



Staplehurst School



Blended Learning Policy

Rationale:

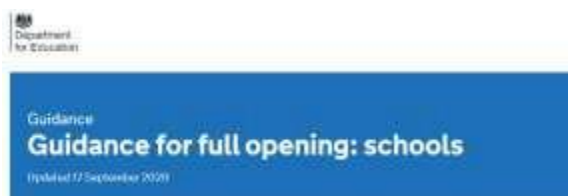
We want children to have to have access to a robust curriculum, ensuring high standards remain, in light of sudden imposed restrictions or isolation periods. Wherever possible, we will strive at Staplehurst to provide children with a broad curriculum experience – with knowledge at its heart. We will endeavour to support our children to learn and succeed, even when away from the school site.

The government have said:

“Schools are expected to:

- *set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects*
- *teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject*
- *provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos*
- *gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work*
- *enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils’ understanding*
- *plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers*

We expect schools to consider these expectations in relation to the pupils’ age, stage of development or special educational needs, for example where this would place significant demands on parents’ help or support.”



Aims; proposal:

Our overall aim is to continue to develop our children’s lifelong independent thinking and learning skills, taking into consideration the adjustment and challenges that families are currently undergoing. To deliver this, we must continue to connect to all of our families through clear communication channels and strive to offer excellent guidance and support.

Delivery of the curriculum; this will be through a combination of traditional and child directed learning activities: core daily lessons set and supported by the class teacher (on line - PurpleMash) plus wider foundation curriculum lessons (personalised when appropriate and applicable).

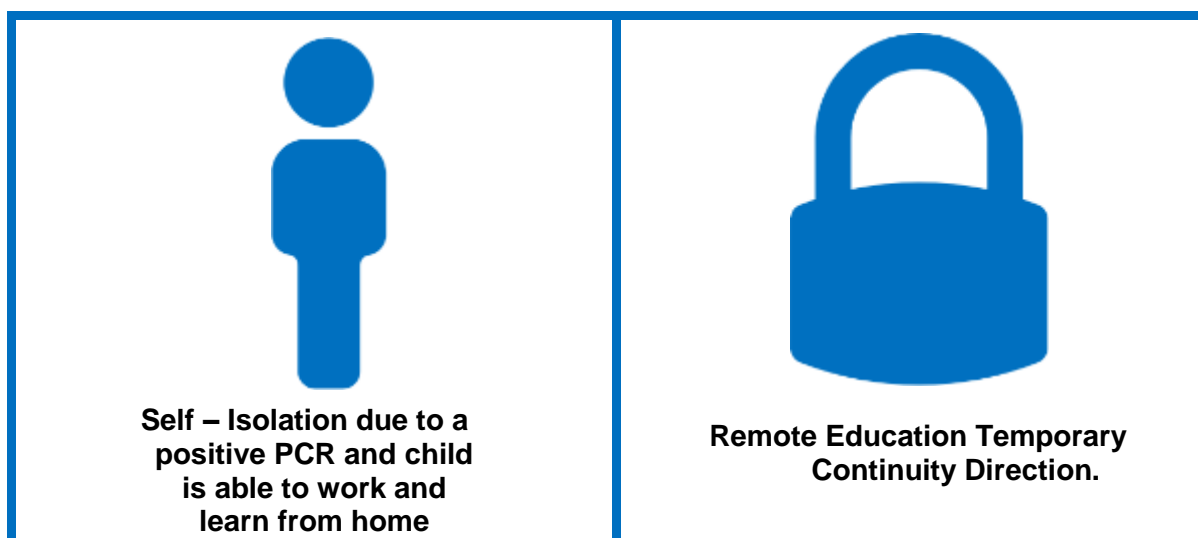
Use of Video

Where possible, children will have access to high quality video content. We deem this as an important element to our blended learning based on what current research presents. 'People learn more deeply when onscreen agents display human-like gesturing, movement, eye contact, and facial expression.' (Mayer 2009) It is proven that people retain more from a human on-screen agent. As a result, specified lessons will be pre-recorded by teachers, or video content will come (pre-recorded) from approved sites.

