



Blended Learning Policy **Burlais Primary School**

2024.2025

The United Nations Convention on the Rights of the Child is at the heart of our school's planning, policies, practice and ethos. As a Rights Respecting School we not only teach about children's rights but also model rights and respect in all relationships. This policy links to Articles 3, 5, 13, 28, 29.

Introduction

In the event of long-term closure or part-time attendance, staff at Burlais Primary School will continue to provide education and support to our pupils, using in-school teaching, remote learning and/or a combination of both. Depending on the circumstances, learning will be conducted using in-school teaching and learning, education packs of resources and the Microsoft Teams/Dojo app. This will ensure that the needs of all pupils are catered for and the App will allow staff to keep in contact and provide a two-way platform for learning and teaching in a professional and confidential manner with pupils and parents. In all communications we will adhere to our commitment to maintaining pupil well-being.

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 a student learns via electronic and online media as well as a traditional face to face teaching.”

With regards to blended learning, Burlais Primary follows an asynchronous approach – where teaching and learning takes place at a time suitable for the teacher and pupils. In order to be successful a blended learning model must be meaningful, enhancing, motivating and engaging for all pupils.

Flexibility

We realise that the circumstance that cause our school to adopt a blending learning approach will affect families in a number of ways. In our planning and expectations we are aware of the need for flexibility from all sides: parents may be trying to work from home and so access to technology as a family may be limited; teachers may be trying to manage their home situation and the learning of their own children, or the effective planning for both in-school and remote learning opportunities; systems may not always function as they should. An understanding of and willingness to adapt to these difficulties on all sides is essential for success.

Expectations

In the case of long-term closure, we believe that it is in the best interests of our pupils that we continue to provide structured support to the best of our ability. Bearing in mind the need for



flexibility, we understand that work may be completed out of sync. That said the work that pupils engage in during a period of closure, or as part of the blended learning approach, will be part of our current planning and so cannot be considered as optional. Pupils and parents should consider the arrangements as set out in this document as highly recommended. Teaching staff will expect to receive all home assignments within a 7-day timeframe. Should families encounter any difficulties with this arrangement, they must be discussed with the child's class teacher in the first instance via dojo or email.

Teaching Staff will –

- Place significant emphasis on pastoral development within the classroom
- Prepare weekly resources to meet the needs of each child. Hard copies will be available from the school office if needed
- Plan meaningful and ambitious work weekly in a number of different subjects
- Plan well sequenced lessons 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.
- Share teaching and learning activities with their class through Classdojo/Microsoft TEAMS
- Continue to provide work and support in line with current planning that is already in place throughout the school
- Give credence to the fact that learning remotely will be more difficult, so tasks will be shortened and supported in smaller steps to allow for this.
- Ensure contact is maintained with pupils and parents through Dojo/TEAMS
- Reply to messages, set work and give feedback on learning activities within a 48-hour period.
- Make allowances that circumstances may affect families in a number of ways.
- Inform the Headteacher or Deputy Headteacher if they are unwell so that another member of staff can maintain appropriate contact.

Non-teaching Staff will –

- Support the class teacher in preparation of support packs/activities as appropriate
- Inform the Headteacher or Deputy Headteacher if unwell.
- Support where necessary individual/small groups of pupils by providing tailored activities, which can either be used in school or when learning at home.
- Our Family Liaison Officer and Well-Being support team will maintain contact with those families that fall within the vulnerable category to offer support and guidance as needed.

Pupils will –

- Adhere to all guidelines as directed by staff
- Be assured that well-being is at the forefront of our thoughts and they should take regular breaks, get fresh air, exercise and maintain a reasonable balance between online engagement and offline activities.
- Undertake any tasks prepared for home learning.
- Endeavour to keep up-to-date with daily teaching and learning either in-school or using TEAMS
- Read daily either independently or with an adult.
- Consider learning a new skill, follow their own interests to discover more about the world around us or be creative should an extended period of remote learning be required.



Parents will –

- Support their child's learning to the best of their ability
- Ensure their child completes the work set by the class teacher (either hard copy or digital and submits it to the class teacher within 48 hours.
- Not screenshot or copy any information, messages or posts to share on social media
- Know that they can contact their class teacher as normal through the TEAMS/Classdojo or by contacting the school, if they require support of any kind.
- Check their child's completed work each day and encourage the progress that is being made.
- Be mindful of well-being of both themselves and their child and encourage their child to take regular breaks, play games, get fresh air and relax when working at home.

Equity for all

As pupils and families may be disadvantaged by this new way of learning, much has been done to support our young people such as IT issued to households, hard copies of resources available through the school office and support from teachers via TEAMS and Classdojo. This is good practice and will continue. Staff who have concerns around pupils not accessing the curriculum should report this to the Headteacher or the IT Manager.

Online Delivery

It is important to use professional experience when allocating tasks online. Teachers will already have resources such as presentations, videos and web links, which can be shared easily via TEAMS and Classdojo. There are also many resources available online which pupils can access such as BBC Bitesize, Whiterose Maths. These useful resources should be used as part of our blended learning model.

Checking on pupil progress is important to monitor and track understanding and progression. Forms, Kahoot and Quizlet are just some of the tools that can be used to set up quizzes, polls and mini-tests. They are self-marking, allowing staff to analyse results by class or individuals.

Recorded Lessons

Being able to record lesson is a useful tool as these can be shared with pupils online and also used as a later date to remind pupils of prior learning. At Burlais Primary this will be done if purposeful to the activity or task set. Recorded stories are also a useful tool for pupils to feel engaged with their class teacher.

These recordings can be uploaded onto Classdojo or to One Drive and shared via TEAMS.

Isolating Pupils

For small groups or individuals who are self-isolating we will offer contact, which may well be a combination of remote learning and paper copies sent home. This will be challenging for us, as teachers will still have their teaching responsibilities for the rest of the class during the school day.

Online Safety



Online safety principles need to be followed and this forms part of our in-school curriculum and is also a parental responsibility. It is important that parents help to support their child with blended learning and monitor their contributions through HWB, our online learning platform. Please refer to our Acceptable Use Policy for further information.