



BLENDED LEARNING POLICY

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Monitoring & Review	Principal/Ed Tech group	
Links	Ed Tech group	
Staff responsible	Principal	

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1. Context

The closure of schools in March 2020 due to Covid 19 saw a wide variety of home learning policy and practices implemented over the lockdown period, with a range of different outcomes for pupils. Difficulties included access to IT (staff and families), lack of time to prepare staff, pupils and families for long term home learning and a lack of training for staff on how to undertake and deliver 'virtual' learning.

In September 2020 as schools fully reopened, the issue of further outbreaks of Covid 19 quickly became an issue. However unlike in March, pupils are being sent home either individually or in smaller groups (bubbles) to self-isolate, leading to a need to provide teaching both virtually and face to face. This is an ever-changing situation and the requirements for pupils' isolating at home is likely to continue throughout the coming academic year with little notice.

So, this needs careful planning and whole school policy and procedures which are understood and followed by all staff and understood by the school's community. Equally, the issue of access to IT remains a concern for many children and families and so strategies other than online learning continue to need to be provided.

The policy is written with reference to the latest research available from the EEF (September 2020)

2. Policy Statement

This policy is an opportunity to ensure that homework and home learning is fully embedded into delivery of the school curriculum in a meaningful and sustainable way, whether pupils are self-isolating or not. Its purpose is to provide a structured approach to blended learning which ensures consistency and equity for all pupils. Blended learning will be offered on the first day of absence for individuals who are self-isolating, bubbles who are self-isolating and in the case of full school closure.

3. Definitions

A *blended learning* approach is where students learn at home via electronic, online media, through paper 'packs' of resources as well as traditional face-to-face teaching to ensure pupils are given equal opportunities to access the curriculum, whether in school or learning at home.

Home learning builds on and complements what is done at school.

The blended learning approach considers how to incorporate:

- *synchronous learning* – where pupils and teachers interact in a specific virtual space, through a specific online medium, at a specific time – video conferencing, live chatting, live streaming lesson.
- *asynchronous learning* – where learning happens on the individual's schedule. Teachers provide the materials and assignments with pupils having the ability to access and satisfy these requirements within a flexible time frame. Materials might include paper-based materials, directed texts, self-guided interactive learning resources, pre-recorded lessons and podcasts.

4. Aims

- To ensure equity of learning and curriculum opportunities for pupils in school and at home
- To set out expectations for all members of the staff community with regards to blended learning across the school
- To ensure a consistency of approach to blended learning which is understood by staff, pupils and families
- To provide appropriate guidelines for data protection and safeguarding

5. Principles

- Pupils are inspired, motivated and engaged to learn, through blended learning approaches that vary according to their appropriateness to the particular learning context.
- Pupils are encouraged to become independent learners
- Staff are encouraged and supported to adopt fit-for-purpose and innovative blended learning approaches. These approaches are enabled by academic and professional partnerships and appropriate institutional investment in learning technologies.
- Digital literacy is recognised as an important graduate attribute and a core skill for academic staff.
- Flexible delivery options are offered to reflect the needs of pupils, the intended learning outcomes and the availability of resources.
- Blended learning will not always include flexible delivery and so will not always provide pupils a choice of where and when they can study.
- Blended learning and flexible delivery are chosen to enhance pupil engagement and learning outcomes.
- It is recognised that blended learning and flexible delivery may require increased investment of resources to ensure sustainable delivery of high-quality learning and teaching.
- Technology is considered an opportunity to capture data regarding patterns of pupil participation (learning analytics) to inform monitoring for at-risk pupils, to promote just-in-time learner support and to provide information to pupils
- Teacher workload has been taken into account when deciding on the blended learning offer

6. Roles and Responsibilities

6.1 Teachers

When providing remote learning, teachers must be available during their usual working hours, as far possible.