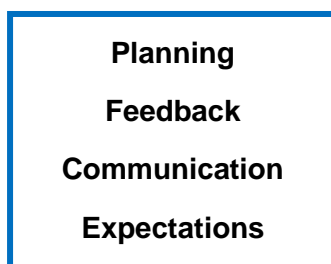
Books

All children will be provided with an exercise book as a provision for blended learning. All work will be completed in these books and the expectation will be that children bring them in following periods of isolation or lockdown.

We have developed 2 models for blended learning in accordance with guidelines:



The policy will be split into the following sections in order to inform on correct procedure for each:





Self – Isolation due to a positive PCR and child is able to work and learn from home

On the day following the initiation of isolation, the teacher will provide an outlined timetable of work to be completed (see appendix 1). This pro forma will be adaptable so teachers can quickly pull together an outline for parents/carers.

Planning

Maths

Maths will be planned in accordance with White Rose. Links to the on-line videos will be given on Purple Mash. Children are expected to complete the accompanying worksheet (uploaded to Purple Mash).

EYFS - In EYFS, White Rose maths will be used to continue the planned learning taking place in school. Additional activities will be suggested where appropriate to practise skills being learnt in school.

English

English will be in line with the Oak Academy resources, with children expected to complete the work set in their blended learning books.

EYFS - In EYFS, children will be encouraged to continue practising sounds learnt so far through RWI lessons, use their sound cards to recognise the sounds and practise blending simple words. A list of suggested activities, including online games will be provided for parents, via the school website. Letter formation practise will be encouraged as well as simple early writing tasks related to the topic being taught. Videos will be created to support this.

In addition, activities to support the current topic, as well as activities to develop speaking and listening and hand strength (Clever Fingers) will be suggested as appropriate.

Science

Science lessons will follow Oak academy, with children expected to complete the work set in their blended learning books.

Humanities/ Art/ R.E

Lessons will follow Oak academy, with children expected to complete the work set in their blended learning books.

P.E

Will follow the Oak Academy sessions, with an additional challenge to be set for the week e.g.press-up challenge/stretching challenge etc.

Feedback

Feedback will be limited throughout the time of isolation as teachers will be maintaining teaching in class. When children return to school, teachers will feedback verbally on the quality and quantity of the work completed over the period. Should the children face difficulty with learning during the isolation period, they can contact the teacher via PurpleMash, but must understand that there may be a delay of up to 48 hours in response, due to teaching commitment.

EYFS - Parents can send examples of their child's learning to the year group email, although feedback may not be given immediately as teachers will be maintaining teaching in class

Communication

Should families need to contact teachers, this can be done via the year group email or ring the school if it is more urgent. As the amount of time can vary, it is difficult to specify when teachers should make contact. If the period of isolation extends over 5 days, teachers will make a phone call home. PP families should be contacted at least once.

EYFS - Parents can contact teachers via the year group email or through the school office if more urgent. If a period of isolation extends over 5 days, teachers will contact the parents by phone

Expectations

Work is to be completed in blended learning books. Children will use their own stationery and if they are in need (Vulnerable families – where identified e.g. GRT/PP) the school will provide this for them. All work is expected to be completed and brought back into school following the period of isolation.

EYFS - Work can be completed in blended learning books where appropriate. Photos can be stuck into this book to demonstrate the child's learning and parents can write a comment, such as what their child has said during the activity where relevant.

Children:

- To complete the weekly timetable of lessons in blended learning books.
- If they find the work difficult, speak to their adults at home, then if they need further support, message teacher on PurpleMash (being aware that response from teacher could be delayed).

Teachers:

- complete weekly outline (Appendix 1) for learning.
- respond to pupil support requests (where time allows)
- Respond to learning that is sent in via email where possible
- Phone call check in with disadvantaged (PP or vulnerable) families.



Remote Education Temporary Continuity Direction.

