



Blended Learning Policy

Introduction

The aim of this policy is to provide clarity to pupils, parents, and teachers with regards to how the school can support pupils with their learning when they are unable to physically attend school for extended periods of time. Examples of where the Blended Learning Policy would be appropriate to follow would include: situations of extended inclement weather making access to school difficult (snow days); situations where pupils are unable to return to school at the start of term due to delayed travel arrangements; or when pupils may not be able to attend school for a prolonged period of time for medical reasons. In addition, the school is expected to detail a Blended Learning Policy in case of a national lockdown or breakout of an infectious disease, akin to the COVID-19 national lockdown in 2020/2021.

Definition

‘Blended learning’ refers to an education in which pupils learn via electronic and online media as well as traditional face-to-face teaching.

Evidence Base

This policy draws on recommendations made in the NASUWT report on blended learning <https://www.nasuwt.org.uk/advice/in-the-classroom/remote-and-blended-learning.html>
The Education Endowment Foundation (EEF) research evidence on the best way to support pupils to learn remotely.

[Best evidence on supporting students to learn remotely | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk)

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).

Policy author: Sarah Menegaz – Langley Prep School

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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;

- o 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
- o 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
- o 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
- o 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

Specific approaches for different scenarios where blended learning may be required

1. Teacher absence due to illness

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 Pre-Prep Lead 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 Leadership 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

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 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

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.

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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 will look to offer remote learning. Details would be communicated to parents at the first available opportunity by the Academic Team.

Online Safety and Safeguarding

All online delivery must follow the procedures outlined in the Safeguarding and Child Protection policy which is available on the school website.

All staff must be familiar with the particulars of the Safeguarding and Child Protection policy as part of the statutory requirements of their role.

Data Protection

All personal data must be processed according to the Data Protection Policy.

Staff must not create accounts for online resources for students where their personal data is used.

If staff wish to use software not readily available on the school system this must be agreed with the Data Protection Officer who will ensure compliance with GDPR and Data Protection legislation.

Research Evidence

The EEF have identified the following key areas to consider for successful blended learning provision.

1. Teaching quality is more important than how teaching is delivered

Providing that the established principles for introducing new knowledge are adhered to (explanation, scaffolding, feedback) then there is no difference between the effectiveness of real time remote lessons or pre-recorded material. What matters most is that each learning sequence builds on prior understanding.

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. Due to our one-to-one devices, all pupils have access to appropriate technology.

2. Peer interaction provides motivation and improves learning outcomes

Peer marking, modelling and sharing of work, as well as live discussion and the use of shared forum functions for collaborative learning are all useful strategies to motivate and help progress whilst engaging learners.

3. 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.

4. Different approaches to remote learning suit different types of content and pupils

Teachers will be supported to reflect on different approaches to remote learning and what will be most effective to deliver their subject content through ongoing CPD.