**Brady Primary School**

**Blended learning Policy**

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‘Inspiring teaching for ambitious learners’



BLENDED LEARNING

POLICY

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# **1, Policy Description**

# **Aims**

This policy covers the support for pupils in the event that individuals, classes or groups are required to self-isolate or in the event of a local lockdown that would prevent children from attending the normal school-based provision. This home-education provision is known at Brady as Blended Learning and is formed of school-based learning and home learning. Blended Learning is a style of education in which pupils learn via electronic and online media as well as traditional face to face teaching.

# **Purpose**

The purpose of the policy is to provide clarity for all stakeholders including Governors, staff, children and parents on the procedures in place to support pupils effectively in the event they are unable to be taught within Brady School.

In the event that the school or classes are closed due to the need to self-isolate or due to a COVID outbreak, the policy will identify the steps in place to ensure all pupils are able to access learning whilst at home both in the short-term or for a longer period.

The policy clarifies Brady’s commitment to providing an equal quality of learning, whether a child is present in the traditional school-based setting or distance learning at home.

### **2, How will my child access any online remote education we are providing?**

Through the online ‘distance learning’ platform ‘Seesaw’, children will have access to digital learning environments. In the event of a class, bubble or the whole school having to remain at home, a full time equivalent of the school week’s curriculum will be made available to every year group; including core and non-core subjects (see Curriculum Provision below).

In the case of individual children being required to self-isolate for 14 days, while the class bubble is still in school, Brady Primary will continue to provide this work.

The Blended Learning offer consists of teacher selected work on Seesaw, which the children can read and respond to, this will then be acknowledged by the teacher. In addition, we also have the use of other platforms including: Numbots, TTRockstars, BBCbitesize, Oak Academy and other resources.

**Single Child**

In the event that a single child is required to self-isolate for a short period pending a covid test, teachers will set work on Seesaw for the pupil to complete at home in line with what the other children are doing in class.

**Single Child Self Isolating for 10 days**

In the case of individual children being required to self-isolate for 10 days, but while the class bubble is still in school, Brady Primary School will set work on Seesaw for the pupil to complete at home.

### **Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?**

In the event of a class, bubble or the whole school having to remain at home, a full time equivalent of the school week’s curriculum will be made available to every year group; including core and non-core subjects *(see Curriculum Provision below).* We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects.

### **3, How will my child be taught remotely?**

Some examples of remote teaching approaches that may be used include:

**Zoom meetings**

Every class teacher will complete a zoom meeting for their class for 15 minutes each morning this meeting will:

* Give the children a chance to see their teacher and each other to ensure they get some form of normality.
* Give the school a chance to take the register and ensure the attendance of the children for the day.
* Give the teacher a chance to explain the tasks that will be put on Seesaw- our online learning platform for that day.

**Zoom timings**

|  |  |
| --- | --- |
| 8.45- 9.00 | Reception A& C |
| 9.05- 9.20 | Year 1 |
| 9.25- 9.40 | Year 2 |
| 9.45- 10.00 | Year 3 |
| 10.05- 10.20 | Year 4 |
| 10.25- 10.40 | Year 5 |
| 10.45- 11.00 | Year 6 |
| 11.05- 11.20 | Nursery |

The zoom link for each meeting will be sent by the class teacher via the Seesaw platform. This can be accessed on a laptop, a phone or tablet.

* printed paper packs produced by teachers (e.g. workbooks, worksheets) if required for specific families
* providing online texts and reading passages which pupils can access at home
* Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences; including: MyMaths, TTRockstars, BBCbitesize, Oak Academy, White Rose, Letters and Sounds and other resources.

### **How long can I expect work set by the school to take my child each day?**

The Government have set an expectation that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

|  |  |
| --- | --- |
| Key Stage 1 | A minimum of 3 hours for KS1.  This may be less for children in EYFS and dependent on the nature of the tasks provided, but will be a minimum of 2 hours. |
| Key Stage 2 | A minimum of 4 hours each day. |

**4, Curriculum Provision**

**Distance Learning work will be set with the following principles as a guide:**

* Work will be age and ability appropriate.
* Will provide challenge for all ability groups.
* Will be consolidation learning or new learning that continues the current topic, subject or focus learning that was being delivered in the classroom setting or would be as part of the planned curriculum.
* Will have an accompanying explanation that is easy to understand (usually by video or in written format).