In the event that there is a closure due to the Remote Education Temporary Continuity Direction, all staff and children will observe the isolation period determined by advice and guidelines give from LA and PHE. Staff will use the proforma (Appendix 1) to outline the week's learning for children. A separate provision (adaptation of Appendix 1) will be created for children with SEND.

Planning**Maths**

Maths will be planned in accordance with White Rose. Links to the on-line videos will be given on Purple Mash. Children are expected to complete the accompanying worksheet (uploaded to Purple Mash). Pictures of the work will then need to be taken and uploaded for feedback. Answers will be made available for parents and carers on Purple Mash.

EYFS - In EYFS, White Rose maths will be used to continue the planned learning taking place in school. Additional activities will be suggested where appropriate to practise skills being learnt in school. These will be included on a weekly plan which will be available to parents via the school website.

English

English will be planned using quality texts from Power of Reading, with children expected to complete the work set on either Purple Mash or in their blended learning books. Grammar and spelling will also be set as part of this work and should be completed in a similar way.

Reading will be set via Serial Mash for comprehension and the expectation for children to read daily with an adult will continue.

Children will have access to a range of banded reading books, which will be set up in boxes at the school gate, and access will be given on a rota basis.

KS2:

- Weekly spelling list given for practice at home.
- Modelled writing to be used within planning as has previously been implemented since Inset training.
- Videos made by teachers to support teaching of English x 5 weekly

-these will largely focus on modelling writing, however if appropriately linked with planning may have a grammar/spelling focus.

- Differentiated planning in place in all year groups to support SEN pupils
- KS2 Reading – Serial Mash to be used daily. One chapter a day with accompanying 2Dos set. AR to look at ways to support GD Year 6 pupils with Reading.

EYs and KS1:

As above, but daily Serial Mash to be replaced with the following:

Phonics videos to be made 3 x per week following the normal RWI structure and use of resources.

Videos to match appropriate level of RWI groupings per year group.

Not applicable for those year 2 pupils who achieved the pass mark for the December Phonics Screening Check – daily Reading sessions to be in place via Serial Mash for these children instead.

Science

Science lessons will be planned according to the Long and Medium term plans for each year group and in conjunction with Oak Academy. A PowerPoint presentation and short explanatory video will be created to provide key knowledge and outline any activities planned – the video may also be from Oak Academy. This should be uploaded to our Purple Mash platform along with any links to worksheets or suitable websites

When planning more practical investigations, teachers should bear in mind the limitations parents may face with regard to resourcing.

Humanities

Geography or History lessons will be planned according to the school curriculum and a video to guide through learning. The tasks will be completed in blended learning books. Work to be uploaded to Purple Mash. Where appropriate, link to Oaks Academy and use resources as needed.

P.E

Will follow Oaks Academy, with an additional challenge to be set for the week e.g.press-up challenge/stretching challenge etc.

R.E

Will follow Oak academy, with children expected to complete the work set in their blended learning books.

PSHE

Will be planned by the teacher and in line with the school scheme of learning.

Music

Yumu activities to be set for children at home. Remote zoom lessons will run for children with individual lessons.

Feedback

Feedback on work will be provided via PurpleMash; teachers will award pride points for particular efforts and creativity. **Children:** will be encouraged to comment on their learning via purple mash when submitting work and in the class blog; staff will respond to learning **daily** and post **at least 5 x per week** on the blog. Parents can send in via year group email examples of any learning. Staff can send any content for twitter to LWJ or for the website to JT. Teachers are encouraged to set up a reward system in order to inform celebratory 'Pride' e-certificate.

EYFS - Parents can send photos and other examples of their child's learning via the Purple Mash and year group email and teachers will respond daily. Staff will send examples of home learning to LWJ for Twitter or to JT for the school website.

