

*'Nurture the challenge, inspire the success'*

## Trellech Primary School



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## Blended Learning Policy

This policy outlines how Trellech Primary School sets out to provide blended teaching and learning for all our pupils. The main objective of this policy is to ensure consistency and continuity throughout the school, especially during lockdown or partial school closure, as a result of the Covid-19 pandemic.

The Welsh Government **'Stay Safe, Stay Learning'** policy statement states: *'...we believe the most important thing in this time of unprecedented change and disruption is the safety and well-being of our children and our workforce and doing all we can to support the physical and mental well-being of our children and young people throughout this period.'*

Every pupil at the school has the right to access and it is our duty as a school to provide equitable opportunities for all pupils through effective blended teaching and learning, whatever the technological background, needs or ability of each pupil. It is important that we provide a platform that takes into account the welfare of our pupils and staff. We will aim to provide a range of well-planned sequential learning experiences which inspire and motivate children to engage in their learning.

Supporting learners' literacy, numeracy and social and emotional needs and wellbeing will be our priorities.

Our Blended Learning approach requires learning to be shared with you and your child online through safe digital platforms which is why we will only be using the recommended platform, Hwb. We would however like to reinforce that we advocate for a balance of both on and offline learning. Our approach embraces key digital ways of sharing and engaging in continued learning:

### **The Welsh Government Guidance sets out the main points for a blended learning approach:**

- The blended approach to learning should consider a wide range of pedagogical approaches that effectively use in-school and out-of-school learning to empower learners.
- Home learning time can involve practising skills and deepening the knowledge presented during contact time but may also involve gaining new knowledge and understanding. '
- Their time at home can also allow older learners to research, prepare and think before exploring and consolidating concepts, knowledge and skills during contact time.

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- Practitioners should always seek to develop digital skills in the context of wider learning rather than trying to teach them in isolation.
- Plan practical opportunities for children to practice and reinforce those skills taught in school;
- Consider activities that can be completed with resources available in most homes.
- Provide sufficient opportunities for activities to promote wellbeing and address pupils' needs as appropriate.
- Provide effective ways to start lessons to ensure engagement.
- Ensure effective questioning to maximise pupil feedback to a teacher.
- Revisit previous learning, review and re-educate - provide time and support for this according to the pupil's needs.
- Provide regular recall and practice opportunities to consolidate prior learning and deepen new learning.
  - Educate any new learning in small steps, refraining from presenting too much content at once.
  - Provide opportunities for independent practice and application of the skills learned - in the classroom and at home.

### **Trellech Primary will make all efforts to:**

- Keep all children safe and well
- Provide an effective link between school and home so that everyone is aware of our expectations as a school.
- Provide effective education for all our pupils through the WG secure platform Hwb.
- Support parents / carers to facilitate home learning.
- Provide an effective system that supports blended learning and also supports the wellbeing of our pupils.
- Allow learners to access learning through digital or other accessible methods
- Support the well-being of learners through effective contact and communications.
- Support the well-being of the education workforce.

### **Our blended learning will include a range of:**

- ✓ online learning
- ✓ Daily synchronous (live) sessions via TEAMS and asynchronous learning (happening in real time and through pre-recorded video sessions)
- ✓ experiential learning (learning by doing or reflecting)
- ✓ flipped learning (where pupils explore an idea or topic prior to the lesson and are able to share experiences and learning)
- ✓ collaborative learning (where groups of learners can work simultaneously on the same piece of work)
- ✓ physical resources for working at home (paper-based work if requested by families struggling to access online learning)