If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When providing remote learning, teachers are responsible for:

- Setting work – cover details like:
- Providing feedback on work
- Keeping in touch with pupils who aren't in school and their parents
- Attending virtual meetings with staff, parents and pupils
- SLT will delegate responsibility for providing remote learning for individual students when their own teacher is still working in school.

6.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between during their usual working hours, as far possible.

If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When assisting with remote learning, teaching assistants are responsible for:

- Supporting pupils who aren't in school with learning remotely
- Attending virtual meetings with teachers, parents and pupils – cover details like:

6.3 SENCO

The SENDCO will be responsible for co-ordinating remote learning for children with SEND. The SENCO should work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.

Where a pupil has provision specified within their EHC plan, it remains the duty of the local authority and any health bodies to secure or arrange the delivery of this in the setting that the plan names. However, there may be times when it becomes very difficult to do so, for example, if they are self-isolating.

6.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

6.5 Designated safeguarding lead

Please refer to the Safeguarding and Child Protection Policy and in particular Appendix 6, COVID-19 and safeguarding.

6.6 Trust IT staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff and parents with any technical issues they're experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Assisting pupils and parents with accessing the internet or devices

6.7 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work
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Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff
-

6.8 The Local Governing Body

The LGB 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

7 Data protection

7.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will access student data via Arbor and Teams. Use school devices as far as possible which are encrypted with Bitlocker. Data will be stored in line with Trust GDPR policies

7.2 Processing personal data

Staff members may need to collect and/or share personal data such as e-mail addresses and phone numbers as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen.

However, staff are reminded to collect and/or share as little personal data as possible online.

7.3 Keeping devices secure

Staff members using a work device outside school/the School must not install any unauthorised software on the device and must not use the device in any way which would violate the school's/School's terms of acceptable use and in line with the staff Code of Conduct.

Staff must ensure that their work device is secure and password-protected, and that they do not share their password with others. They must take all reasonable steps to ensure the security of their work device when using it outside school/the Trust. Any USB devices containing data relating to the school/Trust must be encrypted.

If staff have any concerns over the security of their device, they must seek advice from the ICT support team. Work devices must be used solely for work activities.

Please see the Online Safety Policy for more information.

8. Safeguarding

Please refer to the Safeguarding and Child Protection Policy, in particular Appendix 6, which can be found on MS Teams.

Please also, refer to Expectations and Guidance for Educators using Class Teams for further guidance for Staff.

9. Monitoring arrangements

This policy will be reviewed each year by the Principal in consultation with the Trust EdTech group and the Director of ICT. At every review, the policy will be shared with the LGB and the updated policy will be uploaded to the school website.

10. Links with other policies

This policy is linked to our:

- Behaviour policy
- Safeguarding and Child Protection Policy, in particular Appendix 6
- Trust Data Protection Policy and Privacy Notice for Staff
- Home-school agreement
- Online safety policy
- Health and Safety
- AUP for student devices at home
- Expectations and Guidance for Educators using Class Teams

Appendix 1: Good Practice for Staff, Pupils and Parents

Blended Learning Good Practice for Staff

When reaching synchronously or asynchronously, remember what the research says about delivering high quality teaching:

