



Blended Learning Policy

This policy is in line with the strategy of the school. Our purpose at Langley is to enable every young person to flourish and positively contribute with confidence. This is achieved by ensuring that the school is a **community** of **opportunity** and **excellence**. We celebrate achievement and encourage all pupils to take ownership, contribute, expect high standards and make good things happen for themselves and everyone around them. Policies give the framework and procedural guidance to allow this to happen.

A. 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 in case of a school closure or in case of pupil or staff absence due to illness.

Blended learning is a style of education in which pupils learn via electronic and online media as well as traditional face-to-face teaching.

B. Defining Remote Provision

We recognise that personal contact with our pupils is key to maintaining motivation and engagement, as well as sustaining fruitful relationships, both teacher/pupil, peer to peer and with parents.

We also recognise that when providing remote learning, variety is key. The research is clear that pupils should be facilitated to engage in a variety of remote learning activities, including direct instruction, real time lessons, recorded sequences, quizzes, formal assessments, discussion forums and online material (including those set on our virtual learning platform in the Prep School or via email in the Pre-Prep).

We also consider ongoing pastoral support to be central to ensuring our pupils remain engaged with the Langley community. This occurs through regular contact with Form Tutors/Heads of Year (Prep School), Class teachers (Pre-Prep), Key Workers (EYFS) and through remote assemblies.

The government has specified minimum expectations for remote provision;

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- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects, including new material - planning a programme that is of equivalent length to the core teaching pupils would receive in school
- 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 practiced in each subject
- gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and set a clear expectation on how regularly teachers will check work
- 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

C. Specific approaches for different scenarios where blended learning may be required

Langley School has developed contingency plans (outbreak management plans) outlining what we would do if children, pupils, students or staff were absent for long-term illness (including Covid-19) and how we would operate if we were advised to take extra measures to help break chains of transmission. Given the detrimental impact that restrictions on education can have on children and young people, any further measures will only ever be considered as a last resort, kept to minimum impact, and for the shortest amount of time possible.

1. Teacher absence due to illness, including Covid-19

In the Prep School, staff members will be expected to set cover work on the Duty Log on Teams. In the Pre-Prep, staff are expected to email the Head of Pre-Prep with the work set for their classes.

As circumstances dictate and the teacher remains well, then they should also continue to set work via our virtual learning environment, and, in negotiation with the Senior Management Team, provision will be put in place for them to deliver online lessons to their classes, should their absence become longer term. They will continue to assess work online. This will take immediate effect after the teacher goes off ill and will continue for the duration of the time they are physically absent from school, providing they are well.

If they are unwell or hospitalised, this would be treated as any other absence and work would be set by their Head of Department (HOD) or a colleague within the department and a colleague will cover the lesson for them.

2. Pupil absence due to illness, including Covid-19

Parents must inform the School about the reason for their child's absence and the nature of the illness.

Pupils who are unwell need to focus on getting better and the School will help them to catch

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up on any work they have missed when they return fit and well. However, pupils who are absent due to illness, and are well enough, will be able to request work from their teachers via our virtual learning environment.

Pupils, if they are well enough to complete the work, will receive feedback from their teachers on what they have submitted. They will also have a weekly online catch up or a phone call with their Form Tutor/Class Teacher and/or Head of Year (HOY), if their absence exceeds a week off school (5 full days).

In exceptional circumstances, pupils will be given remote access to live lessons for English and Maths.

3. Long term pupil absence due to illness, including Covid-19

In this eventuality, provision will be negotiated on a case-by-case basis but will include an individual timetable, remote work set on our virtual learning environment (Prep) or emailed to parents (Pre-Prep) and weekly catch ups with Form Tutors or Class Teachers.

4. Contingency if there is a large number of absences

If a significant number of pupils within a year group is absent through illness then they will continue to follow their normal timetable remotely. We will try, if possible, to ensure the usual breadth of lessons is covered through live online lessons and will complement the provision with independent work set on our virtual learning platforms.

5. Contingency if there is a large number of teacher absence

If a significant number of staff are absent due to illness at any one time, the School may need to rotate year groups in school to ensure safe and feasible staffing levels. Staff may also need to provide work for larger groups of children depending on the number of staff in quarantine and whether they are well or not. Staff who are still in school will continue to teach as they would normally do whilst staff in self-isolation will provide remote learning for their classes including online lessons and independent work (providing they remain well). There will also continue to be pastoral check-ins for year groups on the rota system.

6. Whole School Closure (eg. inclement weather such as snow day, national or local lockdown, critical incident)

Initially, teachers will provide work on the virtual learning environment (Prep) or via email (Pre-Prep) and feed back to pupils on the work that they have submitted.

In the event of a prolonged school closure, the Head of Prep, in conjunction with the Headmaster of Langley, will look to offer remote learning. Details would be communicated

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to parents at the first available opportunity by the Academic Team.

Full-time provision will remain in place for vulnerable children and the children of critical workers, in line with current government guidelines.

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