



Eveswell and Somerton Primary Schools' Home Learning and Blended Learning Policy

Welsh Government guidance (<https://gov.wales/keep-education-safe-guidance-learning-over-summer-term>) states that as we begin to think about learning and teaching for the next school year, schools should consider, "a blend of 'in school' and 'out of school' learning driven by a single curriculum: learners should not expect or experience two parallel curriculums, but practitioners will need to think how learning outside the classroom supports the valuable and limited contact time."

Statement of Intent:

This policy will outline the types and methods of blended learning; provide guidance on the approach to blended learning that should be taken by staff, pupils and parents; and, aim to ensure consistency of approach within and across all phases. We will continue to provide engaging, exciting and challenging learning opportunities, both in school and at home, which result in ambitious, capable learners, committed to lifelong learning. Additionally, the well-being of pupils and staff is a significant consideration; it is recognised that learning can give a sense of purpose and achievement which is good for mental well-being. The policy sets out how we will achieve an efficient blend of in-school and at-home learning, thus allowing pupils to make progress.

Definition of Blended Learning:

"At its simplest, blended learning is the **thoughtful** integration of classroom face-to-face learning experiences with online learning experiences." [Garrison and Kanuka, 2004]. This means that time spent learning in the classroom will introduce key concepts, new content and skills; address misconceptions; answer questions; and, set clear expectations and guidelines for the work to be completed at home. However, it should be noted that the learning that takes place at home will take a variety of forms and will not be restricted to online provision.

Aims

- Ensure consistency in the school's approach to home and school learning
- Set out expectations for all members of the school community
- Allow children to develop independent study skills
- Encourage children to be creative and show responsibility for their own learning
- Provide useful information for parents on their children's learning and ways to help
- Allow parents to cooperate, support and show interest in their children's work
- Create home and school dialogue
- Provide continuity of learning should school have to close

Introduction

Learning is not confined to the school day or to a particular approach. It is an ongoing, integrated approach which is supported by teachers, parents and others, as well as by having varied experiences and the use of relevant resources, including ICT. Eveswell and Somerton Primary Schools' approach is that online learning is a vehicle to support teaching and learning and to ensure that we meet our aims. Face-to-face learning and distance learning should complement each other and be driven by a single curriculum.

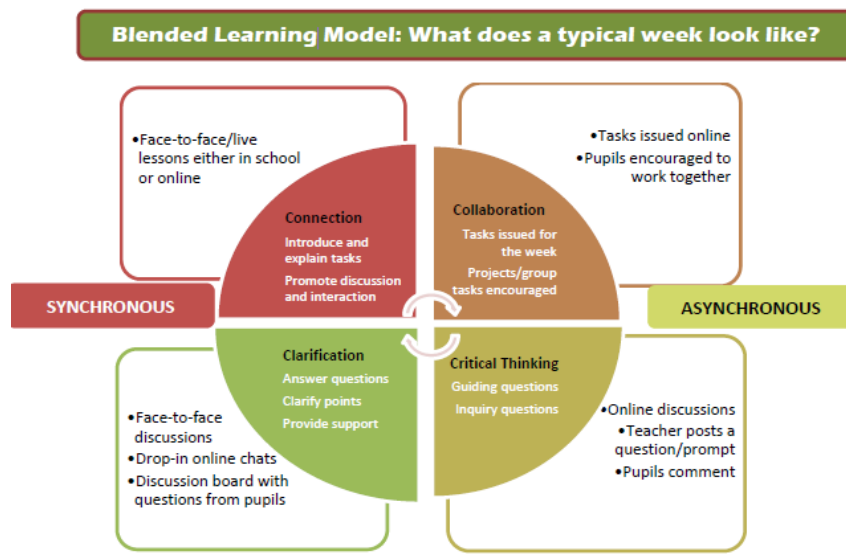
Learners will be provided with opportunities to develop learning in accordance with the Four Purposes of the Curriculum for Wales. There are opportunities to develop numeracy, literacy and digital competence (DCF) skills. All activities are to be planned and delivered in line with current operational guidance and the schools' risk assessment.

