

St Mary's and St Patrick's Catholic Primary School

Blended Learning Policy



Mission Statement

“We are a Catholic Family Learning Together”

“Teulu Catholig ydym ni yn dysgu gyda gilydd”

Each person in our school is unique and our intention is that they will all develop spiritually, morally, socially and academically to their full potential – with Jesus as their guide, the Holy Spirit as their inspiration and God as their loving Father.

‘Success Starts at School’

Policy Adopted	September 2020
Head teacher	<i>Mrs. Jackie Phillips</i>
Chair of Governors	<i>P. Donoghue</i>

Purpose and Intention of Policy

Background:

The 2020 pandemic, unprecedented and unplanned for, has brought about challenges for primary school teaching and learning which previously and predominantly took place in large classrooms, under the instruction of teachers, within a highly structured day. The sudden need to adapt to distance learning allowed limited time for teachers to implement detailed procedures; however, as schools reopen to more pupils from 1st September 2020, there is a requirement to ensure a more consistent, formalised and structured approach to blended and distance learning, in the event of local downs or classes self-isolating.

Welsh Government, Central South Consortia and Bridgend CBC have all produced guidance and documents that states schools need to begin to think about learning and teaching for the academic year. Schools should consider “a blend” of in school and out of school learning driven by a singular curriculum. Practitioners will need to think how learning outside the classroom supports the valuable and limited contact time.

Statement of intent:

This policy will outline the types and methods of blended learning; provide guidance on the approach to blended learning that should be taken by staff, pupils and parents; and, aim to ensure consistency of approach across all departments in the school. Consequently, St Mary's and St Patrick's Catholic Primary School will continue to provide engaging, exciting and challenging learning opportunities, both in school and at home, which result in ambitious, capable learners, committed to lifelong learning.

Additionally, the well-being of pupils and staff is a significant consideration; it is recognised that learning can give a sense of purpose and achievement which is good for mental well-being.

The policy aims to ensure a seamless and efficient blend of in-school and at-home learning, thus allowing pupils to make progress while staff workload remains manageable.

Definition of blended learning:

"At its simplest, blended learning is the *thoughtful* integration of classroom face-to-face learning experiences with online learning experiences." [Garrison and Kanuka, 2004]. At St Mary's and St Patrick's Catholic Primary School, this means that time spent learning in the classroom will introduce key concepts, new content and skills; address misconceptions; answer questions; and, set clear expectations. When pupils are at home it will involve a variety of online methods which may include teacher videos, presentations and interactive tasks using Seesaw, Teams, HWB and other online programmes. However, it should be noted that the learning that takes place at home will take a variety of forms and will not be restricted to online provision.

This policy applies to all teaching and non-teaching staff at St Mary's and St Patrick's Catholic Primary School.

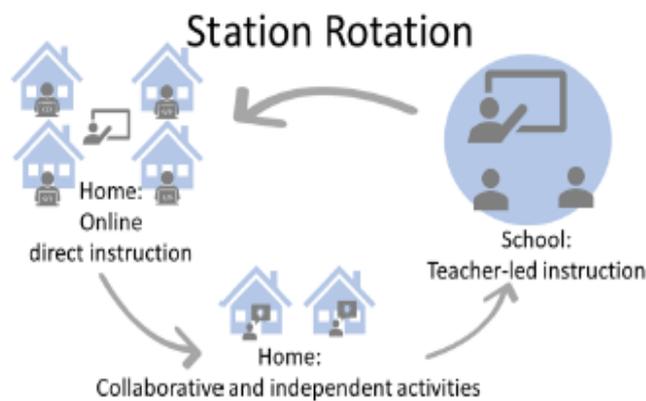
Types of Blended Learning found at St Mary's and St Patrick's Catholic Primary School:

Face to Face Learning:

This is the traditional form of teaching and learning that took place prior to the COVID Pandemic. Teacher centred method of learning that takes place in a classroom setting, in person, in school.

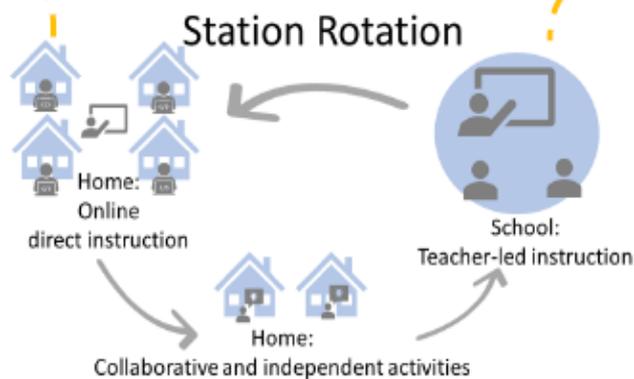
Station Rotation

The Station Rotation model allows learners to rotate through stations on a fixed timetable, where at least one of the stations is an online learning station.



