

# Ysgol Pentrehafod

# Pentrehafod School



## Blended Learning Policy

## *Polisi Dysgu Cyfunol*

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### **Article 28**

***Children have the right to an education...***





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## Blended Learning and Teaching: One Vision for One Curriculum

The Oxford English Dictionary defines Blended Learning as:

*“a style of education in which students learn via electronic and online media as well as traditional face-to-face teaching”.*

At Pentrehafod School, we aim to minimise the impact of Covid 19 on the education of our students by adopting a single and seamless curriculum approach to blended learning. It is important to recognise that the basics of good learning and teaching still apply in a blended learning context. Using the four Core Purposes that underpin the New Curriculum for Wales should therefore serve as a basis for planning learning activities, which can support students to continue to make progress along the continuum.

It is acknowledged that merits can be gained through integrating online and traditional face-to-face activities. It is important, however, that these are planned, in a pedagogically valuable manner, with an understanding that the use of online technology should not be used just to supplement, but to improve and add value to the learning process.

### What does the research say?

Doug Lemov (author of Teach Like a Champion) identified that there have generally been two principal on-line methods adopted by schools during the lockdown period:

- **Synchronous learning:** where all students are learning at the same time but in different places (for example, Live-streaming).
- **Asynchronous learning:** where learning is taking place neither in the same place nor at the same time (e.g. an assignment in TEAMS or a pre-recorded lesson).



The Education Endowment Foundation (EEF) Rapid evidence Assessment for Distance Learning (2020), found no evidence to suggest that either approach had a greater impact on learning, but did find evidence to suggest that the impact of on-line teaching (whether synchronously or asynchronously) was no different from traditional instruction.

The report concluded that the **quality of teaching is more important than how lessons are delivered**, and that different approaches to home learning are suited to different tasks and types of content.

### **Types of Blended-Learning Approaches:**

- Teacher-led Instruction: Direct (e.g. Looms/videos/podcasts).
- Teacher-led Instruction: Indirect (e.g. PDF/Worksheets/assignments).
- Development/consolidation of knowledge and skills (e.g. Microsoft Forms/branching).
- Interactive assessments (e.g. Abode Spark/HWB Playlist).
- Virtual-Learning platforms (e.g. live streaming).
- Peer-Peer Instruction (e.g. Class-notebook – collaboration page).
- Project-based learning.
- Engagement strategies (e.g. puzzles/games).

## **Blended learning and Remote Teaching**

### **Key Principles for Blended Learning:**

- Safeguarding of children should take priority when planning for blended learning.
- Planning for blended learning should be underpinned by the purposes and principles of the new Curriculum for Wales.
- The quality of teaching is more important than how lessons are delivered (EEF 2020).



- The cohesion of the school vision and pedagogy is critical in creating the culture for blended learning.
- Every learner should be supported to make progress and challenged in line with ability.
- Supporting students to work independently can improve learning outcomes (EEF, 2020).
- The principles that underpin effective pedagogy apply whether students learn via electronic and online media or through traditional face-to-face teaching.
- Different approaches to remote learning suit different types of subject-content and groups of learners.
- Asynchronous and Synchronous approaches are considered to have a similar impact on the learning-outcomes.
- Assessment and Feedback processes should be a central and carefully planned part of Blended Learning (Hattie, 2020).
- Planning for blended learning involves more than simply setting an assignment or task.
- Communication with parents and carers is vital to support a blended learning model

### **Non-Negotiables of Blended Learning:**

- Students are to follow one curriculum with continuity between face-to-face and online learning, unless there are extenuating circumstances. An example of an extenuating circumstance would be rearranging the Science Scheme of Learning so that practical elements such as experiments are delivered at a more appropriate time during in-school provision.
- Where modification of the curriculum is in the best interest of the learner, purposeful, relevant and appropriate content should enable learners to continue to make progress in the Area of Learning.



