



## Blended Learning Policy

**As a Rights Respecting School, we promote the values and principles of the UNCRS. This policy promotes and enables children to access:**

**Article 19: The right to be safe**

**Article 28: Your right to learn and go to school.**

**Article 29: Your right to become the best you can be.**

### **Blended Learning Model**

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 pupils learn via electronic and online media, as well as traditional face-to-face teaching." The teaching and learning is both synchronous (takes place at the same time for the teacher and pupils) and asynchronous (takes place at a time suitable for the teacher/pupils). In order to be successful, a blended learning model must be meaningful, enhanced, motivating and engaging for all pupils.

### **Blended Learning Introduction**

In the event of long term closure or part-time attendance, staff at Hywel Dda Primary School will continue to provide education and support to our pupils, using either Google Classroom, Office 365, Seesaw or a combination of all. This will ensure that the needs of all pupils are catered for and will allow staff to keep in daily contact and provide a two-way platform for learning and teaching, in a professional and confidential manner with each pupil in their class.

Teachers will be able to schedule learning in a manner that does not overwhelm or concern our pupils. Teaching and learning can be tailored, changed and updated as time progresses. In all communications we will adhere to our commitment to maintaining pupil wellbeing.

### **Flexibility**

We realise that the circumstances that cause our school to adopt a 'blended learning' approach will affect families in a number of ways. In our planning and expectations we are aware of the need for flexibility from all sides: parents may be trying to work from home and so access to technology as a family may be limited; teachers may be trying to manage their home situation and the learning of their own children, or the effective planning for both in-school and remote learning opportunities; systems may not always function as they should. An understanding of, and willingness to adapt to, these difficulties on all sides is essential for success.

### **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.

Teaching staff will expect to receive all home assignments by the end of that week. Should families encounter any difficulties with this arrangement, they must be discussed with the child's class teacher in the first instance via Dojo.

#### **Teaching staff will...**

- Place significant emphasis on pastoral development within the classroom.
- Share teaching and learning activities with their class through Google Classroom, Office 365 or Seesaw.
- Continue providing work and support in line with current, extensive planning that is already in place throughout the school.
- Give credence to the fact that learning remotely will be more difficult, so tasks will be shortened and supported in smaller steps to allow for this.
- Ensure regular contact with pupils, either face-to-face or digitally via Microsoft Teams/Google Meet via Hwb
- Reply to messages, set work and give feedback on learning/activities weekly
- Inform the Head teacher (if unwell) and ensure cover by another staff member for sharing of activities and keeping in touch with parents.

#### **Non-teaching Staff will...**

Inform the Headteacher (if unwell).

Have access to Google Classroom, Office 365 or Seesaw to support pupils' learning.

Ensure their communications have been shared with the class teacher and/or ALNCO.

#### **Pupils will...**

- Adhere to all guidelines as directed by staff
- Be assured that wellbeing 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 Google Classroom, Office 365 or Seesaw.
- Only send messages and queries that are in relation to tasks set by the teacher or in response to questions the teacher may ask them directly
- Only access the material shared by their teacher and will ask for parental permission to use technology for anything beyond that.
- Read daily, either independently or with an adult.

**Parents will...**

- Support their child's learning to the best of their ability
- Ensure their child completes the all home assignments and submits them to the class teacher within the week.
- Ensure their child engages with Google Classroom, Office 365 or Seesaw activities set by their teacher
- Not screenshot or copy any information, messages or posts to share on social media or any other platform outside of Google Classroom, Office 365 or Seesaw.
- Check their child's completed work regularly and encourage the progress that is being made.
- Be mindful of mental 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.

**Headteacher:** Mrs S Voyce

**Chair of Governing Body:** Mrs T Sullivan-Godfrey

**Date:** November 2021