



HEART
EDUCATION TRUST

Blended Learning Policy

September 2020

Last Reviewed: 10 September 2020

Next Review Due: 10 September 2021

Adopted by: The CEO on 10 September 2020



Heartsease
Primary Academy



Lingwood
Primary Academy



Henderson Green
Primary Academy



Valley
Primary Academy

The HEART Education Trust Documents Review Record:

Version:	Date Amended:	Amended By:
V1	7.9.20	Christina Kenna
V2	10.9.20	Christina Kenna

The HEART Education Trust, a charitable company limited by guarantee registered in England and Wales with company number 08286818. Registered office address: Heartsease Primary Academy, Rider Haggard Road, Norwich, Norfolk NR7 9UE.

Blended Learning is the integration of classroom face-to-face learning with on-line/remote learning experiences.

Following the success of our on-line classrooms during the initial lockdown period, the Trust intends to capitalise on the learning potential and the ability to increase the opportunity for learning by continuing the Google Classrooms on return to school.

Maintaining the Google Classrooms will support teaching in class, offering opportunities for pre/post teaching, acquisition of vocabulary, practice, consolidation, problem solving and extension of classroom learning. It will also serve those children without access to traditional class education (e.g. those who are on long term absence, excluded, shielding) and provide opportunities for children who need further support to catch up so that no-one need fall behind. It will also mean that children, staff and parents can continue using Google Classrooms in the event of any future local or full lockdown.

Staff and pupils will need a set of digital competences to seize the potential of digital technology to enhance and innovate learning. The Trust will ensure staff involved in the blended learning programme are appropriately qualified and supported.

Google Classroom is a collaborative platform that allows for contemporaneous, real-time communication and sharing of resources between teachers and their classes. Every member of the HEART Education Trust has been set up on Google classrooms and pre-registered to each of their classes.

The effect on teacher workload has been considered in the setting of this policy.

Headteachers will provide regular staff meeting slots for teachers across year groups and across schools in the Trust to plan together via Google meet so that lesson planning and compiling of resources can be shared. This will replace some staff meetings if necessary. PPA should also be a time where staff meet across the Trust via Google to share ideas.

This Policy should be read alongside the following policies:

- Child Protection and Safeguarding Policy
- Data Protection Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Behavioural Policy
- Accessibility Policy
- Marking and Feedback Policy
- Curriculum Policy
- Assessment Policy
- Online Safety Policy

- Health and Safety Policy
- Attendance and Truancy Policy
- ICT Acceptable Use Policy
- Staff Code of Conduct
- Data and E-Security Breach Prevention and Management Plan
- Children Missing Education Policy

Expectations for Teachers:

- Identify pupils who do not have access to devices or the internet
- Create Work Packs for all pupils who do not have access to devices or internet
- Establish and oversee before and after school clubs targeting those children who do not have access to devices or internet
- Planning should reflect opportunities for blended learning and use of Google Classrooms
- Create high-quality learning activities that enhance the curriculum offer of the school
- Ensure that the activities are not vague research projects
- Mark/comment on home learning which should be uploaded to the Google Classroom
- Remain in regular contact with parents, so that parents understand the value of the home learning
- Liaise with the SENDCO to ensure SEND pupils are able to access blended learning
- Work is uploaded daily as 'home learning' this should last for around 10-15 minutes and may be in the form of, for example:
 - Quizzes
 - Comprehension /Cloze procedure
 - A passage to read (for example in preparation for a comprehension the next day)
 - Vocabulary to learn
 - Consolidation or practice of lessons taught that day
 - Introduction to next day's topic or consolidation

- Exercises to support speech and language
- Maths problem/SATs question
- Further maths practice
- Phonics practice
- Use of programmes to support such as Oak Academy, BBC Bitesize etc to support
- Wider curriculum enhancement; virtual tours etc