- Begin a lesson with a short review of previous learning (need to link what pupils are about to learn to what they already know. Having the time to recall things from memory makes them more memorable in the future).
- Present material in small steps with student practice after each step and require and monitor independent practice (provide a small amount of input and then a chance to do something with it before moving on. Make sure that there is only a small amount of new information being introduced because I need an opportunity to monitor how they are getting on).
- Ask questions and check the responses of all students. Check for student understanding and obtain a high success rate (ask questions to ensure that everyone is following our explanation and to make sure that students aren't starting a task still holding on to misconceptions. If we don't get a high success rate before they start practising, then any misconceptions they hold will end up embedded in their work. E.g. create self-marking quizzes that can be set up to provide feedback on incorrect answers. Pupils can complete these quizzes before beginning a longer task to check they are ready).
- Provide models and scaffolds for difficult tasks (make sure they are available on any resources given to pupils. Strategies used could include producing model paragraphs in advance and including scaffolding on the same slide or providing a worksheet containing the task instructions).
- Engage students in reviews (Doing so allows teachers to help them make connections between different parts of the topic and to identify personal goals for improvement and give advice on how to achieve them).
- Endeavour to provide regular feedback to learners on pieces of work that they are required to submit.
- Pay due care to the nature of tasks set, so that learners have a range of activities to complete at home and are not exclusively working on a screen.
- Depending on the school's policy about contact with parents and carers, teachers should be available to contact parents if needed, by email or phone (when phoning from personal devices, dialling 141 before the number will ensure the teacher's own number is kept anonymous). If contact is deemed excessive the line manager will be able to support and, if necessary, escalate to SLT.
- Unless there are extenuating circumstances, teachers will be expected to be contactable remotely by colleagues, pupils and parents. Teachers also should ensure their communication with learners does not encourage unhelpful work habits. All communication should take place during usual school hours, with no expectation for colleagues to read or respond to emails after 6pm. For those who are on part-time contracts, communication is expected only on the days on which they would usually work.

Blended Learning Good Practice for Parents

Parents should be encouraged to:

- Take an active interest in their child's learning (As a parent or carer, remote learning will be a new concept for your child and there are bound to be a few teething problems to start with. Take an active interest in their learning and help support them whenever they need help).
- Monitor their child's communication and online activity (It's important to remind your child that despite being at home, the same level of behaviour and conduct exists as if they were at school. Encourage them to remain polite, remember their manners and not to post or send any negative comments just because they are behind a computer).
- Establish a daily schedule and routine (Working from home and trying to learn in a more casual setting that children might associate more with play and a degree of freedom might take a bit of getting used to. Try to stick to a daily routine and use timetable/schedule that schools have sent home to help children keep on top of their daily learning).
- Ensure their child's learning device is in a public space in the home (It's important to consider where your PC or laptop is placed if live video is being used. Try to keep the background neutral with no personal information visible and move learning devices out of the bedroom as this could be deemed inappropriate).
- Ensure their child only uses official school communication channels (It's important that all communication with teachers and school staff is directed through approved school channels, whether that be through the school's online portal or the relevant secure messaging site).
- Maintain feedback with teachers (Engage in communication with teachers where possible and try to feedback progress and development as well as any helpful suggestions around the learning process. Be transparent but remain professional and only use official channels to communicate).

- Encourage screen breaks away from devices (Remote learning will inevitably require more interaction with computers, laptops and tablets. Teacher's will invariably advise on screen breaks however it doesn't hurt to keep a check on their time online or encourage them to get some fresh air/exercise).
- Implement safety controls and privacy restrictions on apps and software (Dependant on how your school implements remote learning, your child may be required to download certain software or apps. Whilst these are likely to be relatively safe to use, like any other new app or platform, parents should still implement safety controls as a precaution).
- Familiarise themselves with relevant school policies (Schools should have a policy on remote learning and direction that they can share with parents. Familiarise yourself with this and ensure you know what is expected of teachers and your child during lessons, both online and offline).
- Monitor their child's wellbeing and mental health (Remote learning will likely mean that your child won't get the same level of social interaction and might not see their friends for a while. Keep a check on their wellbeing and try to encourage them to get out as much as you can. Whilst learning from home might seem fun and exciting to start with, missing out on seeing their friends everyday might take its toll).