- The use of platforms that are hosted outside of HWB should be limited so that students are provided with consistent access to blended learning resources, thus ensuring that they receive the very best blended-learning experience.
- A sample of resources should be quality assured by the AoLE Lead (Area of Learning Excellence) to ensure that they are “fit for purpose”.
- Each AoLE should exploit opportunities for teachers to plan collaboratively, thus assuring a collective responsibility for, and focus on, enhancing learning for all students.
- Where appropriate, planning for learning should be differentiated so that all students can access the work that is set.
- Strategies that support the quality of instruction and explanation, including modelling and deliberate practice should be a key focus of planning for blended learning. These should be constantly be reviewed, evaluated and refined to ensure they are appropriate and effective.
- All AoLEs should aim to store all work digitally wherever practically possible. This could be in the form of an electronic notebook in one-note.
- On-line etiquette (as outlined on the Home-Learning page of the school Website) are to be respected by teachers and students when working remotely.

### **Live-Streaming and Synchronous Lessons**

- All live sessions will adhere to guidance provided by the Local Authority and Welsh Government.
- No member of staff will be directed to conduct live lessons. However, an expectation will be that asynchronous lessons reflect the core principles of effective learning and teaching, where these do not take place.
- Online lessons should be recorded for safeguarding purposes.
- Recordings involving student interaction should not be shared for any purpose without written permission from all students involved.
- Recordings are not to be posted in the TEAM timeline or “Chat”.



- All recordings should be deleted at the end of the academic year.
- The “Break-out Room” function is not to be used with students.
- Teachers should outline expectations for the session at the outset, either verbally, or visually.
- If students deliberately flout the rules of the online session, the lesson should be stopped until the issue is resolved.
- Students should remain in the lobby until the lesson begins. Only the classroom teacher should start the lesson.
- Student participants should be placed on mute by the teacher from the outset, so that any verbal exchanges can be controlled and monitored.
- Students should not use “text speak” that is not understood by the classroom teacher in the chat during a live session.
- Where teacher-cameras are enabled, a “professional background” should be used.
- It is strongly recommended that student cameras are not enabled during a live-session.
- Where members of staff are conducting live lessons from home, there is an expectation that a school device is used, staff and student cameras must not be enabled, and another member of staff, for example a TA, must be present in the session.

*Please refer to the Local Authority Risk Assessment for further information regarding guidance for Online Learning*



## Assessment and Feedback in Blended Learning

### Key Principles of Assessment and Feedback:

- Assessment is an on-going process which is indistinguishable from learning and teaching.
- Formative Assessment is an essential factor of planning for learning remotely (Hattie, 2020).
- Evaluation of learning should draw on a wide range of assessment approaches.
- Early identification of misconceptions is essential when students are working remotely.
- Engagement between the learner and the teacher is essential for learner-progression and well-being.
- Assessment tasks should test that students can use and apply knowledge in a new context.

### Non-Negotiables

- Planning for assessment should be integral to planning for blended learning, as per scheme of learning.
- Each on-line lesson should factor in low-stakes assessment opportunities inform the teacher about what is being learnt, thus identifying gaps and misconceptions.
- A variety of approaches to assessment should be adopted. Using technology to support retrieval practice and self-quizzing can help students retain key ideas and knowledge, but is not a replacement for other forms of assessment (EEF, 2020).
- Assessment tasks should, where appropriate, focus on key conceptual understanding which requires task-completion rather than just knowledge-recall.





- During the period of blended learning, students should receive feedback to all online submissions either automatically (e.g. through Microsoft Forms) or via other feedback functions available through Assignments in TEAMS.
- Opportunities should be provided for students to act upon feedback in order to consolidate their learning.

## Examples of Good Practice

### Planning for Blended learning:

- Identify the learning objective first: *“What is it that I want them to learn?”* Think carefully about sequencing the learning and how you build in “checks” that learning has taken place.
- Subject Knowledge is crucial in planning. It is important that you have knowledge of common misconceptions and sticking points in relation to the content that you are teaching. Therefore, the collaborative planning process is integral to delivering a successful blended learning experience.
- It is important that when planning for learning, you start **where the students are** and not where you want them to or expect them to be at in their learning.
- Creating a “Learning Sequence” can be beneficial to supporting learners who are unable to self-scaffold. The EEF Home-Learning Planning Framework recommends the following, which may be utilised in a single lesson, or across a sequence of lessons:

**1.Activate**

**2.Explain**

**3.Practice**

**4.Reflect**

**5.Review**



- The advantage of recorded lessons is that students can pause, rewind and revisit to suit their needs.
- Providing opportunities for learners to learn practise and master content before being asked to solve problems or enquire is relevant whether learning in class or at home (Hattie). Therefore factor in, where possible, opportunities for students to demonstrate independent practice.
- Ensure that there is a clear linkage between lessons, with opportunities to increase the challenge linked to the Learning Objectives. Target the higher-order skills (Blooms) such as “create and evaluate” rather than focusing solely on the lower-order skills of “knowledge” and “recall”.
- Refrain from introducing too many complicated instructions or resources to the students at once, as this may cause confusion.
- In order to support student engagement, planning differentiated learning materials for complex tasks is more likely to secure a high success rate, while building confidence in learners.

