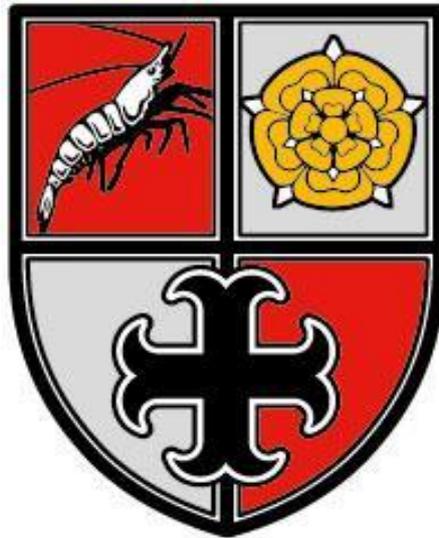


MARSHSIDE PRIMARY SCHOOL



Blended Learning Policy

January 2021

Date reviewed by sub-committee:

Date Approved by Full Governing Body

Chair:

Andrew Brown

Headteacher:

Natasha Sandland

Review Date:

January 2022

EQUALITY STATEMENT

Our school recognises children's diverse circumstances and is committed to its legal responsibilities under the Equality Act 2010. Each child regardless of their background could be a victim of child abuse and is therefore entitled to the same degree of protection and support.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.



Blended Learning Policy

January 2021

Rationale

In response to the impact of COVID 19 on school closures we want to ensure that all our pupils have access to appropriate home learning opportunities which fulfil the expectations of our Marshside Curriculum. Our aim is for all pupils to be enabled and supported to continue their academic and personal, social and emotional development from home.

Intent

To ensure all pupils are provided with the opportunity to learn and progress within school or their individual home environments. To support our families, vulnerable children and children with additional needs to thrive during challenging and unprecedented circumstances. To set out expectations for all members of the school community with regards to blended learning for pupils who are not in school due to Covid-19. This includes pupils self-isolating, the closure of a class, bubble or school as directed by the government, Department for Education or Public Health England.

Implementation

Learning opportunities will be delivered through a combination of face to face teaching opportunities using Microsoft Teams, the provision of videos recorded by teaching staff and directed activities. Microsoft Teams will be used alongside class Dojo to communicate with children and their families and to set work.

Blended Learning:

Blended learning at Marshside is an approach that combines learning at school with distance learning. This is to meet the needs of our vulnerable children and any children who will be accessing online learning at home due to the impact of COVID 19.

- Online learning will be delivered via a combination of Class Dojo and Microsoft 365 Education.
- Children in school and at home will receive the same learning opportunities.
- Work will be provided for any pupils learning from home by 9am the day after isolation or national lock down begins.
- Teacher's will respond to queries on class dojo during the working school day hours of 9am to 3:25pm.

Teaching Content:

- A daily Maths session will be provided for all children. KS2 children will have an online Maths No Problem (MNP) session led by a member of teaching staff followed by an independent activity in their MNP workbooks. KS1 and Reception children will have an online learning session combined with a White Rose Maths (WRM) activity. MNP and WRM workbooks and activities will be sent home at the beginning of a national lock down or period of isolation.
- English sessions will take place daily. Reception to Year 2 will access phonic sessions on the Read, Write Inc. website. All pupils will receive a daily English input linked to current curriculum content followed by an independent learning activity. Home learning journals will be sent home for pupils to complete set activities in.
- Every pupil will be able to access a daily reading session led by the class teacher. Children will be signposted to the reading books available on the Oxford Owls website.
- There will be a daily topic task linked to our Marshside Curriculum. This may be a video for the children to access, researching or a task to be completed in their learning journals. Children are encouraged to record their learning in different ways, for example, they may use mind maps, posters, drawings, comic strips, photographs and captions or using digital technology.
- Weekly face to face check in sessions with pupils and their friendship groups will take place to maintain relationships between staff and children and their peers. This

supports pupil motivation, mental health and safeguarding needs. We recognise that lockdown can be isolating for children therefore opportunities for the children to talk to their friends will be provided through Microsoft Teams.

- Resources including Maths No Problem workbooks, home learning journals, pencils and worksheets will be sent home to children in a safe way. These are to be sent back to school on the first day the child returns, this is to ensure consistency in learning at home and school.

Additional Needs:

- Children with additional learning needs will be provided with differentiated activities and opportunities.
- Where possible children will be given the opportunity to continue their regular interventions at home. Passwords for Cogmed, IDL and My Maths will be sent home. Specialist teaching from our dyslexia teacher will move online during national lockdowns.
- Intervention and booster groups will continue to take place for specific children via Microsoft Teams, this is in order to maintain progress during school closures.
- Vulnerable children will be encouraged to attend school to ensure consistency and support for their families. Vulnerable children unable to attend school will be provided with a school laptop to ensure they are able to access remote learning opportunities.

Impact

Children's access and contributions to online learning opportunities will be monitored by class teachers. There is an expectation that all children learning from home will access the work provided.

Weekly contact with children and families will monitor pupil well-being and progress with learning tasks.

On return to school teachers will complete formative and summative assessments to determine any gaps in knowledge and progress made by individual children during periods of home learning.