Blended Learning Good Practice for Pupils

Pupils are expected to:

- Treat remote learning the same as classroom learning (Despite being at home, it's important to remember the same rules apply as being in the classroom, particularly in respect of behavior and conduct. Focus on learning and don't get distracted by your surroundings.)
- Take regular screen breaks (Whilst remote learning might be an exciting experience to begin with, having prolonged periods of time in front of a screen isn't always healthy. Remember to have regular screen breaks where possible and in your spare time, try to get some fresh air and enjoy other activities away from electronic devices).
- Only communicate through approved school portals and platforms (It's important that you send
- messages and any pictures or images required for class through approved school channels, such as internal learning portals or approved platforms. This will help to keep your personal information safe and secure).
- Don't use school platforms to discuss personal matters (It's important to keep your school communication channels separate from your own personal communication with friends and family. Don't be tempted to engage in casual discussions or send images, videos or links via official school apps or platforms that aren't associated with your learning).
- Use classroom language (If you are encouraged to communicate through emails and online messages, don't use shorthand text speak and write as though you would speak in class. Remember to be respectful and polite and avoid positing negative comments or spamming the chat).
- Always conduct video learning in an open space at home (To get the best experience from remote learning, it's important to create the right environment around you. Try to set up a mock 'classroom desk' at home in an open space so parents can supervise if necessary. Avoid bedrooms as this could be considered inappropriate).
- Not share passwords or other sensitive information (In order begin your online lessons or to gain access to learning materials, you may be provided with login details and passwords. In the same way you keep your personal details private, always keep these safe and never share them with others).
- Look after their mental health and wellbeing (Remote learning ultimately means working alone and missing out on daily social interaction with your friends. If you ever feel frustrated, low or sad, it's important to discuss how you feel with your parents or your teacher. Keeping in touch with friends over the phone or on social media can also help to keep your spirits up).

During online lessons and any individual video calls with teachers ensure:

- An adult is with the pupil during the individual video call
- Pupils are in either their dining room, living room or kitchen and not their bedroom.
- Pupils are dressed and ready—not in pyjamas.
- School rules still apply!
- The provide reminders about staying safe online – keeping themselves, classmates and teacher safe.
- Pupils do not record or take pictures of their teacher or classmates during you online sessions.

Appendix 2: Links to EEF Research, Guidance Reports and Supporting Documents

For schools

[Home learning approaches: Planning framework](#)

[Home learning approaches: Planning framework – blank template](#)

[Home learning approaches: Planning framework – worked examples](#)

[Supporting parents and carers at home: What schools can do to help](#)

[Parents and carers engaging in home learning: A checklist for schools](#)

[Linking learning: Home learning support from mainstream schools](#)

[Communicating Effectively with Families - Guide for Schools](#)

For parents

[7 top tips to support reading at home](#)

[7 top tips to support reading at home – for Key Stage 2](#)

[Helping Home Learning: Read with TRUST infographic](#)

[Helping Home Learning: Read with TRUST comic](#)

[Helping Home Learning: Talk with TRUST infographic](#)

[Helping Home Learning: Talk with TRUST comic](#)

[Supporting home learning routines: Planning the day](#)

[Supporting daily routines during school closures](#)

Appendix 3: Remote Learning Checklist

Completed by:

Date:

	AS SOON AS POSSIBLE & ONGOING	Date	PRIOR TO SELF ISOLATION	Date	DURING ISOLATION	Date	ON RETURN FROM ISOLATION	Date
LEADERS	<p>Inform all staff about when and how this checklist should be completed</p> <p>Agree with staff the learning platform (Teams/Tapestry/Seesaw/ClassDojo) to be used for delivering lessons</p> <p>Agree with staff if different approaches are to be used for different ages/groups of children</p> <p>Provide training for staff on IT usage and learning platform</p> <p>Provide training for staff on blended learning and discuss policy regarding changes to pedagogy and practice</p> <p>Audit/survey staff and pupils' IT resources and device usage/accessibility</p> <p>Agree expectations with staff regarding home learning</p> <p>Share expectations with parents – see EEF Parents and carer’s checklist: EEF checklist</p> <p>Update key policies: Data Protection, data protection compliance, Acceptable Use Policy, Safeguarding.</p> <p>Ensure packs of resources are available which pupils can pick up to use at home before they leave school for isolation</p>		<p>Prepare communications to affected parents which include learning expectations and what their child will get daily, include a ‘who to contact’ name.</p> <p>Ensure parents know if attendance at any synchronous sessions will be monitored and recorded</p> <p>Make any changes to staff responsibilities given staffing/pupils self-isolation including the provision of home learning materials and who will feedback to pupils</p>		<p>Communicate home learning successes to parents</p> <p>Identified leader (e.g. Attendance Lead/Head of Year) to monitor take up of home learning by pupils</p> <p>Ensure home learning packs are handed out</p>		<p>Reward and celebrate home learning successes with parents and children</p> <p>Get feedback from parents/pupils on what home learning worked well, EBI etc</p> <p>Get feedback from parents on school’s communication strategies</p> <p>Review and refine home learning practices and communication strategies and share with school community</p> <p>Update Blended Learning policy and checklist to reflect this and redistribute to staff</p>	