### **School Expectations**

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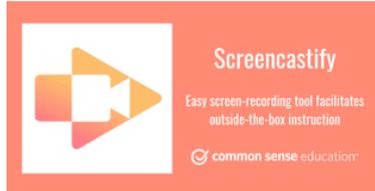
- ❖ We will gather the views of learners, parents, staff and governors in order to: evaluate the learner experience of engaging with existing learning platform/s and modify approaches in light of feedback and available research evidence
- ❖ Staff will use the most appropriate **digital learning platform/s** to support the blended approach for Home Learning
- ❖ Staff will implement the agreed format of home learning for ‘homework’ and also for Distance learning should the need arise. (See Below)
- ❖ Work shared through Google classroom for Years 4.5.6 and Yr 3 in Summer term
- ❖ Homework shared through Just2Easy J2Homework for Rec, 1, 2 and 3 for Autumn Term/Spring Term
- ❖ Online reading books to be available for upper Key Stage Two pupils in addition to ‘real’ books
- ❖ Use appropriate mechanisms of **formative learner assessment** in order to support pupil progress, readiness to learn and engagement with learning. e.g.
  - The use of Just2Easy or Google Doc for a class book, individual learning journal
  - Online assignments
  - Video / webinar presentations by learners
- ❖ Use a blend of face to face and distance learning, underpinned by consideration and professional agreement of the best possible models for blended learning

It is vital that the school supports all parents and carers are able to access learning platforms and communication channels in order to access blended learning provision. You need to know what your child is learning about, what they need to do and to ensure they are fully engaging in the opportunities being provided.

This will mean families need to become familiar with and confident in logging in to Hwb on a daily basis to access Google Classroom, Teams and J2e apps.

	<p>Hwb is a website hosting a wide collection of online tools. It is provided to all schools in Wales by the Welsh Government. It can be used to access resources and platforms for collaboration such as Microsoft Teams, J2e and Google Classroom.</p>
	<p>Google Classroom is the area where all KS2 work will be posted as assignments. Learners can engage interactively as well as upload documents and work collaboratively</p>
	<p>Office 365 is accessible to all learners through Hwb. This is where pupils can access secure email from class teachers and peers. This is also where you can access Microsoft Teams.</p>

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	<p>Microsoft Teams allows for live teacher interaction with groups of learners. Team meetings will be scheduled to enable groups of learners to come together and share experiences, however this will not be used for 'live' teaching This is an area where class information can be shared.</p> <p>Teams is used extensively by staff for meetings, training and storing of relevant documentation.</p>
	<p>Just2easy or J2e for short is an area that stores a number of programs to support all areas of learning. It is user friendly and used by all learners but primarily by Foundation Phase pupils. Pupils can upload work quickly within this area and can access a number of supporting games and activities.</p>
 <p><b>Flipgrid</b></p>	<p>This is a tool within Hwb that allows videos to be posted by the teacher with direct instruction. Pupils are able to post videos and to view other pupils in the class.</p>
	<p>MyMaths is a whole-school interactive resource for use in the classroom and at home that is easy to use alongside any other maths resources to consolidate learning</p>
	<p>Screen Castify is used within school to present asynchronous learning by the class teacher. It is a tool that allows learners to follow a lesson that has been recorded by the teacher, sharing videos of the computer screen, whilst being able to see the class teacher. Recordings can easily be shared via email, embedding code, through Google Classroom and Just2Easy.</p>

User guides for different learning platforms can be accessed on our school website: [www.trellechprimary.co.uk](http://www.trellechprimary.co.uk) and by clicking on our 'Virtual Learning' button. This will take parents and pupils to their virtual classrooms and to direct links for all learning platforms. It also contains helpful guides created by staff and pupils on how to use J2 apps and Google Classroom.

In the case of a single class closure, numerous class closures or whole school closure, information about all learning activities will be sent in the following ways:

**1) Just2Message for daily communication with class teachers**

**2) Key Stage 2 - Google Classrooms via Welsh Government's Hwb Learning Platform ([www.hwb.gov.wales](http://www.hwb.gov.wales)) for the hosting of resources and sharing of work in order to receive feedback from the teacher.**

**3) Foundation Phase – J2Easy and J2Homework via Welsh Government's Hwb Learning Platform for the hosting of resources and sharing of work in order to receive feedback from the teacher.**

**4) Microsoft Teams via Welsh Government's Hwb Learning Platform or the Teams App for live face to face sessions with staff and peers.**

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Learning activities will be clearly outlined and supplemented with resources where appropriate. There may be videos to accompany lessons, links to an online resource or a worksheet.

