Blaenavon Heritage Voluntary Controlled Primary School



BLENDED LEARNING (September 2020)

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CoG:

RATIONALE

This policy outlines Blaenavon Heritage VC Primary Schools intention to support Teaching and Learning both in school and through distance learning during the Covid-19 pandemic.

It is the right of all pupils and members of the school community to have access to high quality learning, experienced through high quality teaching and we are committed to offering this through a blended learning approach while keeping in mind the wellbeing of all our pupils, all staff and all stakeholders.

ONLINE SAFETY

Regardless of the current global events, it is important for staff to:

- follow the normal school procedures and codes of conduct;
- only use school-authorised accounts/platforms when corresponding with pupils and parents/carers;
- maintain professional boundaries on social media as per the e-safety;
- not share personal contact information with parents and/or pupils, and be mindful of this if using personal devices;
- understand and follow our safeguarding procedures for disclosures and duty of care concerns.

It is recommended that all staff:

- revisit our e-safety (a full copy is available to view and download here https://bhvcprimary.com/wp-content/uploads/2020/03/E-Safety-January-2020.pdf;
- reinforce pupils knowledge regarding how to stay safe online, including appropriate behaviour whilst online and communicating with staff and peers, and share acceptable use agreements with them where necessary;
- model good practice for the pupils when using technology;
- Use Google Classroom within lessons to familiarise pupils with the technology.

Online behavioural expectations for staff:

- adhere to professional boundaries in terms of conversations with children and parents;
- ensure backgrounds are blurred where possible during online class video calls, or that the background is suitable with no personal information on display;
- when teaching using live videos, where possible include another staff member;
- do not engage with a child online 1:1 under any circumstances.

TEACHING STAFF

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 support all stakeholders and uphold our open-door policy remotely.
3. To ensure mental and emotional wellbeing is a key focus and integrated into our everyday practice.
4. To provide an on-line education using Google Classroom as the main resource; pupils are set learning activities by their class teacher which encompasses the Four Purposes of the Curriculum for Wales.
5. To ensure coherence between in school learning and distance learning.
6. To provide IT support for families without access to IT equipment.
7. To provide constructive feedback and next steps on learning activities completed through Google classrooms.

SUPPORT STAFF

1. To provide support for the class teacher in preparation of online resources.
2. Support, where necessary, small groups of pupils by providing tailored learning tasks.
3. Have access to the Google classroom's in which they support children.
4. To ensure clear communications have been shared with the class teacher.

PUPILS

1. To adhere to all guidelines as directed by staff and comply with the acceptable use policy
2. Maintain a reasonable balance between online engagement and offline activities.
3. Take regular breaks from learning activities.
4. Undertake any task prepared for home learning.
5. Endeavour to keep up-to-date with daily teaching and learning, either in school or by using google classrooms.
6. Only access the resources shared by the teacher and will ask parental permission to use technology beyond that.
7. Read daily, either independently or with an adult.

PARENTS

1. Support their child's learning to the best of their ability, giving encouragement and praising progress at all times.
2. Ensure learning activities are completed and submitted within the week.
3. Understand they are able to contact classroom staff through google classrooms if they require support, or complete an online help request form on the school website https://bhvcprimary.com/.

4. Be mindful of mental 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.

SUPPORT FOR LEARNERS (INCLUDING THOSE IN VULNERABLE GROUPS)

We will ensure that all learners have equal access to school-based adults either through face to face contact or via online learning. Pastoral and communication systems will allow school staff to accurately identify families who may have increased or new vulnerabilities due to financial/health/wellbeing pressures as a result of the pandemic.

School staff will ensure that procedures are in place to allow all pupils to re-engage and interact in school life with a focus on enhancing learner's emotional, mental, physical and social well-being. We will implement a range of strategies to make effective use of the outdoors to support learning and wellbeing and pastoral and wellbeing support will be made available via our Health & Well-being lead practitioners.

Feedback from pupil groups will be used effectively to enhance learner experiences and ensure good levels of wellbeing, learner engagement and progress. Assessment will be a fundamental part of the learning process, and contribute to developing a holistic picture of the learner in order to identify and support their next steps.

PROFESSIONAL LEARNING FOR STAFF

Staff will be encouraged and enabled to develop learning activities that makes extensive use of the full range of online learning techniques, and move beyond just trying to solely emulate face-to-face teaching methods. Innovation and creativity will be well supported at all levels to ensure a rich and effective student experience.

Effective mechanisms are in place for staff to share knowledge, practices and experiences with colleagues and allow effective practice to be shared and celebrated. Success is recognised openly and school's self-evaluation processes reflect evidence of effective practice. Staff will have access to appropriate practical guidance around online delivery and worthwhile online staff development opportunities will be available wherever they can improve delivery and accessibility.

All governors will understand the role of distance learning in order to effectively support and challenge the school leadership on their approach.