Ysgol Gynradd Cwmffrwdoer

Blended Learning

Policy

September 2020

Rationale

This policy outlines Cwmffrwdoer Primary School's intention to support Teaching and Learning both in school and through home learning during the Covid-19 pandemic.

It is the right of all pupils and members of the school community to have access to high quality learning, experienced through high quality teaching and we are committed to offering this through a blended learning approach, while keeping in mind the wellbeing of our pupils, staff and all stakeholders.

In order for practitioners to plan for and implement high quality blended learning for all learners, and for this to be communicated effectively to both pupils and parents, there needs to be a shared language that is known and understood by all. Here are the main terms adopted:

Shared language term:	Meaning:
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 everywhere and 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, emotional, physical development and tasks to promote their resilience. It allows individuals to learn when and where it is more convenient for them. Equitable learning does not have to mirror learning how it does normally 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.
Pedagogy:	Pedagogy is about more than just '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.
Direct Teaching:	Giving carefully considered explanation, questioning, worked examples, modelling, scaffolding, structured discussion and feedback.
Modelling:	Provide 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 has become more competent and confident in the learning. Scaffolds are reintroduced as appropriate.
Curriculum:	Included 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.*
Experience:	*The combination of knowledge and skills in a learning environment to further progress learners towards curriculum purposes.*

Aims:

1. To have a common set of learning priorities, in preparation for a range of scenarios in response to COVID-19. (Direct teaching, blended learning and distance learning)

2. To establish a single approach which is flexible enough to respond to changing situations and driven by a single curriculum.

3. To provide a link between home and school so that pupils and parents can share information, work and ask questions when needed.

4. To ensure mental and emotional wellbeing is a key focus and integrated into our everyday practice, as it is a critical enabler.

5. To provide an on-line education using Hwb Classes, Microsoft Teams and Twitter (nursery) as the main resource; pupils are set work by their class teacher which encompasses the Four Purposes of the Curriculum for Wales and the AoLEs.

6. To ensure coherence between in school and remote/home learning.

7. To provide alternative work for families not on-line or with limited access (or no access) to IT devices via home learning packs.

8. To provide feedback on work completed through Hwb Classes and Teams.

9. To support all stakeholders and uphold our open-door policy remotely.

10. Maintain regular and effective communication with parents, carers and governors to ensure expectations are clear to school partners.

Priorities for Learning

We will ensure we address and meet the following priorities, as set out by Welsh Government:

1. **Health and Well-being:** Learning activities will support learners' mental, emotional, physical and social well-being as well as recognising the importance of outdoor learning and play. Supporting health and well-being of learners and staff remains a key priority. It is a key enabler of learning and experiences of lockdown, social distancing, phased return and potential bereavement will have raised significant challenges.

General planning of well-being and supporting learning will be embedded in learning. Where needed, specific interventions will be used with individuals with pre-existing issues, new needs or safeguarding concerns.

Mental and emotional well-being is a key focus. Opportunities for talking with adults to communicate feelings as well as having time to talk with their friends is paramount to support wellbeing. It will be important to nurture relationships between learners and their peers and learners and staff to ensure the sense of community that is able to tackle the present challenges together. The school environment will allow learners to feel valued and listened to, enriching opportunities of learning within the outdoors. Well-being will be an integral part of teaching and learning and will not be a separate activity. A wellbeing checklist is at the bottom of this policy.

Creating a supportive environment:

* It is important that the adults set the emotional climate within the learning environment.

* Pupils have plenty of time to share experiences, talk and interact.

* It is important the adults acknowledge that pupils' experiences are unique to them.

* Support pupils to develop emotional resilience, encourage them to name and describe their emotions.

* Staff to practise active listening, giving pupil's time and opportunities to express and explore their emotions, verbally and nonverbally. With younger children, time to talk will be built in within their natural play.

* All staff will provide plenty of reassurance from a wellbeing and learning aspect, praising resilience and effort.

* The environment will provide routine and structure for all learners, this will be supported with visual timetables for pupils with specific needs.

