioning to ascertain pupils' knowledge and understanding.
- Revisiting key topics as a foundation for progress and to rebuild learner confidence and self-esteem.
- Focusing on verbal feedback and dialogue to reassure and guide pupils. Frequently providing verbal feedback, effective in building pupils' confidence and fostering positive attitudes to learning.
- Adapting the provision to meet the pupils' needs.

- Identifying and addressing any immediate additional support for literacy, numeracy and digital skills.
- Reinforcing pupil's knowledge regarding how to stay safe online, including appropriate behaviour whilst online and communicating with staff and peers.

Effective Assessment and Feedback

At this time, it is not appropriate for schools to use summative assessment for the tracking of individual pupil progress against targets. We will continue to support effective formative assessment and feedback by:

- Focusing on the **formative** element so that learners are supported to move forward in an unfamiliar context using e.g. effective questioning, discussion, self and peer assessment and constructive feedback.
- Discussing models of work/modelling of a skill as a class to produce Success Criteria as a basis for peer and self-assessment.
- Focusing on helping to identify next steps and building confidence both to enable them to be ready to learn and to make progress in their learning;
- Continue to follow the 'Praise and Wish' approach to marking where relevant and age appropriate.
- Marking all work submitted during the school day and returning work with given opportunity to respond.
- Clearly presenting and explaining the tasks set for the day or week giving clear expectations;
- Being guided by the teacher's professional judgement following their evaluation of the learning needs of pupils and the nature of the activity being undertaken, how any feedback, including marking, is given;
- Communicating clearly, simply and concisely when providing individual or whole group verbal or written feedback;
- Correcting common misconceptions and misunderstandings; and
- Providing learners with opportunities to keep in touch and communicate with their peers, and to see and celebrate each other's work so that they learn from one another.

The purpose of feedback within the context of blended learning:

- Keep in touch during the 'home' element of blended learning and maintain positivity;
- Acknowledge and appreciate learners' efforts, to celebrate their work and offer encouragement;
- Support the learners to ensure that they understand the tasks and respond to any misconceptions or misunderstanding that they may have;
- Provide the teacher with as much information as possible of the learners' current knowledge and understanding and the ways in which they can be supported in the next steps of their learning; and
- Help parents to support their children's learning.

Organising the Learning

What will learners be taught?

The guidance is clear that wellbeing is the focus but there is clearly a need to develop the independent learning skills and resilience needed to support distance learning. We will organise the learning by:

- Providing daily opportunities to use and develop literacy and numeracy skills
- Provide regular opportunities to support Health and Wellbeing.
- Provide opportunities for pupils to access ALL Areas of Learning and Experience (AoLEs) in a weekly timetable.
- Providing a range of relevant, accessible and purposeful resources.
- Promote the use of the outdoors as a valuable resource.
- Collaborating as a staff in planning and team-teaching approaches particularly in terms of mixed classes and transition.
- Providing opportunities within and across schools to creative approaches in designing learning experiences as per the principles and Four Purposes of the new Curriculum for Wales. Where applicable, learning opportunities include enrichment experiences such as:
 - Enterprise activities
 - Eco projects
 - Health and Fitness
 - Creativity
 - Artists and music

Supporting Learning through Collaboration

During this period, the importance of collaboration and co-working cannot be underestimated. Collaboration has taken many different forms:

- Participating in cluster meetings for school leaders
- Providing opportunities for peer to peer collaboration.
- Providing Professional Learning opportunities to ALL staff.
- Providing opportunities for collaboration between schools and peers. This can lead to a number of positive aspects. These include:
 - Staff wellbeing
 - Support and sharing of good practice
 - Consistency of approach
 - Dissemination of information and a common understanding
 - Professional Learning

Equity for All

As learners may be disadvantaged by this new way of learning, much has been done to support our learners such as the offer of school devices, hard copies of resources delivered and support from teachers via Teams. Staff who have concerns around a learner not accessing the curriculum should report this to the relevant SMT in the first instance.

Online Safety

We will:

- Consistently remind and clarify safeguards to members of staff and highlight support routes to pupils and parents.
- Keep online safety a number one priority whilst discussing opportunities and risks around newly discovered online platforms (e.g. video conferencing websites and apps)
- Consider mental well-being of pupils.
- Review policies, practices and safeguards as well as reviewing whether certain practices have impacted on learning.
- Maintain contact with children and allow them to discuss worries and concerns.
- Ensure staff training is up to date.
- Utilise and promote the use of Hwb resources 'Keeping Safe Online' at home and at school

<https://hwb.gov.wales/zones/keeping-safe-online/online-safety-resource-for-wales>

Parents and learners will need to agree to the Acceptable User Policy and the Live Sessions Agreement (detailed below) before participating in a live session.

