



## **Blended Learning Policy**

### **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 local or national lockdown arrangement or a breakout of COVID-19 within the school community.

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

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 supporting pupils to learn remotely:

<https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely/>

The latest government guidelines to schools:

[Guidance for schools: coronavirus \(COVID-19\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/guidance-for-schools-coronavirus-covid-19)

### **B. 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 exponentially due to widespread school closure. The evidence of what works is clear and strengthening. 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

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sequence builds on prior understanding.

**2. 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 others and require extra provision/ support.

**3. 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.

**4. 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.

**5. 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 and coaching.

**c. 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 Google Classroom, 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;

- 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

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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

#### **D. Specific approaches for different scenarios where blended learning may be required**

Langley school has developed contingency (outbreak management plans) outlining what we would do if children, pupils, students or staff test positive for 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 self or family isolation**

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. Providing they are well and not caring for dependents within the household who are unwell, Covid-related return to work procedures will be followed, with the [coronaupdate@langleschool.co.uk](mailto:coronaupdate@langleschool.co.uk) mailbox included in correspondence.

As circumstances dictate and the teacher remains well, then they should also continue to set work via Google Classroom, and, in negotiation with the Senior Management Team, provision will be put in place for them to deliver lessons remotely via Zoom to their classes. They will continue to assess work online through Google Classroom. This will take immediate effect after the teacher goes into isolation 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 self or family isolation**

Parents must inform the school via the [coronaupdate@langleschool.co.uk](mailto:coronaupdate@langleschool.co.uk) mailbox that COVID-19 symptoms are the reason for their child's absence and follow NHS111 guidance as to who needs to isolate and book a test. Teachers will initially be asked to set work via Google Classroom (Prep) or email (Pre-Prep).

Parents should notify [coronaupdate@langleschool.co.uk](mailto:coronaupdate@langleschool.co.uk) of results and follow advice from the School as to when they may return to on-site learning. Whilst the household is in quarantine, the pupil will be set work via Google Classroom (Prep), or email (Pre-Prep) and receive

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feedback from their teachers on what they have submitted. They will also have a weekly catch up (either via Zoom or a phone call) with their Form Tutor/Class Teacher and/or Head of Year (HOY).

Pupils who are unwell need to focus on getting better and the School will help them to catch on any work they have missed when they return fit and well. However, pupils who are absent for Covid-related issues, and are well enough, will be able to access work they miss via Google Classroom once staff have had the opportunity to upload this.

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

**3. Long term pupil absence due to shielding or Covid-related concerns regarding either themselves or a member of their family**

In this eventuality, provision will be negotiated on a case-by-case basis but will include an individual timetable, remote work set on Google Classroom (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 required to isolate then they will continue to follow their normal timetable remotely, attending a maximum of 5 Zoom lessons per day mixed with independent work set by teachers on Google Classroom. A document showing which lessons will be 'live' on Zoom will be shared with pupils and parents, should this be the case. The number of weekly Zoom lessons will reflect the weighting of our weekly subject allocation:

Years 7/8

Eng	Ma	Sci	Fr	Hi	Geo	RS	Lat	Art	Comp	DT	Mus	Tutor
3	3	2	2	1	1	1	1	1	1	1	1	1

Years 5/6

Eng	Ma	Sci	Fr	Hi	Geo	RS	Lat	Art	Comp	DT	Mus	Tutor
3	3	2	2	1	1	1	1	1	1	1	1	1

Years 3/4

Eng	Ma	Sci	Fr	Topic	Art	Comp	DT	Mus	Tutor
4	4	1	1	1	1	1	1	1	1

Teachers will send out Zoom codes via Google Classroom and pupils will log in to attend live lessons. Pupils will upload their independent work and receive feedback via Google Classroom.

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

If a significant number of staff are required to self-isolate 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 Zoom lessons and independent work on Google Classroom (providing they remain well). They will follow the model described in point 3 of this policy with a maximum of 5 daily Zoom lessons and independent work set on Google Classroom with cover staff ensuring that pupils are following instructions. There will also continue to be pastoral check-ins for year groups on the rota system.

## **6. Whole School Closure**

The School will revert to the full remote learning timetable which was offered during the Winter 2020 lockdown. Details as to how this will appear would be communicated to parents at the first available opportunity.

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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