



Ysgol Gynradd Brynhyfryd Primary School

"Breuddwydio, credu, llwyddo gyda'n gilydd!"

"Dream, believe, achieve together!"

Brynhyfryd Primary School is a Rights Respecting School

The United Nations Convention on the Rights of the Child is at the heart of our school's planning, policies, practice and ethos. As a Rights Respecting School we not only teach about children's rights but also model rights and respect in all relationships. This policy links to Articles 3, 5, 13, 28, 29.

Blended Learning Policy

Date: January 2021 **Date of Review:** March 2021

Signature: Cllr Mike White **Signature:** Mr James Knight

Post: Chair of Governors **Post:** Acting Headteacher

Blended Learning In The Context Of Brynhyfryd Primary School

As a staff we are committed to ensuring our children continue to learn at Brynhyfryd Primary School. Whilst learning is important, the children and their families' well-being is also a priority for the school. We understand that there may be times of illness, caring for the vulnerable and caring for other children within the home and this must be always kept in mind. We understand that many of our children may have difficulty accessing online lessons/sessions and that a lack of understanding of English can be a barrier to accessing this way of teaching and learning. As a school, we are determined to support our learners at this time and to provide them with as many opportunities to learn as we possibly can.

In the event of long-term closure or part-time attendance, staff at Brynhyfryd Primary School will continue to provide education and support to our pupils, using in-school teaching, remote learning and/or a combination of both. Depending on the circumstances, learning will be conducted using in-school teaching and learning, education packs of resources and learners' secure Hwb online learning platform/Dojo app.

The school is constantly reviewing and amending its approaches to blended learning. Information from international, national, regional consortia and local educational bodies, is considered in the reviewing process along with views and skill-sets of school staff, families and children, in order to ensure bespoke learning experiences that best cater for the learners in the school's local context.

The school has taken guidance on the principles for blended learning from Welsh Government's "Developing Integrated Approaches To Support Blended Learning For The Phased Opening Of Schools" document. As stated by Welsh Government:

"As schools will be open in September for all pupils, [this guidance](#) can be used to stimulate professional learning discussions on:

- *teaching and learning approaches*
- *planning learning experiences for learners*
- *planning for those learners who might not fully engage or decide that a return to school is not appropriate for them at this time*
- *effective communication between school and home*
- *effective feedback and feed forward*
- *possible planning and approaches for preparing to implement Curriculum for Wales*
- *how to manage blended learning if schools face a further lockdown."*

"Developing Integrated Approaches To Support Blended Learning For The Phased Opening Of Schools, Welsh Government, June 2020"

There are many different types of blended learning models but the main traits remain the same as defined by the Oxford Dictionary:

“A style of education in which a student learns via electronic and online media as well as a traditional face to face teaching.”

With regards to blended learning, Brynhyfryd Primary follows an asynchronous approach – where teaching and learning takes place at a time suitable for the teacher and pupils. In order to be successful a blended learning model must be meaningful, enhancing, motivating and engaging for all pupils.

During reviews of blended learning, professional discussions agree appropriate strategies concerning the following...

Aims of blended learning in Brynhyfryd Primary School:

- Safeguard the wellbeing of children, families and school staff.
- To improve feedback on wellbeing and progress in learning between children, families and school staff.
- Build increasingly effective ways to teach and manage learning.
- Grow families' confidence in how to help their children with learning.
- Support children to become increasingly digitally competent, literate and numerate.

The school is cognisant that **feedback from families in regards to distance-learning** is wide ranging but can be summarised by the following points:

- Different families have varying amounts of time and resources to support their children. This can be due to working from home, being keyworkers in times of national emergency, trying to solve technical issues for children on devices and simply not having as many devices as they would like.
- Families feel that supporting learning at home can add strain to their wellbeing while in isolation
- Flexible timing for home learning plays an important role in helping relieve families' pressure and anxiety. I.e. scheduled tasks can increase pressure and anxiety within families.
- Children's age and therefore ability to work online safely and effectively, greatly affects support needed at home.