2. **Purpose:** Learning will have a clear purpose, focused around what is important for learners now and in the future. We recognise the knowledge, skills and dispositions we want learners to develop, as well as the challenges facing them and how we can help them to make progress.

3. **Literacy, Numeracy and Digital Competency:** Learners will have opportunities to develop and apply these skills across the curriculum. These skills are fundamental to unlocking learning and further knowledge. It is important that these skills are embedded within other broader learning, rather than seeking to apply them in isolation. The teaching of basic skills can be in isolation initially, however the aim is for them to be taught in context and purposefully. – Learning in the Autumn term will focus on raising standards in literacy, numeracy and digital competence, as in their absence from school, learners may have missed opportunities to develop skills which may affect their readiness to learn.

The Literacy and Numeracy Framework and the Digital Competence Framework present a common approach supporting schools and practitioners to ensure learners have frequent opportunities to develop, extend and apply these cross-curricular skills.

4. **Broad and Balanced:** Learners will have learning experiences which cover a broad curriculum and include opportunities to develop a breadth of understanding and a range of knowledge and skills. It is important that certain areas are not lost during this time. For instance, the creative arts. We need to still be ambitious in offering options to our pupils. We will continue to promote communication skills in English and Welsh.

5. **Progression and Assessment:** We endeavour to ensure that learners will continue to make progress during this period and use assessments to help learners move to the next steps in their learning. Assessment is an integral part of the learning process, with staff working with pupils to help identify their strengths, areas for development and next steps in learning.

We recognise that pupils will make progress at a different pace and each individual should be challenged and supported appropriately.

Settings and schools will need to support learners in developing their motivation and readiness to learn. There is a chance that the disadvantage gap has widened. In order to know if pupils are ready to learn we will need to:

* Conduct engaging assessments to assess key skills.

* Use effective questioning to ascertain knowledge and understanding.

* Be prepared to revisit learning to rebuild learner confidence and self-esteem.

* Focus on verbal feedback and dialogue to reassure and guide pupils, fostering positive attitudes to learning.

* Adapt provision to meet needs of learners.

* Identify and address immediate additional support for literacy, numeracy and digital skills.

*   Reinforce pupils' knowledge about how to stay safe online, including appropriate behaviour whilst online and communicating with staff and peers.

6. **Partnership with Parents, Carers and Learners:** The participation of parents and carers in learning is essential for developing learning experiences which involves learning inside and outside school. Learners should be supported to have responsibility for their learning, engaging, communicating and understanding what they are learning, how they are learning and their progression in learning.

We will continue to develop a common understanding and language with parents, carers and learners, which will underpin and support learning experiences. (See 'Shared Language Terms' above).

Blended learning Approach

Face-to-face learning and distance learning should complement each other and be driven by a single curriculum. It should be underpinned by good quality teaching. A number of models exist for blended learning and we have chosen the model which best fits our school context.

Planning for lessons will be based on the Areas of Learning Experience and the Four Purposes. It will be designed creatively to incorporate concepts and principles from the new curriculum.

What do we mean by Blended Learning?

Direct Teaching – Lessons in School	Distance Learning – Home learning	Blended Learning – School and Home
* Maximise the use of direct teaching time. * Introduce new ideas and skills including independent learning skills. * Guide learners through new content and skills. * Assess and ensure pupils continue to make progress. * Provide real time feedback. * Maintain positive relationships. * Support the activities that learners can complete at home at their own pace.	* Online activities – an overview of learning provided weekly (see attached at the end of the Policy) * Tasks set on digital platforms (Hwb, Teams) * Recorded learning sessions and support videos * Offline tasks – paper/art based * Collaborative tasks through Teams/ Hwb * Time to practise and refine new skills * Consolidate learning at own pace * Maintains contact with school * Video conferencing via Microsoft Teams – giving learner direct access to	* A mixture of both in school activities (part of the week) and distance learning when not 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. This model is most common in primary schools. **Station Rotation** Home: Online direct instruction School: Teacher-led instruction Home: Collaborative and independent activities

	teacher and support staff	
	* Pupils to receive feedback on work and activities completed through hwb.	

