Blended Learning Policy

Foreword

This policy is in line with the strategy of the school. Our purpose at Langley is <u>to enable every young person to flourish and positively contribute with confidence.</u> 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.

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 when pupils travel for extended periods of time for national sporting commitments; 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)

Scenario 1:

Remote Learning for pupils not in school due to reasons outlined above, including travel for sporting arrangements or extended periods of medical illness where a pupil is able to complete school work but unable to attend school:

When pupils have advanced notice of a period of time off, the following process applies:

1. Pupils and parents/guardians will inform the tutor and Head of Year of the upcoming extended period of absence, as well as the Attendance team.
2. Head of Year will speak to the pupil and parents/guardians to make a bespoke plan to fit around the needs of the pupil as well as the practicalities of the teaching schedule. This plan will take into account what the planned period of absence entails, and when and how the pupil will be able to complete schoolwork.
3. The aim will be for the pupil to join lessons remotely, via Microsoft Teams, where this is appropriate and where it is conducive to the learning. The teacher will share a link for the pupil to join via Teams in advance of the lesson. This will not always be the case, in particular for more practical subjects. The Head of Year will coordinate the organisation of this with the relevant teachers, with the support of the Deputy Head, Academic where necessary, and inform the pupil and parents/guardians of the plan.
4. For all lessons, the expectation is that the teacher will upload lesson resources and relevant materials with instructions onto Microsoft Teams.
5. The expectation is that the pupil will complete this work and liaise with the teacher to share their completed work, asking for help via email or Teams where necessary. Pupils will also be expected to complete any prep set, as per teacher instructions.
6. Upon return to school, the Head of Year will check-in with the pupil, as well as the tutor, to ascertain how the period of remote learning went.

Scenario 2:
Full Remote Provision, in the exceptional circumstance of full school-closure:

The below remains as part of this Blended Learning Policy despite the likelihood of another COVID-19-style lockdown occurring again soon being unlikely. The wording remains mostly unchanged, as Langley successfully provided for pupils as per the below, during the COVID-19 lockdown in 2020-2021, and the below incorporates everything that was learnt from the process.

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, break out rooms and online material. Also included are print based resources such as textbooks, revision guides, class readers and worksheets.

We also consider ongoing pastoral support to be central to ensuring our pupils remain linked to the Langley community. This occurs through a variety of contact with Form Tutors/Heads of Year, remote assemblies and remote Chapel services.

During the 2020 COVID-19 pandemic, the government 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 practised 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

The various situations below were mapped-out during the COVID-19 pandemic. We leave these in the policy for reference in the unlikely eventuality of another similar circumstance occurring in the future.

1. Teacher absence due to self or family isolation whilst awaiting a test result

   Staff member will be expected to set work providing they are well and not caring for a dependant within the household who is unwell. Return to work procedures to be followed. As circumstances dictate and if the teacher remains well, then they should continue to set work, and, in negotiation with the teacher, provision will be put in place for them to deliver lessons remotely where possible to their examination classes. If they are a form tutor, they will be expected to check in remotely with their tutor group. They will continue to assess work online. 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.
   Where a live online lesson is provided teaching staff should record sessions to allow any pupils who were unable to attend to have access to the learning.
   If they are unwell and unable to work, cover would be set by their Head of Department (HOD).

2. Pupil absence due to self or family isolation whilst awaiting a test result

   Parents must inform the school of the symptoms that are the reason for their absence and follow NHS111 guidance as to who needs to isolate and book a test. Teachers will initially be asked to set work as with any other absence. Parents should notify the school of the results and follow advice from the school about when they may return to site learning.

Whilst the household is in quarantine the pupil will be set work as for any other absence and receive feedback from their teachers on what they have submitted. However, they will also have a weekly catch up (either via Teams or a phone call) with their form tutor 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, and are well enough, will be able to access work they miss once staff have had the opportunity to upload this at the end of their working day.

Parents are advised to keep in close contact with form tutors about the health of their child over the period of isolation, about the level of work they are able to complete.

Pupils with Learning Support, EAL support and peripatetic music lessons can access sessions via zoom in negotiation with the SENDCo, Heads of EAL and the Head of Music.

3. **Long term pupil absence due to shielding 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, and weekly catch ups with form tutors and subject teachers.

4. **Contingency for a large number of pupils isolating**
   If a significant number of pupils in a class or year group are required to isolate then their timetable will be delivered on-line in the same model as during full lockdown. Teachers will share links on Teams and students will log in. This could (as per EEF research) take a number of formats; real time, pre-recorded, assessments etc. Pupils will receive feedback via Teams. Teachers will expect to deliver lessons according to their school timetable. If several pupils are still in school classes may need to be combined in order to deliver effective on site and online learning experiences.

5. **Contingency for a large number of staff isolating**
   Whilst doing our utmost to avoid this eventuality, if a large number of staff are required to isolate at one time the school may need to move to initially combining classes, but ultimately move to guidance for opening on a rota system to different year groups. During isolation staff not in school will provide remote learning for their classes (if they remain well) but also potentially larger groups in the same manner as during full lockdown. There will also continue to be pastoral check-ins.
   In the event of a rota system being instigated the government guidance stipulates that Year 6 should continue to be offered full time provision.

Online Safety and Safeguarding

All online delivery must follow the procedures outlined in Appendix 7 of 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.

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

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.