### **Quality of Instruction/Explanations**

- Present new information into small manageable tasks. Consider how the steps need to be for each class. Consider what needs explaining. Carefully sequence all instructions.
- Ensure strategies used to present the new information are impactful. Pre-recorded interactions, voice-overs in PPT presentations should be clear and concise.
- When modelling subject-content and strategies, explain WHY you are doing something.
- Explain any key words and model the steps that should be taken to complete the task.
- Consider all tools available to draw attention to key points in the model.
- Scaffolding is key to obtaining a high success rate. This could be in the form of multiple annotated worked examples or shared through a pre-prepared PDF file.



## Assessment and Feedback

- The use of multiple-choice assessments is effective in assessing student progress. For example, the class teacher can use multiple-choice questions as a plenary in lesson 1 to find out whether or not they know anything about what you propose to teach in lesson 2. This means that you are building on their prior knowledge.
- Microsoft Forms has the option to develop adaptive assessments with its branching facility. However, this is dependent on the quality of questions developed and as such should be plausible and based on common misconceptions/mistakes.
- Exit Tickets: An exit ticket enables the class teacher and students to reflect on learning. It enables the class teacher to elicit and interpret evidence in relation to the key learning intention. It promotes student ownership and involvement, as the class teacher will use this information to influence subsequent instruction. In the distance-learning model, the most effective way is to do this electronically.
- The creation of an assessment rubric in assignments can be useful, especially in subjects that operate banding assessment. This can avoid using actual scores e.g. 2/10. This can prevent the demotivation of students, especially where the teacher is not there to explain.
- The use of a rubric is likely to be beneficial to students who are already familiar with this mode of assessment. When utilising a rubric, it is essential that explanations are clear and precise.

For example:

- Linking the Learning objectives to the success criteria on the rubric.
  - Presenting students with the rubric with command verbs highlighted.
- It is still possible to use student work as we would in a classroom as exemplary work. This could be used as part of an APK or introduction in a lesson. This can be copied into different platforms e.g. One-note and students peer assess it.



- Feedback can be added to digital documents using the “comment” feature. This allows students to edit the specific areas that require improvement and allows the teacher to track changes made.
- Feedback can also be added at specific points in One-Note, by using the audio-recording function.

### **Supporting student engagement and independence**

- Our ultimate aim has to be to strive for independence e.g. Least help first. This will build resilience in learners and reduce learned helplessness.
- Students working at home will often need to work independently. We have to teach them strategies to do this in order to enable them to develop appropriate learning behaviours.
- Prompt students to reflect on their work and consider the strategies that they use when they get stuck. This could include their 8RBs and Literacy Lab strategies of de-coding etc.
- Establish an online learning environment that fosters positive emotions so that intrinsic motivation, self-efficacy and regulation is enhanced. Engage with your classes through the Post-function where possible. There is clear guidance on the Website for students relating to appropriate behaviour when engaging with their teachers. Engaging with students by the post facility or by email can reduce the feelings of isolation with online learning (You 2012, Dixon, 2015).
- Teacher “thinking aloud” through workings and explanations will help to develop students metacognitive skills. Teachers should verbalise their thinking e.g. What do I know about problems like this? What ways of solving them have I used before? As they approach and work through a task. This is particularly important as students move from the learning journey.
- Directing students to key resources such as duo-lingo or Britannica Encyclopaedia can help to support independent learning.



- Creating a virtual helpdesk in their one-note area can help to replicates the format used in class.
- All recorded lessons should use the language of "PAUSE, FORWARD, BACKWARD" language. This will help them to develop self-regulation habits.

