



Greenmeadow Primary School Distance/ Blended Learning Policy

Policy review Date	October 2020
Date of next Review	Ongoing
Reviewed by	Governors
Headteacher	Mrs Moses
Chair of Governors	Gaynor Evans

This policy has been reviewed; to the best of our knowledge we do not feel it impacts negatively on any specific group or individual within our school community.

Rationale

This policy outlines Greenmeadow 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. The communities' well-being is at the forefront.

Aims

1. To provide a clear communication between home and school in order for pupils to continue their learning.
2. To provide on-line education using Google Classroom and Microsoft Teams as the main resource.
3. Pupils are set work by their class teacher which encompasses the Four Purposes of the Curriculum for Wales. Constructive feedback is given in order to move children's learning forward allowing them to make progress.
4. To ensure mental and emotional wellbeing is a key focus and integrated into our everyday practice.
5. To ensure coherence between in school and remote/home learning.
6. To provide IT devices for families with no or limited access to a digital device.

What is Blended Learning?

Blended Learning is an approach to learning that combines face to face, distance, digital and online learning experiences.

What is Distance Learning?

Distance Learning allows learning to happen from just about anywhere and *may involve* a digital device and internet connection. Distance learning can be synchronous (at the same time) or asynchronous (at different times) or a hybrid of both approaches. Distance learning doesn't have to mirror learning as it normally does in school.

Blended Learning for the Child, Teacher and Governors

At Greenmeadow Primary School the blended learning approach will:

Child

- Ensure that the pupil's stage of development and sense of wellbeing is fully taken into account when planning for learning. These will include explicit opportunities to develop personal, social and emotional skill throughout the school and in particular, issues arising from the pandemic.
- Ensure that learning has meaning and purpose and promotes plenty of opportunity for building successful learners.
- Recognise, value and support parents as the child's first educator and encourage positive communication between home and school.

Teacher

- Be strongly rooted in the principles of the Curriculum for Wales 2022, paying high regard to the Four Purposes of the new curriculum.
- Pupil voice will inform teachers planning.
- Be informed by a growing level of evidence based on research and professional enquiry. This to be reflected upon, revised and based on pupil and teacher experience.
- Innovation and creativity will be well supported at all levels to ensure a rich and effective learner experience.
- Microsoft Teams and Google Classroom will be used 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.

Governors

- We will ensure all governors understand the role of Distance/Blended 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.
- Reinforce pupils’ knowledge regarding how to stay safe online, including appropriate behaviour whilst online and 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 during online class video calls.
- When teaching using live streaming, there **must be 2 members of staff present**. Ensure video chats are group based/class based, never on a 1:1 basis. A member of staff must remain on the call until all of the children have ended the call. *(Please refer to Live-streaming safeguarding principles and practice for education practitioners.)*

Expectations of teachers:

- All teachers will provide work for children to complete at home via Google Classroom.
- All teachers will be readily available for children/parents to contact.
- Teachers will mark and respond to pupils’ work ensuring constructive feedback is given.
- Teachers will try to match the work to your child’s abilities wherever possible, sometimes this will prove to be difficult as teachers often give additional support to pupils during a lesson.
- Celebrate individual success and achievements.

Expectations of pupils:

- Each child will be set pieces of work to complete via Google Classroom.
- The work will be uploaded digitally and children must return the work to Google Classroom.
- Respond to teachers' marking to move their learning forward.

Expectations of parents:

- Parents to ensure their child is actively engaging with home learning for example weekly homework tasks via Google Classroom.
- Parents are encouraged to engage in parental workshops to further develop their understanding of approaches and strategies used within the school to support their child's learning.
- Regular communication and feedback with the child's class teacher including updates of their child's progress.

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, wellbeing, pastoral and wellbeing support will be made available via our Thrive 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.

Professional Learning for Staff

Staff will be encouraged and enabled to develop curricula that make 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 at the forefront of teaching and learning, staff will have endless professional learning opportunities to ensure they are well supported in the delivery of rich, real-life learning experiences.

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.

Encouraging pupil participation

Teachers must make every effort to encourage children to engage with home learning. At Greenmeadow Primary we must ensure that:

- Parents understand the importance of home learning and how to access and engage with it, in order for them to support their children effectively.
- The quality of teaching, whether through home learning or face to face, is good.
- Pupils should be encouraged to collaborate with their peers using Microsoft Teams.
- Strategies to promote independent learning are provided for the children.
- Teachers adapt the approach they use to suit the type of learning that they want to take place.
- Teachers ensure timely, positive and constructive feedback is given to the children who complete their home learning so that they understand what they have done well and how they can improve.
- Teachers include opportunities for pupil voice to shape the way all learning develops.
- Teachers should develop ways to reward effort and attainment in home learning.
- Teachers to phone parents and children at home to check on wellbeing and understanding of the learning and to encourage pupil participation.

Face to Face Teaching

- Teaching and learning will focus on authentic, experiential learning experiences wherever possible.
- Children will be an integral part of the planning process.
- Facilitate learning through face to face teaching.
- Ensure direct teaching of specific skills consolidates learning across the curriculum.
- Makes effective use of the indoor area and the outdoor area.

Home Learning

- Adapt planning to best meet the needs of all learners.
- Ensure parents understand the purpose of any learning activities.
- Staff should model the learning and share clear step-by-step instructions for all lessons.
- Staff should create reusable learning materials for example make videos etc.
- Learning activities should apply and transfer skills and knowledge when at home in real life contexts.

Feedback and Assessment

- In school, teachers should use a range of 'Assessment for Learning' strategies.
- During home learning, teachers should actively respond to pupils' and parents' comments.
- Teachers should respond with a comment to each piece of online work.
- Pupils who complete home learning should be awarded for effort and achievement using dojo points, daily star of the day and weekly merit awards.
- Teachers should take note of pupils' emotional and physical wellbeing and make adjustments where necessary.

Quality Assurance of Blended Learning

- Face to face teaching will still be quality assured in the same way using book looks, planning and assessment scrutiny, testing and where possible, lesson observations.
- Home learning will be quality assured by contact through Google Classroom and written feedback attached to work assigned. This can be 1-1 or provided to the class depending upon the task set. Class Dojo will be used to provide contact with parents.
- The engagement of pupils will be assessed and, where it is low, the teacher will be asked to try to increase this by reflecting on the strategies that they are using and by communicating effectively with parents.
- Parent and child surveys will be carried out bi-annually, results analysed by the Head and feedback and action points given to staff which will then be reviewed through quality assurance processes.