Live Sessions Agreement - Bryn Primary School



The following agreement between teachers, families and learners is for the use of video conferencing and/or live streaming. This will apply to Blended Learning situations. In order to attend a live session, please read and acknowledge the following:

Teachers agree to:

- Be punctual, prepared and professional at all times
- Be online for live lessons/sessions and to speak with parents, carers and learners to offer support for the learning tasks set that day at least 2 x weekly. Recorded sessions will also be shared.
- Discuss roles, responsibilities and live streaming rules with learners at the outset of all lessons/sessions
- Notify the school leadership team, learners and parents/carers of any scheduled lessons/sessions, cancelled lessons/sessions or changes in arrangements

- Give sufficient notice and the expected duration of the lesson/session
- Ensure that they keep themselves up-to-date with all relevant policies and procedures, including online safety, safeguarding and data protection policies
- Take a register of all attendees
- Prevent a one-to-one situation at the end of an online class by disconnecting all participants at the close of the lesson/session.
- Plan Lessons/sessions in advance
- Check that all content is appropriate for any tasks requiring online research, the suitability of the websites checked prior to the lesson.
- Be mindful that if the lesson includes tasks, some learners may require more time than others.
- Be familiar with functions of Microsoft Teams and how to use the chosen tool effectively to facilitate collaboration.
- Ensure that two practitioners attend each online lesson. One practitioner delivers the lesson while the other manages the chat.
- Make learners/parents aware if the session will be recorded



Parents/Carers and Learners agree to:

Before the lesson expectations

- Make sure your family household is aware of the date and time of your lesson.
- Ensure your device is fully charged.
- You have accessed Hwb with your Hwb username and password.
- Be punctual for all video-conferencing lessons/sessions
- Access any materials in advance of the lesson
- Have everything you might need to hand
- Make sure they have all power adaptors and laptops ready before the lesson/session begins and are logged into the lesson/session
- Choose a neutral location that is appropriate and safe, e.g. a living room, a study or a kitchen (NOT BEDROOM)
- Work from a suitable location where they feel comfortable, preferably accompanied by a parent/carer

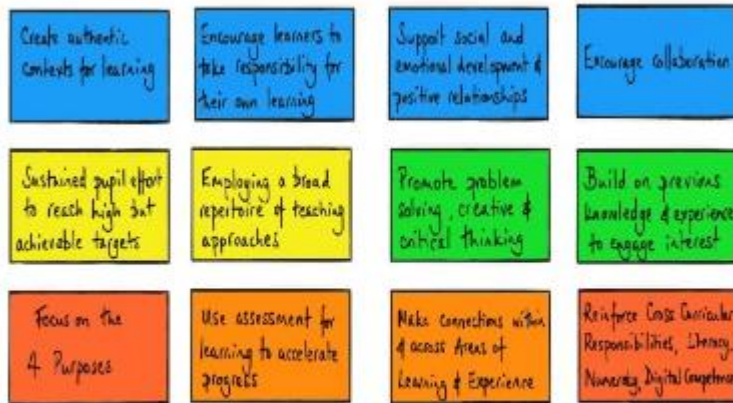
- Reduce the possibility of the lesson being interrupted by other household members or pets
- Carefully consider what is in view of the camera, i.e. check that the background is suitable and does not contain images or information that should not be shared or that could be deemed inappropriate.
- Teachers may ask you to keep cameras off to improve connectivity.



During the lesson expectations

- Login to Microsoft Teams with your HWB account.
- Once you arrive in the session click on MUTE. Await further instructions from your teacher.
- Show respect for everyone in the online classroom
- Dress appropriately for all lessons/sessions, thinking about respect for others
- Seek to contribute to the lesson/session in a positive manner and not be disruptive at any time
- Use the chat, mute/unmute and the hand up/raised hands functions to make the most of the lesson or session.
- Leave the session when asked to - the teacher **MUST** be last to leave the chat, mute/unmute and the hand up/raised hands functions to make the most of the lesson or session.
- Not share images of the session or lesson.

12 Pedagogical Principles



12 Pedagogical Principles

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