# Rhayader Church in Wales Primary School

**Blended Learning Policy**

This policy sets out the expectations for ‘blended learning’ at Rhayader Church in Wales Primary School. As a school, we aim to create an environment which encourages and reinforces effective use of digital means to enhance and extend learning, meet statutory obligations and allow for new and innovative teaching approaches that meet the four purposes of the curriculum.

# Underlying Principles

Wellbeing of staff and learners will remain a priority due to the challenges of moving to this new way of working. Guidance can be found here: [https://hwb.gov.wales/distance-learning/supporting-](https://hwb.gov.wales/distance-learning/supporting-physical-and-mental-well-being-through-distance-learning/) [physical-and-mental-well-being-through-distance-learning/](https://hwb.gov.wales/distance-learning/supporting-physical-and-mental-well-being-through-distance-learning/)

Any blend of in-school and distance learning should be driven by a single curriculum;

The purposes and principles of the Curriculum for Wales 2022, should be used as a foundation for all learning;

An agreed set of digital learning platforms will be used within different curriculum stages with staff regularly required to use the platforms effectively to support home and distance learning;

Working creatively and encouraging direct teaching of digital skills is essential for effective provision;

Equity of access and consistency in provision across year groups and classes is essential in ensuring gaps in learning do not widen;

Communication with all stakeholders of expectations and provision is essential in driving change and refining practice.

Children will need direct instruction on how to access the digital platforms being used to ensure that this model is successful.

# Blended Learning Approach During Normal School Opening: Expectations of use

Digital learning should be integrated into all areas of pedagogy. Technology can be used in direct instruction and teaching; for synchronous and asynchronous activities; and in modelling, scaffolding and evaluating learning. Pupils should be as confident when using digital learning resources as when using traditional resources and methods. Most ‘Home-Learning Tasks’ should be set and submitted via the relevant digital platform as dictated by the pupil’s age. The ‘Agreed Platforms for Digital Learning and Provision’ table sets out the expectation for the use of different digital tools among staff and pupils.

# Blended Learning Approach during Periods of School Closure: Expectations of Use

**Foundation Phase**

Home-learning will be set via the See-Saw App or Google Classroom accessed via the Hwb. A learning task may have an element of direct instruction via video, screen record or clear written instructions.

Teachers must hold short ‘live’ sessions for their pupils at least twice each week to evaluate the learning done, answer questions and check on learner wellbeing.

Engagement will be monitored carefully and parents will be contacted to offer any support needed to ensure that engagement improves.

**Key Stage 2**

Home-learning will be set via Google Classroom with each task being collected via the classwork section. Each learning task may have an element of direct instruction via video, screen record or clear written instructions.

Teachers must hold 30 minute ‘live’ sessions for all pupils twice per week to evaluate the learning done, answer questions and check on learner wellbeing. Teachers must also give feedback on work submitted, with one piece of focused feedback per area of learning per week.

# ALN and Vulnerable Learners and families

When planning blended learning opportunities for ALN and vulnerable learners it will be taken into account that pupils will need something ‘in addition to, or different from’ our other learners. Each child’s needs will be considered as well as the needs of their family and the amount of support that can be offered. This will ensure that the child achieves to the best of their ability

# Agreed Platforms for Digital Learning and Provision (September 2020)

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| --- | --- | --- |
| **Tool** | **Description** | **Used by:** |
| MS Outlook | Email and scheduling | Staff |
| MS One Drive | Cloud Storage | Staff for planning / private files |
| MS Teams | Collaboration software and video  conferencing platform | Staff, governors and pupils for meetings  / wellbeing check-ins / work evaluation |
| MS Office | Word, Excel etc | Staff for document creation, planning etc |
| Google Classroom | Setting assignments for pupils, communication between pupils,  staff, work-flow management | Staff, pupils |
| Google Drive | Cloud Storage | Staff for pupil facing tasks; pupils for all  work done in school |
| G-Suite  Software | Docs, Sheets, Forms etc | Staff and pupils for collaborative and  individual online learning |
| See-Saw | Workflow for classes and individual pupils. Staff can set tasks, communicate with pupils / parents,  record oracy progress | Staff, pupils, parents in Reception and Year 1 class (English stream) |
| Hwb+ Tools | J2Easy software; Encyclopaedia  Britannica; | Augment learning at teacher’s discretion |
| Flip Grid | Online community to facilitate discussion, sharing opinions and experiences or to capture fun  activities through the use of videos. | Staff and Learners to record oracy activities |
| Adobe Spark | Online media creation application to share opinions and information through the use of web pages and videos. | Staff and Learners to record oracy activities and create social graphics |
| Phone calls | Calling a child who is not engaging with Home Learning to check on  their wellbeing and encourage involvement in Home Learning |  |
| Doodle Maths and Spell | Online home maths and English language app | All class teachers and learners – (Welsh stream Foundation Phase maths app only) |
| Assessment Foundation | Planning and tracking online tool | All class teachers |