**APPENDICES****Appendix 1****Continuity of Learning Plan**

In the event of sudden Full or Partial Closure to the school, please adhere to the following strategic and operational guidance below.

<b>Continuity of Learning Task</b>	<b>Lead</b>	<b>Staff Involved</b>	<b>Description of Action(s)</b>
Liaise with LA/ERW/WG	JF/MG	HT	<ul style="list-style-type: none"> <li>• Receive and provide updates and guidance regarding the policies and procedures associated with school closures</li> <li>• Translate National Policy into Operational Plans</li> </ul>
Communication with Stakeholders, including parents, Cluster schools and school Governors on updates and school policy	JF/MG	HT	<ul style="list-style-type: none"> <li>• Update the school Website</li> <li>• Update Twitter feed</li> <li>• Compose letters to parents/carers</li> <li>• Provide regular updates to Governors</li> <li>• Attend virtual meetings with the Cluster Head Teachers</li> </ul>
Operational and Administrative Procedures	AB/TE	Admin staff Auxiliary Staff	<ul style="list-style-type: none"> <li>• Conduct Health and Safety checks, update policies and procedures, and communicate these to staff, students and parents.</li> <li>• Arrange for copying of, and, where applicable delivery of, learning resources</li> <li>• Arrange reception duty rota, including communication with parents, carers and members of the public</li> <li>• Ensure on-site protocol is adhered to by all staff, students and members of the community</li> <li>• Ensure that rooming and resources align with Government Guidance</li> </ul>
Timetable arrangements	LJC/JM B	AoLE Leads  LJC	<ul style="list-style-type: none"> <li>• Ensure that a T/L plan is in place to accommodate Full and/or partial closure. This should align to the timetabled curriculum of each student and the SOL of each area.</li> <li>• Communicate information to parents, carers, students and stakeholders</li> </ul>
Examination procedures and statutory education requirements	LJC	SD	<ul style="list-style-type: none"> <li>• Liaise with examinations boards</li> <li>• Communicate key information to parents/carers and stakeholders</li> <li>• Update school website and Twitter with relevant information</li> </ul>



Continued...

Continuity of Learning Task	Lead	Staff Involved	Description of Action(s)
Provision for Teaching and Learning	JMB/LJ C RER/R W	AoLE leads Teaching Staff TAs	<ul style="list-style-type: none"> <li>• Coordinate arrangements for Blended approach to teaching and learning (to accommodate full and/or partial closure)</li> <li>• Ensure asynchronous and/or synchronous provision is accessible to as many students as possible and is as seamless as possible.</li> <li>• Ensure that provision and resources for Blended Learning are monitored and evaluated.</li> <li>• Ensure that assessment follows the SOL as far as possible, and that assessment expectations are communicated with staff, and, where applicable, students and parents.</li> <li>• Monitor progress and engagement within each AoLE</li> <li>• Organise a TA duty ROTA to provide in-class or remote support for identified students (ALNCO/RER)</li> <li>• Provide a program of remote CPD linked to Blended learning</li> <li>• Regularly communicate information to parents, carers, students and stakeholders</li> <li>• Provide opportunities for digitally excluded learners to access home-learning program.</li> </ul>
Provision for student well-Being	DH	Empathy Leads	<ul style="list-style-type: none"> <li>• Provide and deliver program of HWB lessons</li> <li>• Provide opportunities for KS4 students to engage with relevant PSE topics/information</li> <li>• Make available a variety of resources and update school website with relevant links</li> <li>• Update Twitter feed as appropriate</li> </ul>
Support for “High Risk” and vulnerable students	BD	PAWB LLs VP/CE	<ul style="list-style-type: none"> <li>• Communicate with SS and Family Services</li> <li>• Coordinate a planned program for communicating with families</li> <li>• Coordinate a planned program for checking in with identified students</li> </ul>
Support for ALN students	RER/R W	TAs STF TAs Skills centre	<ul style="list-style-type: none"> <li>• Communicate with external agencies</li> <li>• Monitor the engagement and progress of Statemented and identified ALN students</li> <li>• Coordinate a planned program for communicating with families</li> </ul>



Continued...