In the event of school closure, this policy will allow staff to keep in daily contact in a professional and confidential manner with their classes and schedule learning in a manner that does not overwhelm children or families. Teaching and learning can be tailored, changed and updated as time progresses, allowing for alignment with activity and learning outcomes. In all communications we will prioritise the wellbeing of our school community.

Blended Learning Model

There are many different types of blended learning models but the main traits remain the same as defined by the Oxford Dictionary:

"A style of education in which students learn via electronic and online media, as well as traditional face-to-face teaching."



Remote learning for pupils who are not able to attend school due to self-isolation or in line with government guidelines

Eveswell and Somerton Primary Schools will provide remote learning (online) for pupils who are not able to attend school, in line with government guidelines on self-isolation.

All children, whether in school or self-isolating as an individual or as part of a larger group, will have access to weekly spellings, reading and numeracy work which may be set in MyMaths or by another means.

Spellings

Spellings will be sent home weekly and parents can help children to:

LOOK at the word; COVER the word; SPELL the word; CHECK the word – often referred to as the LOOK, COVER, WRITE, CHECK approach.

Reading

Reading is a skill which develops with practice. From a very young age, children enjoy having stories read to them. We aim to keep that enjoyment alive. Children will benefit from being read to, and with, on a daily basis. Children will experience a selection of reading material, including some books that they will be able to read to parents with confidence. Shared reading is important for early readers, while more experienced readers will be encouraged to read a range of books, often their own choice. They may also read their own books and review them; our aim is to create discerning readers, who read for pleasure. All children will be encouraged to comment on their reading and parents may join in by adding to the comments. Further up the school, pupils will be expected to complete book reviews. Teachers will acknowledge these reviews and in some cases, use them in class to stimulate discussion about texts.

Maths

On most occasions, this will involve using 'Mymaths', where children have been provided with a password and a username. Children from Reception classes

onwards will be given work that involves maths problems. We would encourage regular practice of:

- Times tables and number bonds for Foundation Phase pupils – parents to work on relevant times table(s) and support children with questions that help develop division tables facts at the same time
- Reading of time (analogue) to consolidate certain times e.g. looking at the time of arrival at school, start of a football match, television programme etc.

Role of child, teacher, home

For the child, any blended learning approach should:

- Ensure that their stage of development and sense of well-being is fully taken into account when planning for learning. This should include explicit opportunities to develop their personal, social and emotional skills as an integral part of blended provision
- Involve play and investigation opportunities to develop their natural curiosity and problem-solving skills
- Ensure that all learning holds meaning, has a purpose and builds confidence over time
- Pay high regard to the specific development of oracy skills in discussion with parents

For the teacher, any blended learning approach should:

- Be manageable and rely only upon documentation that is directly useful in moving children's learning forward at a developmentally appropriate pace
- Be strongly rooted in the principles of effective teaching and learning and pay high regard to the Four Purposes of the Curriculum for Wales
- Be reflected upon and evaluated, based on understanding gained from all aspects of teaching and learning at home and in school
- Be informed by a growing level of evidence based on research and professional enquiry
- Ensure all parents/carers can participate positively in their child's learning journey so that all learners have an equal chance of success
- Be aware of any barriers that may prevent parents/carers from working with their child at home, for example language of the home or inability to read and understand instructions or insufficient access to ICT
- Respond, within reason, promptly to requests for support from families at home. This should be done via Seesaw, Google Classrooms or by telephone conversation

Should a member of staff be unwell, alternative arrangements will be made to maintain provision for their class.

For home

Where possible, it is beneficial for young people to maintain a regular and familiar routine. Eveswell and Somerton Primary Schools recommend that each day maintains structure, where possible.

Parents/carers should support their child/ren in their learning by:

- Providing an environment conducive to learning;
- Engaging in conversations about resources and tasks;

- Monitoring time spent engaging in online and offline learning

Each Monday, work for the week in the relevant Areas of Learning and Experience will be posted on Seesaw/Google Classrooms. Families should view this together, and then make appropriate plans to complete the work. An overview will be uploaded every week which outlines the learning to take place, as well as any additional activities that pupils may wish to undertake.

Should parents have any questions about work or access, they should communicate with class teachers via the message function on the Seesaw app or by telephone or email.