**E-Safety**

When using the online learning platform teachers will need to make sure that they consider the school’s E-Safety Policy. It is vital that staff ensure the safety of themselves and the pupils. It is important that discussions take place with the children on a regular basis to ensure what the expectations of them and the teachers are. Staff need to make sure that they promote positive interactions between pupils and themselves.

If a staff member feels that the E-Safety Policy has been breached then they must ensure that they report this using the appropriate channels and it is recorded appropriately.

**Glossary of terms used in Remote/Blended Learning**

**Blended learning**: an approach to learning that combines face-to-face, distance, digital and online learning experiences. The face-to-face learning that takes place should complement the other aspects by using the strengths of each mode of delivery.

**Distance learning**: allows learning experiences to happen from just about anywhere and may or may not involve a digital device and internet connection. This supports the well-being of all learners, including a choice of learning opportunities for social, physical, emotional development and tasks to promote their resilience. It allows individuals to learn when and where it is more convenient for them. Equitable distance learning does not have to mirror learning as it normally does in school.

**Digital learning**: any instructional practice that effectively uses technology to strengthen a learner’s learning experience. Additionally, digital learning can be used for professional learning opportunities for teachers and to provide personalised learning experiences for learners.

**Online learning**: education that takes place over the internet. It is often referred to as e- learning among other terms. However, online learning is just one type of “distance learning”.

**Synchronous learning**: teaching where the teacher is present at the same time as the learner(s). This can take place face to-face or online.

**Asynchronous learning**: where teaching materials are provided and learners work through them in their own time. This could include a variety of media, including audio and video clips. WG have provided guidance on the use of live streaming. [https://hwb.gov.wales/zones/online-safety/live-](https://hwb.gov.wales/zones/online-safety/live-streaming-safeguarding-principles-and-practice-for-educationpractitioners) [streaming-safeguarding-principles-and-practice-for-educationpractitioners](https://hwb.gov.wales/zones/online-safety/live-streaming-safeguarding-principles-and-practice-for-educationpractitioners)

**Pedagogy**: Pedagogy is about more than ‘teaching’ in the narrow sense of methods used in the classroom. It represents the considered selection of those methods in light of the purposes of the curriculum and the needs and developmental stage of the children and young people. It combines theoretical and practical knowledge and skills with fine judgement about what is required to promote effective learning in particular contexts. It lies at the heart of what it means to be an excellent teacher (Successful Futures, 2015).

**Direct instruction (DI)**: a model for teaching that emphasises well-developed and carefully planned lessons designed around small learning increments and clearly defined and prescribed teaching tasks.

**Direct teaching:** giving carefully considered explanation, questioning, worked examples, modelling, scaffolding, structured discussion and feedback.

**Modelling**: providing clear explanation, demonstration and/or and exemplification, often including an explicit narration of thoughts, processes or procedures. Often uses, ‘I do, we do, you do’.

**Scaffolding**: providing structures of support in the early stages of new learning. Scaffolds are temporary and are gradually withdrawn as, through assessment for learning, it is identified that the

learner is become more competent and confident in the learning. Scaffolds are reintroduced as appropriate.

**Curriculum**: includes all the learning experiences and assessment activities planned in pursuit of agreed purposes of education. Knowledge: the acquisition of facts, information and skills through experience or education; theoretical or practical understanding of a discipline.

**Skills**: the ability to undertake activities that require application of knowledge, increasing in expertise and competence.

**Experiences**: the combination of knowledge and skills in a learning environment to further progress learners towards curriculum purposes.

**Disciplinary**: teaching relating solely to a specific subject discipline.

**Interdisciplinary**: a method, or set of methods, used to teach a unit across different subject disciplines. Independent learning: learners working alone on tasks.

**Enquiry based learning**: a form of active learning that starts by posing questions, problems or scenarios. It contrasts with traditional education, which generally relies on the teacher presenting facts and his or her knowledge about the subject.

**Project based learning**: learner centred pedagogy that involves a dynamic classroom approach in which it is believed that learners acquire a deeper knowledge through active exploration of real- world challenges and problems.