Expectations for Headteachers

- Ensure that time is provided alongside PPA for teachers to plan across the Trust in their year group. This will support the sharing of ideas and help to reduce workload
- Include blended learning in their monitoring and moderation programme and report on this to heads of quality assurance, the Executive Board and The Strategic Board
- Monitor the impact of blended learning on standards and progression and to judge the impact of intervention programmes
- Maintain a log of children who do not have access to devices/internet and ensure that paper packs are provided
- Identify and address all areas of non-compliance with this policy and raise it, if necessary, with heads of quality assurance or the CEO
- Ensure that they apply for any technology for children without devices via the Trust or the DFE
- Support teachers to set up lunch time classes so that pupils who have not been supported at home or do not have a device can still access blended learning
- Liaise regularly with parents to promote the importance of blended learning and the benefits it will have on progress
- Prepare to discuss the impact and success of their blended learning offer with external monitoring agencies such as Ofsted.
- Identify the development of blended learning as a priority in the SIDP and how you will roll it out in your schools and monitor the impact
- Ensure that staff have the necessary training and support to carry out blended learning

- Ensure that teachers/support staff/intervention staff have appropriate laptops in their possession
- Regularly discuss policies around safeguarding, ICT and electronic communications and social media policies with staff, pupils and parents
- Ensure that there are arrangements in place for identifying, evaluating, and managing the risks associated with on line learning.
- Ensure that there are arrangements in place for monitoring incidents associated with online learning
- Ensure adequate resources are available for blended learning

Expectations for Heads of Quality Assurance

- Routinely discuss the impact of blended learning for all pupils but especially those pupils who are disadvantaged, fallen behind in learning or identified as EAL or SEND
- Report to the Executive Board and the Strategic Board on the impact , quality and consistency of Blended Learning across the Trust
- Ensure that Blended Learning forms a regular part of their monitoring, moderation and quality assurance programme

Expectations for Pupils

- Pupils should log into Google Classroom every day before or after school to complete work set
- Those pupils who do not have a device or internet should attend the lunch or after school club or complete the work in paper format
- Pupils are expected to uphold the same standards of conduct and behaviour during live online lessons as they would be expected to in school. This includes but is not limited to:
 - Ensuring appropriate language in comments, class streams, or emails
 - Ensuring that comments are on-topic and relevant to the task in hand
 - Ensuring full engagement with the tasks in hand, including submission of any required work by the deadline that has been set

Expectations for Parents

- Parents should support their children to complete blended learning by providing access to internet and a device at regular times
- Ensure that their child has a quiet space to work
- Support their children with accessing the work where possible
- Raising any concerns or issues with the teacher as soon as possible

Pupils who are not able to attend school for the following reasons:

Any pupil off school for more than 3 days (but well enough to work), excluded for more than 1 day, shielding, isolating or on a part time table or subject to lockdown

Must be:

- Set daily work in the form of video clips, Power Point, direct instruction, on line conversations and on-line work.
- There should be enough work for pupils to last the normal school day and it should follow the work being taught to the rest of the class (DFE requirement)
- Where text books are not available on line, teachers should ensure that pupils have taken the books home (e.g. Power Maths) or scan the necessary pages on line

Pupils subject to Fixed Term Exclusion

For pupils excluded during periods of exclusion of 3 days or more **teachers must**

- Plan work for these pupils which should be enough for a full school day for each day they are excluded
- Work provided during periods of exclusion should as far as possible follow the work set in the classroom
- Teachers should check in with any pupil who has been excluded and support them to access the work.

Period of School Closure

The HEART Education Trust is committed to providing continuity of education for its pupils in the event of an extended school closure. While such situations are inevitably

highly varied in their causes and ramifications, we will endeavour to provide continued learning for our students during any period of closure in the following ways:

- The provision of daily relevant, developmental on line work for each subject area and each year group which enables students to make continued progress. This work should provide enough for the children as in a normal school day (e.g. 5 hours)
- Regular, live instruction from staff, with the ability for pupils to ask questions of their teachers in real time as far as possible. Video clips, exercises etc.
- Teachers will not be required to sit at their laptop all day but to provide a live and pre-recorded teaching sessions, on line chats and log in at various points to support pupils
- The opportunity for pupils to have their work assessed by their teachers and receive feedback on it.
- All members of School staff expected to provide blended/online learning are provided with a Chromebook / Laptop to enable remote working. The expectation is that any remote learning can be accessed on parental electronic devices; however, in exceptional circumstances, Chromebooks may be made available to students to support remote working.