Considerations

- Safeguarding considerations for live streaming.
- Professional learning for teachers to deliver and record sessions.
- Availability of technology.
- Opportunities for feedback.
- Understanding and assessment of the learning.
- Screen time.



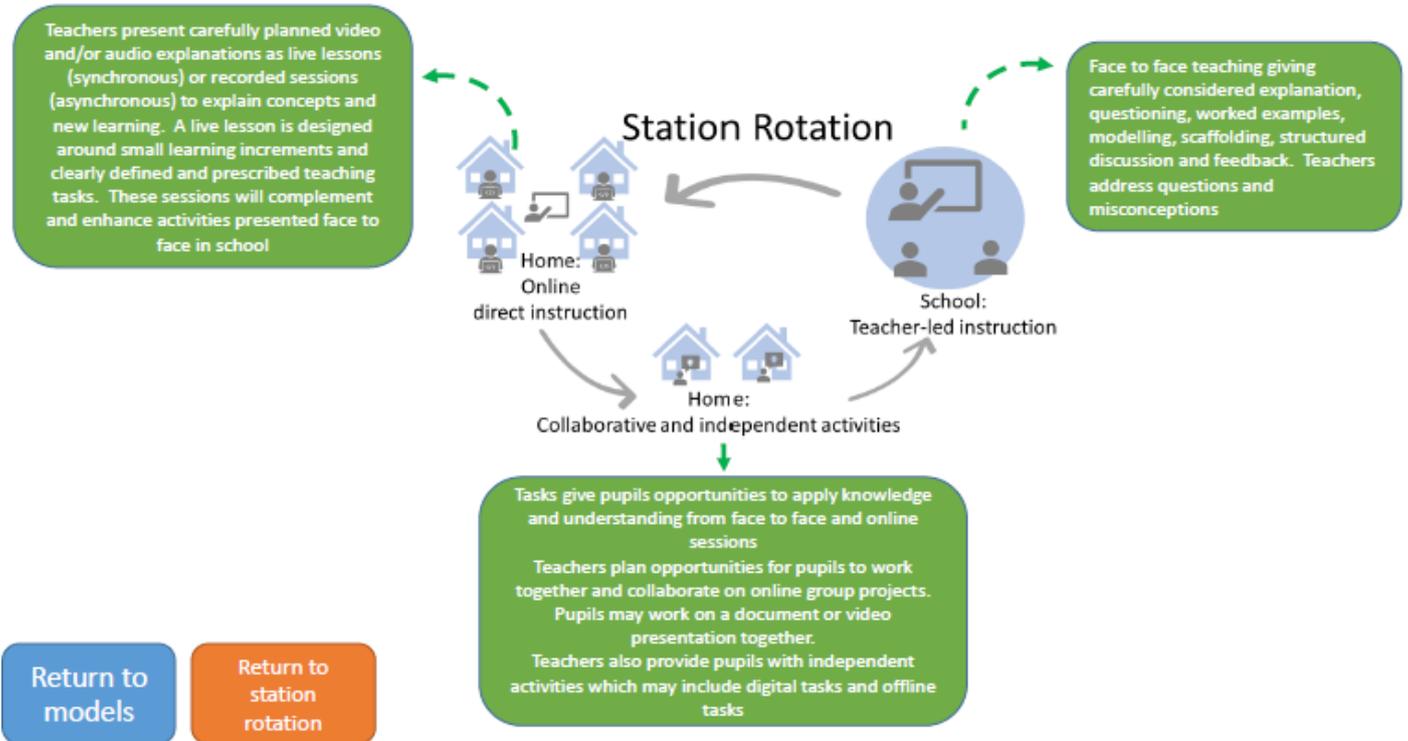
- Operational guidelines.
- Planning time
- Establishing routines and protocols
- Shielding of staff and subject specialists
- IT surgeries & understanding how to use the technology.
- Provision for pupils that are shielding.