What will blended learning look like?

* Engaging and enjoyable challenges.
* Delivery of new concepts in face-to-face sessions.
* Formative assessments to identify gaps in skills and next steps.
* Practical activities to reinforce learning at home and independent practice.
* Regular practice and recall opportunities to reaffirm prior learning, both face to face and distance learning.
* Opportunities to promote wellbeing and address pupils' needs.
* Regular outdoor learning experiences to develop a range of skills, e.g. literacy, numeracy, creative, physical, personal and social/wellbeing.
* Effective lesson starts and hooks to engage learners, review prior knowledge using effective questioning.
* Clear expectations to learners to ensure quality learning.
* Reintroduce and extend peer and self-assessment.
* Provide time and support to individual learner needs.
* New learning will be taught in small manageable steps.
* Consider opportunities and challenges for specific groups of learners.

Establishing routines and protocols

Clear routines and protocols will be crucial to the success of the school's blended learning approach.

This will be achieved through:

* Clear communication with parents and carers through email, message, School Website and Twitter.
* A consistent approach between all staff adhering to new, agreed guidance and procedures.
* Establishing/re-establishing learner teacher relationship especially if the class is taught by a different teacher.
* Creating a calm ethos within the school both in terms of the environment and the interactions between everyone.
* Regularly spending time introducing and reviewing safety measure rules, routines and boundaries, ensuring that learners feel safe and comfortable.
* Communicating rules positively and clearly checking that everybody has understood.
* Considering the best use of Teaching Assistants and their involvement.

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Online Safety

Regardless of the current global events, it is important for staff to:

* Follow the normal school procedures and codes of conduct.
* Only use school-authorised accounts/platforms and devices when corresponding with pupils and parents/carers.
* Maintain professional boundaries on social media and avoid sharing personal mobile numbers or accepting or requesting students or parents/ carers as 'friends' on personal accounts.
* Understand and follow our safeguarding procedures for disclosures and duty of care concerns.

It is recommended that staff:

* Revisit our Social Media and Acceptable Use policies (a full copy is available to view and download from the school website www.cwmffrwdoerprimary.co.uk
* Reinforce pupils' knowledge regarding how to stay safe online, including appropriate behaviour whilst online and communicating with staff and peers and share 'Acceptable Use Agreements' with them where necessary.
* Model good practice when using technology.

Online behavioural expectations for staff:

* Adhere to professional boundaries in terms of conversations with children and parents.
* Adhere to professional boundaries and appropriate conduct in terms of online interactions and conversations with other staff members. (I.E, during video conferencing). For example, we should be fully present in an online staff meeting, as we would be in school. – Mobile phones away, participation, respectful listening and communication.
* Adhere to professional boundaries in terms of our school dress code when communicating with children and parents via video conferencing.
* Ensure backgrounds are blurred or appropriate during online class video calls.
* Ensure we are mindful of safeguarding and confidentiality in terms of other people who may be present with us. – Wherever possible, other household members should not be in the same room as you during staff-staff or staff-pupil/parents calls and video calls. (There will be exceptions in terms of children due to supervision). Children's names / full discussions are not to be shared during staff conference calling. Safeguarding concerns to be reported to the HT / DHT and necessary information will be shared via secure email and through 'My Concern'.
* When teaching using live videos, ensure child is not alone and a responsible carer is supervising, also ensure video chats are group based/class based, never 1:1 and with at least two members of staff.

Support for Learners (including those in vulnerable groups):

We will ensure that all learners have equal access to school-based adults either through face-to-face contact or via online learning. Pastoral and communication systems will allow school staff to accurately identify families who may have increased or new vulnerabilities due to financial/health/wellbeing pressures as a result of the pandemic.

