**BLENDED LEARNING POLICY**

***Cudworth Churchfield Primary School***

****

**Date Reviewed:** October 2020

**Reviewed By:** Jonathan Bean

**Date For Next Review:** October 2022 (or when trust-wide policy is introduced in AUT2 2020)

**Date Approved by Governing Body:**

**Introduction**

Remote learning is a relatively new concept to the primary education sector, brought to the forefront of school improvement by the COVID19 pandemic. Remote learning is key, for both pupils at home and when staff have to isolate to ensure that pupils still receive a high-quality education, and appropriately sequenced curriculum.

**Aims**

This policy is underpinned by the central aims of Churchfield Primary School and the values held by the school community. This policy provides:

* Ensure consistency in the approach to remote learning for pupils who aren’t in school
* Set out expectations for all members of the school community with regards to remote learning
* Provide appropriate guidelines for data protection

**Ethos & Rationale**

All schools have a duty to provide safe remote education for state-funded, school-age children unable to attend school due to coronavirus (COVID-19) with effect from 22 October 2020. Where a class, group or a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home, school is committed to offering immediate remote education in a way that safeguards pupils from harm in a digital world.

Remote education is much more than simply setting work, such as projects or research activities, that simply keep pupils busy. Instead, school will ensure that all learners continue to access the curriculum through high-quality online and offline resources and teaching videos linked to the curriculum expectations of our school. We are committed to six underlying principles, as agreed by the Barnsley School’s Alliance, which underpin our remote education plans:

1. Safeguarding pupils from harm, online and offline, remains the key priority.
2. Pupils will continue to be taught a well-sequenced curriculum.
3. Teachers will continue to set work that scaffolds pupils’ practice and helps them to apply their new knowledge and skills.
4. Pupils will continue to receive feedback that helps them to make progress.
5. No child should be disadvantaged by a lack of technology at home.
6. Remote education plans should not place unreasonable demands on parents’ help or support.
7. Remote education plans must not place an unnecessary additional workload on school staff.

**Technical Aspects**

At Churchfield Primary School, in-line with other schools in Waterton Academy Trust, the platform that has been chosen to support remote teaching and learning is Microsoft 365. School is committed to providing the training, support and guidance required to ensure that school staff, parents and pupils feel confident to use our system safely and effectively. School will also provide an interactive & accessible ‘weekly’ plan for parents and pupils, with details of all activities and tasks. The Seesaw app will also be used to provide feedback to pupils and parents.

School will provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access. However, we will do our very best to support all pupils to access our online learning offer at home, such as by loaning additional laptops or other hardware as appropriate. School’s approach has been carefully considered in relation to the pupils’ age, stage of development or special educational needs. We are committed to working with parents and carers, especially those of younger children and pupils with SEND who may not be able to access remote education without adult support, to ensure all pupils continue to access a broad and ambitious curriculum.

**Delivering Remote Education**

1. We will ensure that pupils have meaningful and ambitious work each day in a number of different subjects. We will plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers. Staff will deliver remote lessons via Microsoft Teams, as well as using a range of online resources such as Oak National Academy. Pupils & parents will be provided with a ‘Home Learning Pack’ to last one week, with interactive links to tasks, and feedback provided via the Seesaw app.
2. We will 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. Home learning packs will be emailed to parents, as well as being placed on the Home Learning part of the school website.
3. We will provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos. Staff will provide a minimum of three live or pre-recorded lessons each day, focusing on English, Maths and the wider curriculum. Staff will keep a register of pupils who have not attended each session, and contact will be made with these families.
4. We will gauge how well pupils are progressing through the curriculum and set a clear expectation on how regularly teachers will check work. We will 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.
5. In addition to the information on what schools should be doing to protect their pupils online, as outlined in the statutory guidance [keeping children safe in education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2), we will implement any additional measures that will help to keep pupils safe online.
6. Where a staff member is having to isolate and the bubble remains in school, the staff member in question will deliver lessons from home via MS Teams, with a member of support staff in class to manage behavior and provide assistance with the organisational aspect.
7. Where pupils are not engaging with home learning, school will make contact with these families and offer various solutions based on their own circumstances (e.g loan of school equipment, paper copies of work etc)

**Blended Learning in Practice – Tiered Approach**

Three tiers have been identified based broadly on the length of absence from school:

1. Individual pupils self-isolating for a short period of time (e.g awaiting a test result).
2. Individual pupils or a small group of pupils self-isolating for a longer period of time (e.g due to a positive test or close contact out of school)
3. Full bubble closures due to a case in school

Although all blended learning will follow a similar pattern and use similar systems, it is not realistic for teaching staff to create a separate full scheme of work for a small number of pupils isolating. In these situations, pupils will access work/ projects/ key skills in line with what is being taught in school and will be directed to resources such as Oak National Academy, along with accessing resources uploaded to Teams.

Full home learning packs will be created when there is a full bubble closure or significant number of pupils within a class.

Separate packs will not be provided for pupils who are not attending school through parental choice. The statutory requirement for children to attend school still stands.

**Special educational needs**

For pupils with SEND, their teachers are best-placed to know how the pupil’s needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school due to self-isolating. The requirement for schools to use their best endeavours to secure the special educational provision called for by the pupils’ special educational needs remains in place. We will work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers. For pupils with complex SEND, school may provide a pack/ box of resources to use at home on advice from our Inclusion Development Leader.

Where a pupil has provision specified within their EHC plan, it remains the duty of the local authority and any health bodies to secure or arrange the delivery of this in the setting that the plan names. However, there may be times when it becomes very difficult to do so, for example, if they are self-isolating. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including, for example, the types of services that the pupil can access remotely, for example, online teaching and remote sessions with different types of therapists. These decisions will be considered on a case by case basis, avoiding a one size fits all approach. At Churchfield, when a pupil with an EHCP cannot attend school we will set work for the pupils that matches their need for each day that they are absent and we will offer remote interventions to the family (staffing levels dependent).

**Vulnerable children**

Where individuals who are self-isolating are within our definition of vulnerable, we have robust systems in place to keep in contact with them.When a vulnerable child is asked to self-isolate, we will notify their social worker (if they have one). School leaders will then agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person.We will check if a vulnerable child is able to access remote education. Where this is not the case, we will support them to access it (as far as possible) and to regularly check if they are doing so.We will ensure that the teaching and learning offered to all pupils, but especially our most vulnerable pupils, secures their interest and engagement.