These points are crucial for our consideration as a school when looking to develop blended learning experiences. Therefore, in order to minimise anxiety for families, the school makes amendments/ improvements to blended learning in small strategic steps that are as manageable as possible for all concerned.

Blended learning in Brynhyfryd Primary School will consist of a range of approaches that are broadly categorised as:

1. Face-to-face time with learners

2. Online learning

- mainly through class Dojo & Hwb. To facilitate the 'online' aspect of blended learning, all learners have access to their online learning platform (Hwb) and are taught to have a clear understanding of the following:
 - a) How to access material provided by the teacher
 - b) 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

- c) How to submit any digital material to their teacher
- d) How to access and respond to any feedback provided by their teacher
 - Sessions delivered online, e.g. through HWB (using LA live-streaming policy)
 - Recorded lessons e.g. “how to” or lesson stimulus (through school Youtube channel and secure year group playlists)
 - ‘Flipped learning’ (pupils work on tasks at home before discussions in class)
 - Additional platforms used by teachers will include Oak Academy, TT Rockstars, MathsFactor, Swansea Virtual Classroom and pupil Abacus accounts

Within a blended learning model, **effective assessment and feedback will:** Focus on the formative element so that learners are supported to move forward in an unfamiliar context;

- Focus 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;
- Not be about testing learners at this stage. It is not appropriate at this time for schools to use summative assessment for the tracking of individual pupil progress against targets.

The purpose of feedback within the context of blended learning will be to:

- 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.

The nature of the feedback given:

- Clearly present and explain the tasks set for the day or week giving clear expectations;
- Be 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;
- Communicate clearly, simply and concisely when providing individual or whole group verbal or written feedback;
- Correct common misconceptions and misunderstandings; and
- Provide 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.

Expectations

In the case of long-term closure, we believe that it is in the best interests of our pupils that we continue to provide structured support to the best of our ability. Bearing in

mind the need for flexibility, we understand that work may be completed out of sync. That said the work that pupils engage in during a period of closure, or as part of the blended learning approach, will be part of our current planning and so cannot be considered as optional. Pupils and parents should consider the arrangements as set out in this document as highly recommended. Teaching staff will expect to receive all home assignments within a 7-day timeframe. Should families encounter any difficulties with this arrangement, they must be discussed with the child's class teacher in the first instance via dojo or email.

The Governing Body will:

- Monitor the school's approach to providing remote learning to ensure education remains as high quality as possible
- Ensure that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons
- Ensure that workload for teaching staff is manageable and sustainable

Teaching Staff will:

- Place significant emphasis on pastoral development within the classroom
- Prepare weekly resources to meet the needs of each child. Hard copies will be available from the school office if needed
- Plan meaningful and ambitious work weekly including literacy, numeracy and a number of different subjects
- Plan well sequenced lessons so that knowledge and skills are built incrementally as appropriate, with a good level of clarity about what is intended to be taught and practised in each subject.
- Share teaching and learning activities with their class through Class Dojo/ Hwb tools or through email as appropriate
- Continue to provide work and support in line with current planning that is already in place throughout the school
- Give credence to the fact that learning remotely may be more difficult, so tasks will be shortened and supported in smaller steps to allow for this.
- Ensure contact is maintained with pupils and families as appropriate
- Reply to messages, set work and give feedback on learning activities within a 48-hour period.
- Make allowances that circumstances may affect families in a number of ways.
- Inform the Headteacher or Deputy Headteacher if they are unwell so that another member of staff can maintain appropriate contact.

Non-teaching Staff will:

- Support the class teacher in preparation of support packs/activities as appropriate
- Inform the Headteacher or Deputy Headteacher if unwell.
- Support where necessary individual/small groups of pupils by providing tailored activities, which can either be used in school or when learning at home.
- If part of our pastoral support team, maintain contact with those families that fall within the vulnerable category to offer support and guidance as needed.