Communication

Connecting with families: staff will phone **parents** of all children in the first week, with follow-up phone calls to identified (vulnerable) families in the following week (NW will provide a class spreadsheet of numbers) - this will be a courtesy call to check in with every child, with the parent's permission you may speak directly with the child but this is not essential. Please set your phones so that no personal numbers are shared through this process. Please keep a record that a phone call has been made and if anything significant has been shared. If necessary, inform SLT as you would under normal circumstances and green form anything you wish to pass on to a DSL; **this must be done immediately as under normal circumstances.** Vulnerable families will receive a phone call both weeks from the teacher and a further phone call in the second week from FLO.

Expectations

Children:

- To complete the weekly timetable of lessons and to comment on their learning
- Children to upload photos of learning or email examples to year group email.

Teachers:

- complete weekly outline (Appendix 1) for purple mash tasks (for the website) – **as a year group by Thursday of each week**
- respond to pupil comments (class teacher)
- Monitor work that is submitted from PM and follow up where required (**daily**)
- Respond to learning that is sent in via email
- Tweet to the class a message (3x per week)
- Weekly e-certificate to be selected and sent to SLT for virtual sharing assembly.
- Make weekly phone calls to all children and families in the first week and follow-up calls in the following week to identified vulnerable families.

Workload Guidelines: approximate timings to be managed by all class teachers to meet the needs of their work/life balance

Daily

Learning feedback and comments for English and Maths	1.5hrs
Emails from parents/learning – check and respond	1 hr
Phone calls (approx. 6 per day)	1hr

Total 3.5 hrs

Weekly

PPA with year group team: weekly planning overview	2hrs
Social media: Blog& twitter 3 x per week	0.75 mins
Total	2.75 hrs

General Communication

Parents:

- Email/ phone office during school hours regarding issues not related to home learning

- Emails to staff regarding home learning via year group system

School Communication:

- Parent mail/email
- Weekly newsletter
- Twitter/facebook
- Phone calls home – all children and vulnerable groups
- SLT/FLO to call vulnerable families
- Teachers to call families (As identified in each stage above)

Safeguarding

Safeguarding (please refer to our school policies: safeguarding and addendum; use of social media; staff code of conduct)

- Online safety – remind all children of expectations and signpost support and guidance for children and parents regularly.
- Children are only able to contact you through purple Mash
- Parents to email via year group email – no personal details to be given
- Do not allow anonymous blogs or messaging
- Whisper message – remind your children of the button on the website if they have any concerns – these come to the DSLs
- Phone calls – ask permission to speak with children and with the parent present on speaker phone; log conversations; block personal numbers using phone settings
- Report any issues to a DSL **immediately (phone and written or electronic record)** in line with policy

SEND Provision

- If a child has an EHCP, a school place will be offered. If parents are unable to take up the place, the school will support them to deliver EHCP targets at home. If a child is on the SEN Support register, the school will again support parents to deliver Provision Plan targets at home.
- SEN Support children will be supported by their teachers with learning activities that are adapted to enable them to complete tasks independently.
- Parents of SEN Support children at home in a Tier 2 'Positive Case and Bubble Closure' for 2 weeks, or Tier 3 'lockdown', will be regularly contacted by AHTI/FLO. In addition, parents are encouraged to contact their class teacher or Inclusion team if they require any additional support via email or phone.
- TAs will support SEN Support children by creating packs of visual and manipulative resources (e.g. word banks, 100 square, counters, task board) to be sent home, including any precision teaching resources (e.g. flash cards). These may need to be delivered by AHTI/SLT if not collected.

Appendix 1 – Weekly Timetable

Example weekly timetable for completion:

	Maths	Reading/Phonics	English	Topic
Monday	L.O: To order numbers (White Rose Lesson 1 video available... (approx. time)		L.O To write a description Oak academy video then complete attached task. (approx. time)	Science Oak academy (Specify where) video and task. (approx. time)
Tuesday	L.O: To subtract integers (White rose (approx. time)		L.O To understand metaphors. (approx. time)	History Lesson on the Maya and task from Oak academy/PurpleMash (approx. time)
Wednesday				
Thursday				P.E Joe Wicks session... (approx. time)
Friday				