**Blended Learning will contain the following minimum weekly curriculum provision:**

**Seesaw**

Each day the children will have work assigned to them on Seesaw, this work will consist of:

* 1 Maths activity
* 1 English activity
* A Reading activity
* 1 Other activity each day from a foundation subject including: Art, DT, Science, History, Geography, French, PSHE, PE

There is no expectation that this is printed out and completed, you can simply complete the work on a piece of paper and send a photo in. The pupils can make a video talking about their work. Please do not feel pressured to print this out to complete. Just send evidence of the work back to your child’s teacher on Seesaw.

All of the work will be acknowledged and marked by the teachers, you will then receive a quick comment back on what the children have done.

Work will be acknowledged between 9.00am and 4.00pm with an hour for lunch at 12.00pm Monday to Friday, any work submitted outside of these hours will be marked the next day. Teachers will be available at these times via Seesaw or email.

**5, Providing Support**

Brady will support families by:

* Ensuring children have a good knowledge of Online Safety.
* Are able to access all learning resources through the Seesaw Platform.
* Communicate clearly with parents the process and expectations of distance-learning via the groupcall messaging and email system.
* Be available to support families with questions through email and phone conversations.
* Provide material resources such as stationery to families.
* Provide digital support, where possible and appropriate, to vulnerable families.
* Paper based copies where there is no access to online content.

## **Additional support for pupils with particular needs**

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

* SENDCo support or/and support by class teachers via telephone or email
* Providing practical tasks or paper-based copies to families where accessing the work online would prove difficult.
* Ensure that curriculum work is age appropriate and differentiated for SEND children.
* Delivery of paper packs to homes where families may be vulnerable or unable to leave their homes.

### **If my child does not have digital or online access at home, how will you support them to access remote education?**

As a school we are aware that not all families will have the equipment at home to access their learning consistently online. Families can request paper copies of remote work where they are unable to access the content online. For example; if the family have secondary school children who must access live lessons as part of their work or if the number of devices at home limits access. Parents are still required to provide examples of work for teacher feedback either by returning the paper copies each week (which staff can review for their own assessment) or by uploading the work via email to staff for feedback.

The Government has provided a limited number of laptops to the school to support remote education and these are distributed based on need; priority is given to vulnerable families, those without any digital devices and families who have multiple children who require access to online content. Decisions are made at the Head teacher’s discretion and after consultation with class teachers.

## **6, Engagement and Feedback**

### **What are the expectations for my child’s engagement and the support that we as parents and carers should provide at home?**

In line with Government guidance, we have systems for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern.

**Parent’s role**

**All parents are expected to have contact with the class teacher at least once every week either when the school telephones families, by email or through the Seesaw platform.**

As set out in the Government guidance parents are expected to provide support at home and complete the learning provided. For example;

* + by setting routines and timetables with their children,
  + supporting pupils with their learning tasks at home
  + providing examples of their work **daily** for teachers to feedback on, either as photographs or emailed pieces of work where possible.

### **How will you check whether my child is engaging with their work and how will I be informed if there are concerns?**

* Staff make fortnightly phone calls or consult with parents directly through email. Where a family does not engage either by telephone or respond via email, staff will pass this on to the Head teacher or Deputy Head teacher as a concern. A letter will be sent out to the family reminding them to upload work for feedback, or to speak to the class teacher on how best to provide evidence of work.
* In the event that the school has no contact with a family for an extended period, the Head teacher will attempt to contact the family firstly by telephone, then by letter and then by home-visit if contact is not made, as part of the schools safeguarding duty.

### **How will you assess my child’s work and progress?**

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback on home-marked work are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

* Feedback as part of the zoom teaching.
* Feedback via telephone conversations with families.
* Feedback on the work submitted via Seesaw- either written, or in the form of voice or video notes.
* Where parents cannot email work in, paper work packs, should be dropped off, for review, when the next pack is collected.
* Assessment of independent quizzes or test papers as part of the remote learning curriculum.

**7, Future Improvements to remote learning**

The school Computer Lead and Leadership Team is currently developing the use of Seesaw to further enhance the use of it for children at home.

The school are also looking at what other programs are used in school and how these can be used effectively at home including Now, Press, Play and Cornerstones Maestro.

The school has recently implemented the use of pre-recorded lesson videos and zoom calls (from sources, such as Oak Academy or White Rose Maths or other external videos) in some year groups.

Headteacher ­­­­­­­­­­­­­­­­­­­­­­­­­­­­­signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Printed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Subject Governor signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Printed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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