School staff will ensure that procedures are in place to allow all pupils to re-engage and interact in school life with a focus on enhancing learner's emotional, mental, physical and social well-being. We will implement a range of strategies to make effective use of the outdoors to support learning and wellbeing will be central to every year group's planning.

Feedback from pupil groups will be used effectively to enhance learner experiences and ensure good levels of wellbeing, learner engagement and progress. Assessment will be a fundamental part of the learning process, and contribute to developing a picture of the learner in order to identify and support their next steps. It is imperative that we realign our learning and teaching in order to address the gaps in knowledge and skills that have developed as a result of school closure. Therefore, a focus on the basic skills of literacy and numeracy will be key, through a holistic approach, centred on wellbeing.

Engagement with learners will remain a priority in the adoption of a blended learning approach.

This will be achieved by:

* Identifying which learners/groups of learners have not engaged in distance learning and identifying the main barriers.
* Adopting a whole school approach to keeping in touch with learners.
* Contacting parents and families regularly following clear guidance.
* Ensuring sufficient resources to target learner engagement, including digital resources.
* Adopting an effective system to monitor and evaluate impact of level of engagement.
* Identify what is working well with learners who engage and explore how can this be adapted for learners who not engaging.
* Continue to celebrate learning through certificates, positive messages and feedback.

Professional Learning for Staff:

Staff will be encouraged and enabled to develop curricula that makes extensive use of the full range of online learning techniques, and move beyond just trying to solely emulate face-to-face teaching methods.
Innovation and creativity will be well supported at all levels to ensure a rich and effective learner experience.

We will ensure effective mechanisms are in place for staff to share knowledge, practices and experiences with colleagues and allow effective practice to be shared and celebrated. Success is recognised openly and school's self-evaluation processes reflect evidence of effective practice. Staff will have access to appropriate practical guidance around online delivery and worthwhile online staff development opportunities will be available wherever they can improve delivery and accessibility.

We will ensure all governors understand the role of distance learning in order to effectively support and challenge the school leadership on their   approach.

