

Ysgol Gynradd

Tre Uchaf

Blended Learning Policy



Belong- Believe- Be the best you can be!

Our Vision for Tre Uchaf Primary School

Everyone belongs to our school family. We encourage all our children to believe in themselves and to be the best they can be! We will nurture, empower and inspire children, value their contributions, and give them every opportunity to shine. We will help them to build confidence, knowledge and a love of learning. Together they will learn today for a better tomorrow!

School Aims

We aim to help our pupils to.....

- + Respect themselves, each other, adults and the environment
- + Be confident in the basic skills of speaking, reading, writing and mathematics
- + Know how to find the information they need
- + Gain practical skills which will help them in their lives
- + Get along well with each other
- + Be honest and kind
- + Celebrate the Welsh culture and use the Welsh language
- + Know about and contribute to their local community and the wider world
- + Be safe, fit, happy and healthy
- + Understand their own feelings and be confident in saying how they feel
- + Enjoy new challenges, new people and new places and to appreciate diversity
- + Become more independent and responsible as they grow older

Introduction

The aim of this policy is to consider the practical implementation of blended learning across a number of eventualities in order to ensure pupils, teachers, parents and other stakeholders are clear about expectations and responsibilities.

Research Evidence

There is an emerging body of research into “blended learning”, a style of education in which pupils learn via electronic and online media as well as traditional face-to-face teaching. This new approach to teaching and learning has grown due to wide spread school closure. The evidence of what works is clear and strengthening. TreUchaf Primary School have identified the following key areas to consider for successful blended learning provision:

1. Ensuring access to technology is key, particularly amongst disadvantaged pupils. Lack of access to appropriate technology is a barrier to effective participation in remote learning. We need to be aware of pupils who may have less access than their peers and require extra provision/ support.
2. Supporting pupils to work independently can improve learning outcomes. Using metacognitive approaches to encourage reflection and promote deliberate practice helps learners engage more effectively but also reminds them of key learning and thinking skills.
3. Different approaches to remote learning suit different types of content and learners. Teachers will be supported to reflect on different approaches to remote learning and what will be most effective for the pupils in their class.

The principle of equity

The principle of equity represents the commitment to all learners having access to all aspects of learning and experience. This provision will not mirror what schools would offer during normal times. TreUchaf Primary School have considered what learning is appropriate to their learners based on:

- Time for maintaining and developing literacy, numeracy and digital skills
- Building resilience and reflection on personal well-being
- Offering opportunities to maintain connections with teaching and support staff and peers during this period of potential social isolation.

Through careful consideration of the points above, at TreUchaf Primary School we have developed an approach to blended learning that meets the needs of the pupils in our school.

Blended Learning in TreUchaf Primary School

At Tre Uchaf Primary School, the aim of this policy is to ensure:

- All children are safe and well
- Learners who are at most risk are being supported
- Senior leaders support the well-being of the education workforce
- Learners access learning through digital or other accessible methods in a practical and uncomplicated way
- All stakeholders have a shared understanding of how effective, organised distance learning can provide a breadth of learning experiences
- Parents/carers can access guidance to understand their role in supporting their children within distance learning
- The well-being and basic skills of learners through effective contact and communications.

All pupils, parents and teachers will adhere to the school e-safety policy and pupils will have copies of their e-safety commitment in their HWB folders.

Learning Experiences for pupils with Internet access

Pupils have access to the following online learning platforms:

- HWB
- J2Blast/Spell
- Mathseeds
- Reading Eggs / Express

Work will be set via these platforms every week. (See appendix 1) All pupils have passwords printed off and sent home at the beginning of each academic year or when a pupil joins a new class.

In addition to the online learning programmes above, work will also be set via Hwb classes and or class dojo. This work will be linked to Language, Literacy and Communication, Numeracy and Maths and Topic work. Work will be stored in class folders which are shared with individual pupils or sent back to the class teacher via class dojo. The work set will be specific to the needs of the pupils in the class and differentiated appropriately. (See appendix 1)

Work will be marked and a short comment made to support the pupil and praise their efforts. Tick lists will be kept of pupils completing tasks / not completing tasks. Data regarding pupils who have not completed work will be shared with SLT and additional support will be offered to the pupils via a phone call home. This maybe in the form of a TEAMS meeting,

home visit, home learning work pack or ICT equipment delivered to the home.

Learning Experiences for pupils with no internet access

Home Learning packs are created for all pupils who do not have internet access. These packs will be the same as the work set online. The packs will consist of work for a two-week period, and parents are contacted via class dojo to collect the packs from school. These packs will be differentiated to meet the needs of pupils who have additional needs and those who are more able (See appendix 1).

Support for pupils with statements and specific ALN needs

Home Learning packs are created for all pupils who have specific statement targets and Speech and Language needs. These packs will be personalised to each pupil and meet the targets in their IEP. The packs will consist of work for a two-week period, and parents are contacted via class dojo to collect the packs from school (See appendix 1).

Contact with teachers

Pupils identified as vulnerable (CP/CIN/well-being/statements) will be contacted every week via a phone call. Teachers will update a spreadsheet to indicate if contact was made and any concerns/needs are apparent.

- Mrs Louise Davies and Mrs Stephanie Edwards will view the list each week and action any concerns/issues raised, if needed. A member of the SLT or well-being team will make a home visit if pupils are non-contactable for more than a week. (See appendix 2)
- SLT will meet every week to discuss the contact list (via TEAMS or in person, socially distanced) and action points raised.

Every pupil in Tre Uchaf Primary School will be contacted at least every 3 weeks by his or her class teacher. These phone calls can be spaced out over one week. During this week, there will be reduced directed professional learning for teachers to ensure staff workload remains appropriate. This will be a general 'Catch Up' and 'Check In' phone call. Teachers will inform their phase leader if any concerns/issues are identified in the phone calls.

Any safeguarding issues will be added to My Concern and the Designated Safeguarding Officer, Mrs Louise Davies, will be informed immediately. Normal safeguarding procedures will then be undertaken.

Date	Coordinator	Head Teacher	Governor
January 2022	S.Edwards	L.Davies	R. Rees

Blended Learning Experiences

Online Learning Programs - Set at pupils level of ability		Marking/ monitoring pupils completing work
Mathseeds		Monitor participation and progress- add to tick list
Reading Eggs		Monitor participation and progress- add to tick list
Reading Express		Monitor participation and progress- add to tick list
J2Blast/ J2Spell		Add to tick list if set task

Home Learning Packs (Hard copies) - Differentiated into 3 levels		Marking/ monitoring pupils completing work
English/ Literacy	4x lessons for each week	Feedback given through class dojo/ Hwb
Welsh	1x lesson for each week	Feedback given through class dojo/ Hwb
Maths / Numeracy	5x lessons for each week	Feedback given through class dojo/ Hwb
Topic	5x lessons each week	Feedback given through class dojo/ Hwb
Hard copies of Home learning packs marked every 2 weeks when new ones collected- leave for 72 hours in a box before marking		

Home Learning Packs for pupils with specific ALN needs and statements		Marking/ monitoring pupils completing work
Work will be specific to each pupil's individual needs and IEP/Statement targets. It will also include aspects of English/ Literacy and Maths/ Numeracy.	10x activities/ lessons per week in addition to online learning programs set at own abilities.	Feedback given through class dojo/ Hwb
Hard copies of Home learning packs marked every 2 weeks when new ones collected- leave for 72 hours in a box before marking		

Appendix 2