	Consider what support for reading can be provided: reading books? Online books? Reading aloud?							
	AS SOON AS POSSIBLE & ONGOING	Date	PRIOR TO SELF ISOLATION	Date	DURING ISOLATION	Date	ON RETURN FROM ISOLATION	Date
TEACHERS	<p>Explicitly teach pupils how to learn independently if at home, including how to organise themselves, their learning, their day.</p> <p>Ensure that pupils understand the expectations for learning each day and have a timetable to take home.</p> <p>Ensure that all pupils know how to use the virtual platform, including: any passwords needed to access resources; how to upload/send completed work and identify any specific provision/resources which individual children will need to access the platform</p>		Reinforce how to learn at home and reassure them		<p>Provide home learning activities that involve consolidating learning and catch up gaps.</p> <p>Prepare materials to meet individual learning needs as necessary: EAL, SEND</p> <p>Consider equity learning issues for pupils at home compared to those in school</p> <p>Provide new home learning materials</p> <p>Make provision for online lessons and for interactions with individual pupils and provide opportunities for interactions between pupils</p> <p>Monitor pupils' access to home learning</p>		<p>Welcome back</p> <p>Praise for home learning</p> <p>Use formative assessment techniques to assess what pupils have learnt and for any gaps in their learning</p> <p>Deliver catch up lessons for all pupils as required.</p> <p>Discuss with pupils' what worked well and what didn't and consider what refinements need to be made for home learning practices and procedures should such measures be required again.</p> <p>Consider how home learning opportunities can be improved for all children in the future using learning from this process</p>	

					<p>Regularly feedback to pupils on their home learning</p> <p>Regularly assess pupils' knowledge and understanding of the home learning.</p> <p>Adjust and adapt home learning in light of assessment.</p> <p>Consider what catch-up will be required as pupils return and begin to plan for this</p>			
	AS SOON AS POSSIBLE & ONGOING	Date	PRIOR TO SELF ISOLATION	Date	DURING ISOLATION	Date	ON RETURN FROM ISOLATION	Date
SUPPORT STAFF	<p>Support teachers with home learning pack preparation</p> <p>Support individual children with self-organisation and prepare them for how to learn at home</p> <p>Ensure individual children have the skills for any IT access</p> <p>Prepare any differentiated resources required to support home learning</p>				<p>Contact and record children at home issues (in line with school policy) including how home learning is progressing</p>		<p>Work with individual children on catch up</p>	
	AS SOON AS POSSIBLE & ONGOING	Date	PRIOR TO SELF ISOLATION	Date	DURING ISOLATION	Date	ON RETURN FROM ISOLATION	Date

OFFICE/OTHER	<p>Check all contact number for parents and email addresses are up to date and working</p> <p>Establish a system for tracking return to school dates for individuals and bubbles</p>		<p>Ensure all children being sent home are recorded on tracker and record likely return date</p>		<p>Send parents a text message regarding return to school date.</p> <p>Check/amend dates for return if there are further positive tests for self-isolating pupils</p>		<p>Check all children have returned</p>	
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