Wellbeing Checklist - Pupil Support & Wellbeing on returning to school
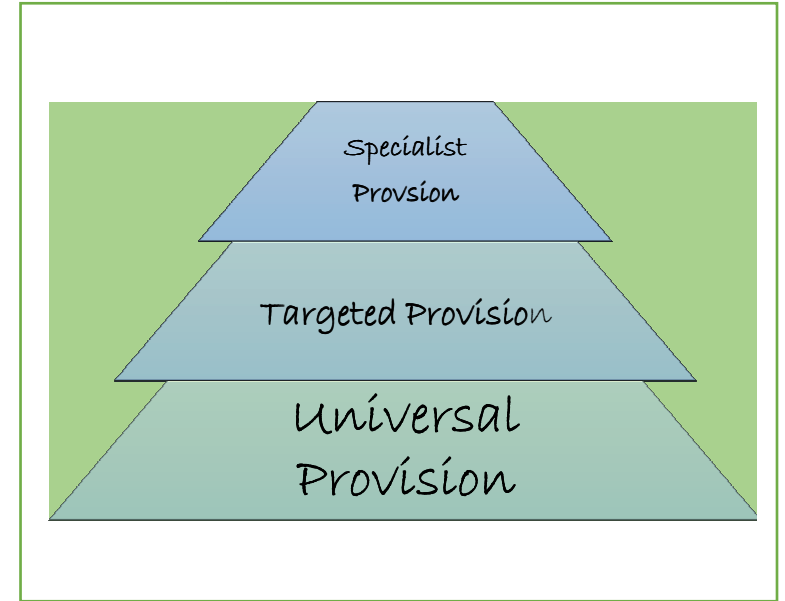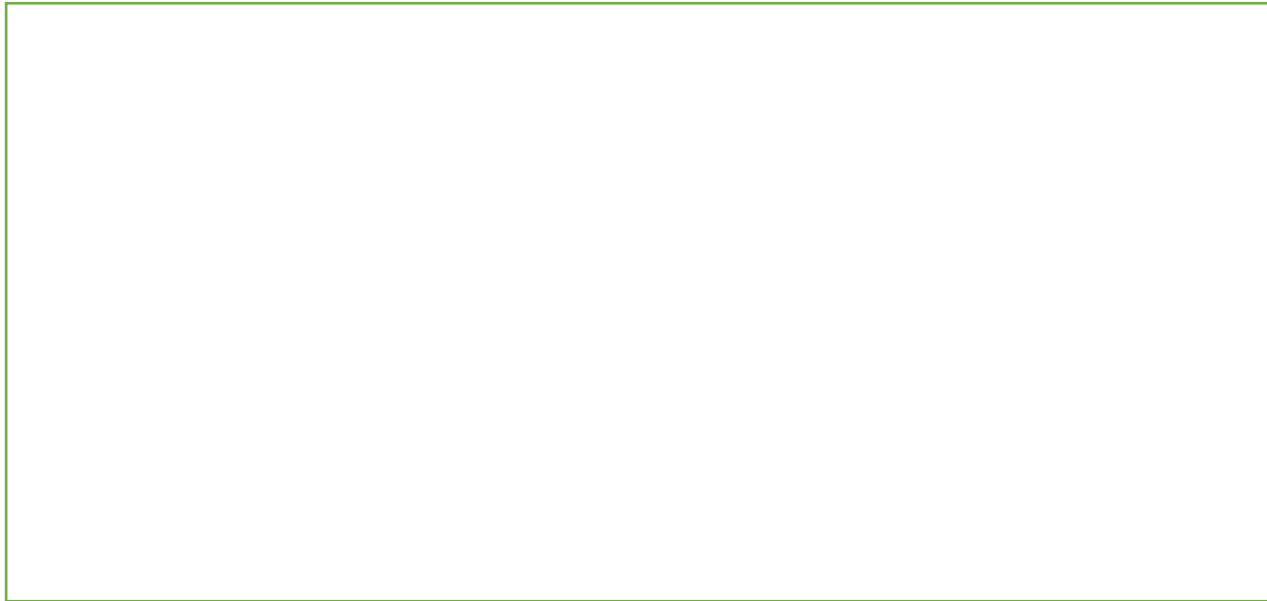
The following checklist has been created around the 5Rs: return, reflection, recovery, relationships and relaxation; this list will help to clarify various levels of provision.

Return	Provision in place
Ensuring all learners and staff feel safe in school by: 1. Having a Whole school approach to wellbeing 2. Re-affirming core values of the schools 3. Re-establishing routines and structure 4. Re-building relationships and peer interaction within class bubbles 5. Re establishing staff peer relationships, whilst adhering to social distancing	
6. Review Behaviour policy and adapt as required, consider having a relationship policy alongside for all pupils.	

Key interventions to support all pupils in relation to re engaging and interacting in school life: 7. All classes to build reflection time into timetable e.g. circle time/ SEAL activities 8. Focus on Social, Emotional Learning via key activities. 9. Implement the 5 ways to wellbeing within the Curriculum 10. Focus on enhancing the pupil's emotional, mental, physical and social wellbeing. 11. When needed-identify Key Emotional Adult for learners 12. Create non negotiables for classroom behaviours building on empathy	
Ensure all vulnerable learners know when and where to find at least one specific and emotionally available adult: 13. Identify and support the pupils in most need of social and emotional buffering 14. Consider using key wellbeing measures such as Boxall/PASS/	
Staff will recap and practise using PACE and introduce WINE approach for conversations that matter with pupils: 15. <u>PACE</u> - be **P**layful, be **A**ccepting, be **C**urious and show **E**mpathy 16. <u>WINE</u> - **W**onder, **I**magine, **N**otice, show **E**mpathy	
Staff to adjust expectations and practises regarding traumatic stress and loss during school lockdown: 17. Ensure that there is time for pupils to voice their feelings/emotions and past experiences e.g. circle time/ SEAL activities	
Identify pastoral and wellbeing support that is available: 18. Identify staff who have a key role in Wellbeing / Pastoral and have been trained in interventions to support pupils wellbeing e.g. Families Connect/ Nurture/ TIS/ COMIT	
19. External - discuss central support available from LA /Health/ Families First/Youth Counselling Service/	
Reflection	
Consider how to provide additional support to children who have not accessed formal learning during the lock down Remember that these may not necessarily be the children you expect (see list)	
Implement a variety of interventions to help children self-regulate - Mindfulness - Outdoor and Nature - Exercise - Yoga	
Help repair brain psychological damage caused by trauma through regulating, playful, enriched and reflective adult-child	