Collaborative learning will be included as a core element of some tasks, in effect, small group tasks involving 3-5 pupils. They will be given instructions for a task which they will be completing together. Each member of the group can work on the task, adding their own ideas.

Teachers will explain how they want work to be recorded and uploaded for marking and feedback.

A daily timetable of learning during a period of whole class/ school closure is provided below. This gives structured support to help parents and carers plan the learning. We recognise some families will be juggling demands of working from home and supporting siblings, so it is important to note this is a suggested timetable. However, learners ARE expected to complete all tasks (unless they are given as optional extras).

### Blended Learning Provision for Foundation Phase at Trellech Primary School

Area of Learning	Normal School Provision	Provision during 14-day isolation/bubble closure	Provision during extended school closure/lockdown
 <b>Maths and Numeracy</b>	Mathematics and Numeracy AOLE  Big Maths  Mathematics and Numeracy across the curriculum	Asynchronous sessions – alternating with Literacy  Activities shared to completed using Just2Easy	Asynchronous sessions – alternating with Literacy  Activities shared to completed using Just2Easy
<b>Languages, Literacy and Communication</b>	Daily RWInc activities Individual and guided reading sessions  Reading books sent home or via Oxford Owls	Reading text set using Oxford Owls  Virtual RWInc videos  Weekly spelling activities  Asynchronous sessions – alternating with Numeracy	Reading text set using Oxford Owls  Virtual RWInc videos  Reading Comprehension activities set  Weekly spelling activities

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	<p>A range of Genre writing using a class text</p> <p>Language and Literacy applied across the curriculum</p>	<p>Activities shared to completed using Just2Easy</p>	<p>Asynchronous sessions – alternating with Numeracy</p> <p>Activities shared to completed using Just2Easy</p>
<p><b>All AOLES</b></p> 	<p>Curriculum for Wales followed using pupil voice for ideas across the Key Stage</p>	<p>Activities set using Just2Homework with a shared focus across key stage 1</p> <p>Teacher share resources using synchronously pre-recorded video when applicable</p>	<p>Activities set using Google Classroom with a shared focus across key stage 1</p> <p>Teacher share resources using Asynchronously pre-recorded video when applicable</p>
<p><b>Contact with Pupils and Families</b></p>	<p>Information shared via Parentpay, twitter, newsletters and Google Classroom</p>	<p>TEAMS well-being call (At least 2 members of staff available for the duration of the call)</p> <p>2 phone calls to identified vulnerable pupils</p>	<p>Weekly TEAMS well-being calls (At least 2 members of staff available for the duration of the call if calling from home)</p> <p>Daily registration /check in sessions</p> <p>Weekly learning recap sessions with groups of learners (6-8pupils)</p> <p>1 weekly phone call to parents on school-based days, if required in addition to or in place of TEAMS clinic</p>

**Blended Learning Provision for Key Stage 2 at Trellech Primary School**

Area of Learning	Normal School Provision	Provision during 14 day isolation/bubble closure	Provision during extended school closure/lockdown
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 <p><b>Maths and Numeracy</b></p>	<p>Mathematics and Numeracy AOLE</p> <p>Big Maths</p> <p>Mymaths</p> <p>Mathematics and Numeracy across the curriculum</p>	<p>Yr3-6 Mymaths Maths lessons planned and shared using Google Classroom</p> <p>Hwb – J2Blast (timestables) and Hit the Button</p> <p>Asynchronous sessions – alternating with Literacy</p> <p>Activities shared to completed using Google Classroom</p>	<p>Yr3-6 Mymaths Maths lessons planned and shared using Google Classroom</p> <p>Hwb – J2Blast and Hit the Button</p> <p>Asynchronous sessions – alternating with Literacy</p> <p>Activities shared to completed using Google Classroom</p>
<p><b>Languages, Literacy and Communication</b></p> 	<p>Daily RWInc and Phonic lessons as required</p> <p>Guided and Group reading sessions</p> <p>Reading books sent home or via Oxford Owls</p> <p>A range of Genre writing using a class text</p> <p>Language and Literacy applied across the curriculum</p>	<p>Reading text set using Oxford Owls</p> <p>Reading Comprehension activities set</p> <p>Weekly spelling activities including J2Blast (spell)</p> <p>Asynchronous sessions – alternating with Numeracy</p> <p>Activities shared to completed using Google Classroom</p>	<p>Reading text set using Oxford Owls</p> <p>Virtual RWInc videos</p> <p>Reading Comprehension activities set</p> <p>Weekly spelling activities including J2Blast (spell)</p> <p>Asynchronous sessions – alternating with Numeracy</p> <p>Activities shared to completed using Google Classroom</p>
<p><b>All AOLES</b></p> 	<p>Curriculum for Wales followed using pupil voice for ideas across the Key Stage</p>	<p>Activities set using Google Classroom with a shared focus across key stage 2</p> <p>Teacher share resources using synchronously pre-recorded video when applicable</p>	<p>Activities set using Google Classroom with a shared focus across key stage 2</p> <p>Teacher share resources using Asynchronously pre-recorded video when applicable</p>