Pupils will:

- Adhere to all guidelines as directed by staff
- Be assured that well-being is at the forefront of our thoughts and they should take regular breaks, get fresh air, exercise and maintain a reasonable balance between online engagement and offline activities.
- Undertake any tasks prepared for home learning.
- Endeavour to keep up-to-date with daily teaching and learning either in-school or using distance-learning tools as guided by the school
- Read daily either independently or with an adult.
- Consider learning a new skill, follow their own interests to discover more about the world around us or be creative should an extended period of remote learning be required.

Parents will:

- Support their child's learning to the best of their ability
- Ensure their child completes the work set by the class teacher (either hard copy or digital and submits it to the class teacher within 48 hours.
- Not screenshot or copy any information, messages or posts to share on social media
- Know that they can contact their class teacher if they require support of any kind.
- Check their child's completed work each day and encourage the progress that is being made.
- Be mindful of well-being of both themselves and their child and encourage their child to take regular breaks, play games, get fresh air and relax when working at home.

Equity and Supporting Families' Distanced Learning

As learners and families may be disadvantaged by this new way of learning, the school operates a system of **loaning digital devices to vulnerable families** Google Chromebooks and WIFI Dongles to families in need of the technology in order to facilitate distance learning. All loaned equipment is loaned through agreement of safeguarding, child protection and equipment usage as appropriate. In addition, the school loans computer keyboards to families in order for them to use with games consoles at home in order to access their online Hwb learning platform. Staff who have concerns around pupils not accessing the curriculum should report this to the Headteacher or member of the school's leadership team.

Recorded Lessons

Being able to record lesson is a useful tool as these can be shared with pupils online and also used as a later date to remind pupils of prior learning. At Brynhyfryd Primary this will be done if purposeful to the activity or task set. Recorded stories are also a useful tool for pupils to feel engaged with their class teacher. These recordings can be shared using Dojo, Hwb or the school's YouTube channel.

Isolating Pupils

For small groups or individuals who are self-isolating, we will offer contact, which may well be a combination of remote learning and paper copies sent home. It should be noted that this may be challenging for the school to staff, as teachers will still have their teaching responsibilities for the rest of the class during the school day.

Online Safety

Online safety principles need to be followed and this forms part of our in-school curriculum and is also a parental responsibility. It is important that parents help to support their child with blended learning and monitor their contributions through HWB, our online learning platform. Please refer to our Acceptable Use Policy for further information.

Live Lessons

The school feels that live lessons/sessions will play an important role in maintaining links with the children during school closures. We aim to offer 2 live lessons/sessions per pupil with their teacher each week. Before the commencement of live lessons/sessions, all families will be contacted to ensure they have suitable digital equipment to access the lessons/sessions.

Roles of school staff:

- All live lessons/sessions will be carried out following the Welsh Government Guidance and Local Authority Risk Assessment
- All live lessons/sessions will take place using children's HWB accounts and Microsoft TEAMS.
- Teachers will deliver the live lessons/sessions in school in the presence of another staff member (exception will be for teachers/staff in vulnerable category/ self-isolating who will deliver lessons/ sessions from home)
- Teachers who are unwell and unable to work will report their absence in the usual procedure
- Teachers will remind children of e-safety
- Welsh Government have given consent for live sessions through HWB for all children, a parent is able to withdraw consent but must do so in writing to the Headteacher stating the reasons why
- Inappropriate behaviour during a live session will be dealt with immediately by the class teacher and reported to a member of the school's SLT
- Safeguarding of children remains paramount and any concerns will be raised with the Headteacher (or in her absence the Designated Safeguarding Officer) immediately
- Registers of attendance at live sessions will be kept and parents of non-attenders contacted. Any child missing 2 live sessions will lead to the parent being contacted by a member of the school's pastoral support team

Role of parents/ guardians and children

- Parents are expected to make sure their child is present for the live session
- Children are expected to have an adult nearby during the live session
- Report any illness or difficulty in attending the live session by contacting the school in the normal way

This policy will be reviewed regularly throughout school closures to ensure it is manageable for staff and families and is meeting the needs of the school community.