relationships - Show kindness - Show compassion and gentleness - Focus on hope - Focus on what we've learnt - Appreciate small acts of kindness - Recognise acts of kindness in the community, nationally, globally - Use nature and the arts to appreciate the beauty in the world Promote curiosity of the world around them	
Adults to share experiences and emotions with children - Build trusting relationships - Take time to remember lovely memories of people, places and events - Take time to reflect on loss of experiences - Take time to mark lost celebrations - Recognise the work done by individuals and teams in the school, teaches and pupils during lock down	
Help children to symbolise painful life experiences through words and images - Provide children with means to symbolise experience - Help children to form coherent narrative - 'I wish my teacher knew' exercise Help children form coherent narratives about what has happened in their communities and to them - Discuss new words heard and their meanings - Name emotions that may have been felt	
Help children to express anger, grief, sadness, being scared and also reflection: - Reflect on experiences and emotions - Provide targeted PHSE sessions with classes and smaller groups - Restorative conversations - Empathetic conversations (WINE – wonder, imagine, notice, empathise) - Validate children's emotions - School behaviour/discipline policy Supportive, proactive interventions	

Recovery	
Re-establishing expectations in regards to all areas of school life - Staff planning activities that help them get to know pupils. - Academic demands - All staff to take into consideration the differences in accessing learning during lockdown and its impact. - Build in reflection time to ensure pupil voice. Consider organising acts of remembrance – e.g. pebble pathway back to school/ whole school time capsule	
Help children develop effective stress regulatory systems in the brain and body (good vagal tone) through mental state talk, empathy, containment and soothing - Run 'Talk Time' groups for teachers which will provide important opportunities to to be listened to and supported - Recognise that children will have experienced lock down differently - Allow time for shared experiences to develop empathy for each other	
Relationships	
Provision of repeated positive experiences in emotional, social learning across all learners, focus on: • Building positive thinking habits • Supporting motivation and focus • Increasing self-confidence / self esteem • Building Resilience • Managing Anxiety • Provide social communication opportunities • Provide team building opportunities • PLAY and outdoor learning Build good schools family links	
Child centred approach to learning - Be transparent about what is happening in the school - Be transparent why it is happening - Keep connected and share news - Ask for views	

- Pre-warn of changes and reasons behind changes Provide space for children to find their voice	
Staff to be aware of the importance of good listening, encourage talk about feelings and show empathy Useful resources – revisit notes for previous training - ACES - Nurture Uk – - Trauma Informed Practise (TIS) JJ - Growth Mind set strategies - Refer to CPD online course notes undertaken during Lock down e.g. ASD/ ADHD/ Dyslexia etc	
Relaxation	
Through a whole school approach, consistently enable children to feel calm, soothed and safe again - Ensure staff feel calm and safe explore ways of looking looking after their Well being - Reach out and greet/welcome students back into school and learning - Create the feeling of togetherness with transparency. Share information with parents/carers and children and allow for feedback - Prepare and allow time to being around people again - Create opportunities and freedom to re-establish friendships - Share information on how schools will be addressing gaps in learning - Provide opportunities to re-skill and rebuild confidence - Prepare and allow time to establish new routines - Use knowledge of pupils' range of experiences to ensure equality - Re-establish expectations of school behaviour - Use visual timetables to help manage change new routines Ensure children know where and who they can go to when they feel vulnerable/scared/alone	