- Safeguarding considerations for pupils working without supervision
- Professional learning for teachers to plan relevant and meaningful group projects
- Grouping of pupils
- Establishing rules
- IT surgeries for pupils & understanding how to use the technology.
- Limit the number of different platforms used to ensure pupils and staff are familiar with them

Return to models

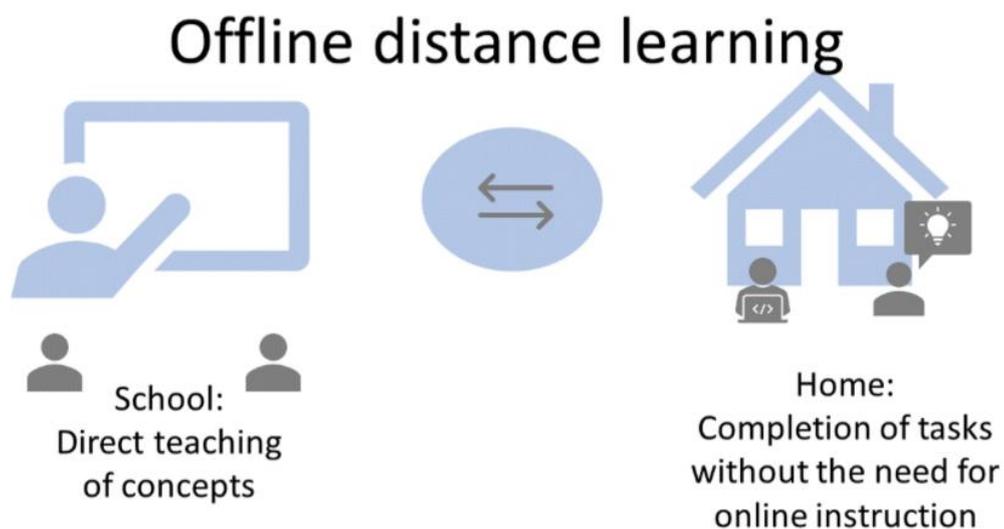
Return to station rotation

How to do this



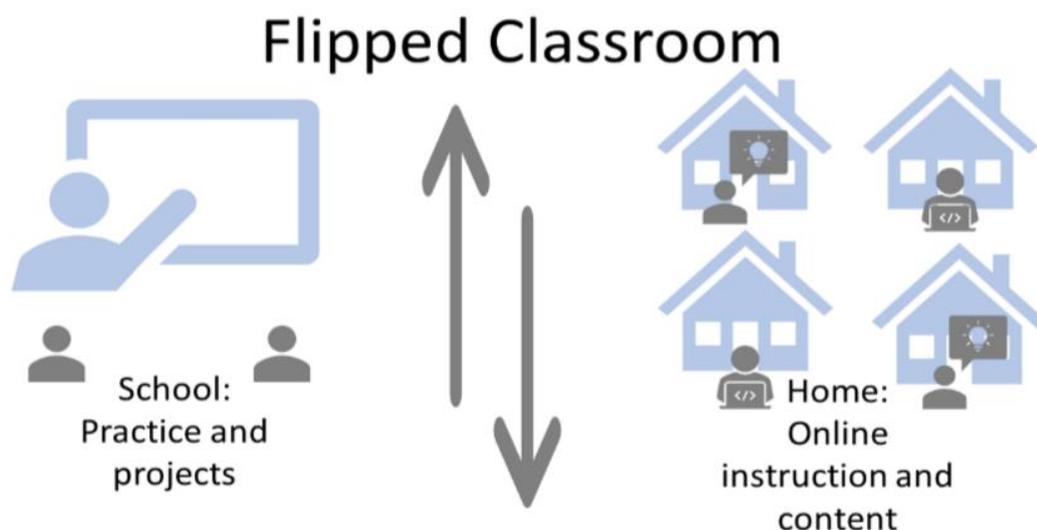
Offline distance learning

For some schools they may identify that learners are unable to effectively engage with online learning; this can be particularly true for hard to reach learners. In this instance, during face-to-face time teachers will plan and deliver direct teaching of the experiences, knowledge and skills the learners need to complete the tasks. Learners then engage with these tasks at home without the need for further online instruction.



Flipped Classroom

The Flipped Classroom model flips the traditional relationship between class time and homework. Learners learn at home via online work and direct teaching, and teachers use class time for teacher-guided practice or projects. This model enables teachers to use class time to personalise learning.



Online Learning Platforms

The School's platform for sharing online resources and setting work will be HWB- Microsoft Teams and Seesaw in Foundation Phase classes with links to other resources shared. In Key Stage 2, it will be through HWB with links to Microsoft Teams and other resources. Pupils will also be able return/submit completed tasks through this platform.

Asynchronous Learning – is the school's preferred method of video lessons.

Asynchronous learning is learning that doesn't necessarily happen at the same time for the teacher and the pupils. There is no real-time interaction; the learning resources are created and made available for pupils to use later on. The school appreciates that if pupils are self-isolating, parents may need to work from home and live synchronous learning may not always be convenient.

