



# **BLENDED LEARNING POLICY**

**Chair of Governors:**

**Date: 2/12/20**

**Review date: December 2021**

# Teaching and Learning Policy

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## Introduction

Ysgol Bryn Derw is committed to enabling all pupils and members of the school to access to high quality and bespoke learning experiences. The School caters for pupils with a diagnosis of Autism Spectrum Disorder as well as a wide range of learning difficulties and Sensory needs. Ysgol Bryn Derw aim to provide a bespoke curriculum with learning opportunities that are provided for all pupils, at a level appropriate with their stage of development. During partial or whole school closures caused by the Covid 19 pandemic, this will be achieved through distance learning and blended learning approaches

## Aims

The purpose of this policy is to outline our intention to support continuation of learning, teaching and professional development of staff, across home and school therefore managing and reducing the impact of the Covid19 pandemic on pupil progress.

1. To provide a link between home and school so that pupils and parents can share information, work and ask questions when needed.
2. To ensure mental and emotional wellbeing is a key focus and integrated into our everyday practice.
3. To provide a home education using online resources such as video recordings and live streaming where appropriate. Using SeeSaw, Google Classroom, Hwb classes.
4. To ensure pupils are set work by their class teacher which encompasses the Four Purposes of the Curriculum for Wales, ensuring coherence between in school and home learning.
5. To provide alternative work for families with no or limited access to IT devices via home learning packs.
6. To provide appropriate feedback on work completed through SeeSaw and teacher wellbeing phone calls.
7. To provide 'Flipped learning' (pupils work on tasks at home before discussions in class)

All pupils should have access to the school blended learning provision

- if an individual or a group within a class are not able to access face to face based provision then a blended learning provision will be delivered
- if some of the school population are not able to access face to face school based provision (i.e. isolation of a class) then a distance learning provision will be provided
- if school is closed for all because of a national or localised lockdown then a robust distance learning provision is required (i.e.100% of school population learning at home)

## Implementing Blended Learning

This will be achieved according to the following plan:-

Circumstances surrounding the need for pupils to engage in distance learning will vary:

Situation	Estimated duration of absence	Learning
Pupils are in school	n/a	School direct teaching Curriculum pedagogy and class projects Medium and Short Term planning Termly homework ideas document
Child absent from school because either they or a family member are awaiting results of a Covid-19 test <b>(No learning will be shared when the child is unwell themselves)</b>	2-3 days	Teacher telephone check in  Pre-prepared 2-3 day pack sent home (appropriate to pathway & age)
Child has a confirmed case of Covid-19 within their family or contact group  <b>(No learning will be shared when the child is unwell themselves)</b>	10 or 14 days	Teacher telephone check in twice per week  2 x pre-prepared full week packs sent home (appropriate to pathway & age)
Whole cohort/class is absent from school	14 days	All children within the cohort are provided with a Blended Learning Plan with a daily offer. <b>See appropriate learning pathway blended learning document for guidance</b> Teachers will use asynchronous approaches. <u>Asynchronous</u> – resources, videos and tutorials to structure activities and support learning.

## **Organising the Learning**

Leaders at all levels have a shared understanding of effective blended learning and how to secure effective implementation across all areas of learning and all classes.

Home Learning can be shared via:

Seesaw

Purple Mash

Google Classroom

MyMaths

Medium term curriculum plans will continue to be used to secure continuity and progression across age phases. A Blended Learning Document will be introduced to all staff as well as Home Learning models detailing expectations across the two Learning Pathways. Learning will be person centred and bespoke to pupils with a heavy focus on pupil wellbeing.

Teachers are encouraged to complete their weekly planning using a “parent friendly” planning document that could be shared with parents if any last minute decisions are made for Blended Learning to take place.

## **Professional Learning for Staff**

Staff will be encouraged and enabled to develop curricula that makes extensive use of the full range of online learning techniques. Innovation and creativity will be well supported at all levels to achieve as rich and effective pupil experience as possible.

Staff will have frequent opportunities to collaborate, share knowledge, practices and experiences with colleagues across school and beyond school. Staff will have access to appropriate practical guidance around online delivery. Staff will be signposted to online professional development opportunities (course, webinars, EAS meetings etc).

## **Governors’ role**

It is their role to monitor and review this policy and its practice through:

- Visits to classes/school
- Reports from Head teacher to the Standards, Wellbeing and Learning sub-committee and the Full Governing Body
- Presentations to Governors by teachers

## **Review**

This policy will be reviewed annually as the nature of blended learning progresses