Work that children complete at home must be shared electronically via Seesaw or Google Classroom. However, we will also enable pupils to use their homework books for basic homework and for those who do not have access to IT at that time. Some families prefer to use a paper based approach and this is also acceptable.

We would encourage parents to support their children's learning, including finding an appropriate place to work and support pupils to the best of their ability, encouraging them to sustain good levels of concentration.

Online Platforms

Hwb

Hwb has been developed with safeguarding, child protection, information security and GDPR as primary considerations. Hwb includes a range of advice, guidance and support on all aspects of usage, which is accessible to all. All pupils and staff have a Hwb account and should know their login and password. All pupils must access the online safety section of Hwb.

Seesaw

Communication across both schools will be sent through Seesaw and Text4Parents or school email. Parents are able to message teachers directly through the Seesaw app. Learning activities will be set through Seesaw from Nursery to Year 2.

Google for Education

As pupils move into year 3, blended learning activities will be set in Google classrooms, using Google for Education. This will be accessed through pupils' Hwb logins.

Online safety

Online safety will be explicitly taught at an age appropriate level in school and pupils and parents will be reminded of its importance, using resources from Digital Den and the 'Online Safety' section of Hwb. Parents will be signposted to these resources through Seesaw and curriculum newsletters.

The school's policies for well-being and child protection and safeguarding are relevant and are on our website.

For distance learning we follow WG guidance on how video-conferencing and live-streaming will be carried out and monitored.

Refer to: <https://hwb.gov.wales/zones/keeping-safe-online/live-streaming-and-video-conferencing-safeguarding-principles-and-practice/>

Further guidance can be found on the **online safety zone on Hwb**.

Different kinds of home learning

Eveswell and Somerton primary schools provide learning with three overarching headings which help to clarify how home learning works:

Basics e.g. spellings, reading, times tables, number bonds (basic skills). These must be done weekly with daily short reading opportunities.

Boosts ways to learn new skills or knowledge (usual lesson content) and consolidation of recent learning, e.g. project work, maths strategies.

Bonus an overview of challenge activities for the half term. This can be research, model making, devising a game or a timeline, for example. **These activities will be available to be completed at a time that suits the family.**

Relevant websites, e.g. BBC Bitesize, Hwb activities may be used to research a topic of particular interest or to further learning. When school is open, Bonus activities may be provided only as extras during holiday times.

Important Note:

All pupils must access the basics frequently, possibly daily. They must also access boosts if not in school for any reason. (They will also access boosts if they wish to continue with what they have learnt that day). The half termly bonus activities enable pupils to practise further, to research or follow a particular line of interest.

Engagement

For a blended learning approach to be effective, it is of critical importance that all pupils engage with the process. Therefore, pupils must have a secure understanding of what they have to do and by when.

Differentiation, a comprehensive overview and clear instruction will be of critical importance, to enable pupils to balance work completed in school and at home.

It needs to be made clear to pupils that work is not “optional” and we expect tasks to be completed. Clear deadlines should be set to give pupils an explicit understanding of what is required, by when.

We must recognise that pupils may be having difficulty in adapting to the new way of working or are struggling with barriers to learning, e.g. lack of space to work at home; unreliable broadband or limited ICT provision; etc. Therefore, it is important to try and establish what these barriers are and how we might help to remove them. Established lines of referral (Family Liaison - Class Teacher – GEMSS – Progression Step Leader - SLT) should be used as necessary. Communication with pupils in school and with parents at home will be an important way of addressing these issues.

Marking, Feedback and Assessment

Tasks completed in school will be marked and feedback given in line with the school marking and feedback policy. Feedback will be given on tasks, completed on Google Classroom electronically and will be returned to pupils for them to act upon. The nature of feedback given will depend on the type of work completed and the method of submission.

It is important that work that is completed is tracked so that pupils who may not be accessing the tasks can be identified and supported in their learning.

Monitoring and review

Subject and phases leaders will monitor and evaluate the provision of blended and distance learning in their areas through established monitoring and quality assurance procedures.

Members of the Senior Leadership Team will monitor, evaluate and review the policy, on a regular basis.

Version 1.1 October 2020

Version 1.2 April 2022

Version 1.3 September 2023