The main features of asynchronous learning are:

- resources and activities delivered online, e.g. through Teams
- recorded lessons/video instruction/podcasts;
- flipped learning - pupils engage with material before discussions in class.

Hard Physical Copies of work

Using paper packs at home replicates what the learning process looks like in school. At St Mary's and St Patrick's Catholic Primary School, hard copy physical resources include:

- Paper packs and work booklets
- Textbooks

Responsibilities

Who	Responsibilities
Leadership	<p>The role of the Senior Leadership Team is to:</p> <ul style="list-style-type: none"> ● develop, monitor and evaluate the whole school strategy for blended and distance learning; ● communicate with, and provide support to staff, pupils and parents, to ensure effective implementation of blended and distance learning; ● provide opportunities for appropriate CPD training to ensure that staff are able to deliver blended and distance learning effectively; ● ensure accountability of the blended and distance learning process, through self-evaluation.
Teachers	<p>The role of the teacher is to:</p> <ul style="list-style-type: none"> ● continue to strive to deliver consistently excellent lessons in accordance with the Teaching & Learning policy; ● engage with CPD training to ensure proficiency in delivering effective blended and distance learning; ● collaborate with colleagues to design and develop high-quality blended and distance learning experiences for pupils, in accordance with school plans ● plan and deliver blended and distance learning experiences for all pupils, including those with additional learning needs, taking into account Individual Development Plans (IEPS) and ensuring that pupils' needs are fully catered for; ● communicate with, and provide timely feedback to, pupils in line with the School's Marking and Feedback Policy; ● carefully monitor pupils' work completion and deadline compliance; ● communicate with pupils and parents, as appropriate, as per the Behaviour and Discipline Policy, to ensure engagement and progress with the blended and distance learning experience. <p><i>Teachers will not be able to respond to multiple requests for assistance. Questions can be asked at the next face-to-face session with the teacher. If unsure about what to do with a task, pupils should: read questions and instructions carefully; research the answer to the question; or, collaborate with a friend/another pupil/classmate. If, while learning at home, a pupil has a problem that cannot be solved, then school should be contacted and a response will be made within 24 hours on a week day.</i></p>
Non teaching Staff LSA, LSO , SSO SSA	<p>The role of learning support staff is to:</p> <ul style="list-style-type: none"> ● provide support and assistance to teachers, ● assist with implementation of pupils' Individual Development Plans so that their needs are fully catered for through blended and distance learning.
Pupils	<p>Pupils should:</p> <ul style="list-style-type: none"> ● dedicate appropriate time to distance learning, in order to complete the tasks set by the due date; ● check HWB- Teams and SEESAW (Foundation Phase) for information on tasks, assignments and resources daily, throughout the school week; ● identify a comfortable and quiet space to study/learn; ● engage in all learning set with academic honesty; ● submit all tasks and assignments in accordance with provided timelines and/or due dates;

	<ul style="list-style-type: none"> ● appreciate that when working at home, teachers will be delivering lessons every day at school. <p><i>Teachers will not be able to respond to multiple requests for assistance. Questions can be asked at the next face-to-face session with the teacher. If unsure about what to do with a task, pupils should: read questions and instructions carefully; research the answer to the question; or, collaborate with a friend/another pupil/classmate. If, while learning at home, a pupil has a problem that cannot be solved, then school should be contacted and a response will be made within 24 hours on a week day</i></p>
Parents/carers	<p>Parents/Carers should support their child/ren in their learning by:</p> <ul style="list-style-type: none"> ● providing an environment conducive to learning; ● engaging in conversations about resources, tasks and assignments provided/posted; ● monitoring time spent engaging in online and offline learning; ● helping to provide emotional balance through ensuring ample room and time for reflection, physical activity, conversation, rest and play.

Engagement

For a blended learning approach to be effective, it is of critical importance that all pupils engage with the process. Therefore, pupils must have a secure understanding of what they have to do and by when.

Differentiation, a comprehensive overview and clear instruction will be of critical importance, to enable pupils to balance work completed in school and at home.

We expect that all pupils will engage with this approach to teaching and learning and exceptional levels of engagement can be celebrated by each class in already established ways. It needs to be made clear to pupils that work is not “optional” and we expect tasks to be completed. Clear deadlines should be set to give pupils an explicit understanding of what is required, by when.

We recognise that pupils may be having difficulty in adapting to the new way of working or are struggling with barriers to learning, e.g. lack of space to work at home; unreliable broadband or limited ICT provision; etc. Therefore, it is important to try and establish what these barriers are and how we might help to remove them. Established lines of referral (Class Teacher – DHT – HT) should be used as necessary. Communication with pupils in school and with parents at home will be an important way of addressing these issues.