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<b>Contact with Pupils and Families</b>	Information shared via Parentpay, twitter, newsletters and Google Classroom	TEAMs well-being call (At least 2 members of staff available for the duration of the call)  2 phone calls to identified vulnerable pupils	Weekly TEAMs well-being calls (At least 2 members of staff available for the duration of the call if calling from home)  Daily registration /check in sessions Weekly learning recap sessions with groups of learners (6-8pupils)  1 weekly phone call to parents on school-based days, if required in addition to or in place of TEAMs clinic
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TEAMS Meets will take place daily with the Class Teacher plus one additional staff member (Head teacher or a Support staff member.) These will be 10-20minute sessions as registration/check in sessions and for teachers to explain the learning tasks for the day, how to access them and how to record and submit work

Weekly half- day plenary sessions will be arranged towards the end of the week for groups of learners to access lasting approximately 25-30 minutes. This will be an opportunity to review the learning that has taken place through the week, and to model any key concepts or skills that the teacher has identified as requiring further unpicking through feedback from pupils, parents and marking of submitted work. These sessions can be accessed just by the pupils or by pupils and parent if they are wanting some specific support or a conversation up with the class teacher. During these sessions, teachers will not be marking any work.

In the case of a whole school lockdown, we will be allocating Well-being Afternoons every Friday as a period that enables learners to go outside, carry out some physical activity and develop their sense of well-being. During this period, all class teachers will be offline. They will be using this period for planning and preparation for the following week.

During individual class closure or whole school closure, teachers will be available online during the working week between 8.45am and 4.30pm. On Friday afternoons, teachers will NOT be available after 12.30pm as this will be their dedicated non-contact time where they will be planning and preparing for the learning for the following week. During this time, learner wellbeing activities will be planned to enable learners to spend time outdoors, being active and being together as a family.

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Should we move to a model where pupils are attending on a part time basis due to reduced capacity of learners in the building at any time, the timetable will be different and reflect in and out of school tasks, including pre-learning and post-learning tasks.

As a school, we appreciate home learning can be difficult. The school is here to support you. Please do not feel afraid to contact us at any time, with a query. If you need to contact a teacher at any time, you can email on their work email addresses. Alternatively, you may use the chat facility in your child's Google Classroom or Just2message.

### **Useful Glossary for parents**

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

**Distance Learning:** allows learning to happen from just about anywhere and may or may not involve a digital device and internet connection. This may include a choice of learning activities and allows individuals to learn when and where it is more convenient for them.

**Online Learning:** education that takes place over the internet. It is often referred to as e-learning; however, it is in reality, just one type of distance learning.

**Synchronous learning:** teaching where the teacher is present at the same time as the learners. This can be face-to-face or online. Where schools choose to undertake live streaming, they must follow the WG guidance.

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

### **Keeping Learners Safe online**

As a parent or carer, you may have concerns about keeping your children safe online, this HWB link (<https://hwb.gov.wales/zones/keeping-safe-online/parents-and-carers/>) contains a series of helpful guides to develop your own understanding and education resources you can use with your children to teach them about the importance of safe and responsible use of technology.