<b>Continuity of Learning Task</b>	<b>Lead</b>	<b>Staff Involved</b>	<b>Description of Action(s)</b>
			<ul style="list-style-type: none"> <li>• Coordinate a planned program for checking in with identified students</li> <li>• Provide resources to support students with their learning</li> </ul>
Support for EAL students	JM		<ul style="list-style-type: none"> <li>• Communicate with External agencies and services as appropriate</li> <li>• Check-in with families and feed back to SLT</li> </ul>
Support for PACE students	WH	KE PN/DH	<ul style="list-style-type: none"> <li>• Monitor progress and engagement with blended learning</li> <li>• Coordinate a planned program for communicating with families</li> <li>• Coordinate a planned program for checking in with identified students</li> </ul>
Additional Support for Cynnydd Students	DLE	PN DH	<ul style="list-style-type: none"> <li>• Liaise with Gower College regarding Junior Academy students</li> <li>• Conduct home visits and coordinate a planned program of communication with identified students</li> </ul>
Monitoring of student engagement with home learning across the curriculum	DLE/M T	LLS/AoLEs TAs PAWB	<ul style="list-style-type: none"> <li>• Use of PARs to track engagement</li> <li>• Communicate with families of disengaged students</li> <li>• Coordinate provision of bespoke learning packs as requested</li> </ul>
Weekly check-ins with students	DLE/M T	LLS TAs PAWB	<ul style="list-style-type: none"> <li>• Use of TEAMS to provide opportunities for weekly check-ins with FTs</li> <li>• Coordinate a planned program for checking in with identified students</li> </ul>
Children of Key workers	AB/LJC	TAs Teaching staff	<ul style="list-style-type: none"> <li>• Provide facilities for students to complete scheduled lessons in school</li> <li>• Provide a timetables rota of supervision, utilising teaching and TA staff</li> </ul>
Arrangements for PGCE students and NQTs	AGR/R C	AoLE Leads HT	<ul style="list-style-type: none"> <li>• Receive and provide updates and guidance regarding the status of PGCE students and NQTs</li> <li>• Ensure systems are in place to provide a program of remote professional support as required</li> </ul>





Appendix 2

Live Session Consent Form

# Live Session Consent

Since the COVID-19 pandemic, all schools from nursery to sixth forms and colleges, have had to adapt to provide learning materials from a distance, using a mix of digital and paper-pack resources. A blended-learning approach; that is, supporting and working with pupils face-to-face in school and continuing to provide learning activities to pupils remotely for when they are at home, will need to be adopted. In light of this, we are going to introduce the use of live sessions with learners while they are not in school. These live sessions will take place within the Hwb Platform, the digital learning platform for Wales, using software called Microsoft Teams. This is the most secure platform that is currently available to schools in Wales. An Acceptable Use Policy for safe and effective use of live streaming can be found here:

<https://swanseavirtualschool.org/wp-content/uploads/2020/06/AUP-live-sessions.pdf>

Please note that Microsoft Teams lessons may be recorded by the teacher. These recordings are the property of the school and will not be shared with any other body unless there is a safeguarding concern. Live-stream sessions will be treated in the same way as all other personal data and in accordance with the school's data protection policies and GDPR.

Required

1.Full Name of Learner

2.Learner - Date of Birth

 

3.Parental Consent

I give consent for my child take part in live sessions and for live sessions that my child participates in to be recorded.

I do not give for my child take part in live sessions and consent for live sessions that my child participates in to be recorded.

4.Parent/Carer Name

Submit



### Appendix 3:

#### A Shared Language for Blended learning

**Blended learning:** an approach to learning that combines face-to-face, distance, digital and online learning experiences. The face-to-face learning that takes place should complement the other aspects by using the strengths of each mode of delivery.

**Distance learning:** allows learning experiences to happen from just about anywhere and may or may not involve a digital device and internet connection. This supports the well-being of all learners, including a choice of learning opportunities for social, physical, emotional development and tasks to promote their resilience. It allows individuals to learn when and where it is more convenient for them. Equitable distance learning does not have to mirror learning as it normally does in school.

**Digital learning:** any instructional practice that effectively uses technology to strengthen a learner's learning experience. Additionally, digital learning can be used for professional learning opportunities for teachers and to provide personalised learning experiences for learners.

**Online learning:** education that takes place over the internet. It is often referred to as e-learning among other terms. However, online learning is just one type of "distance learning".

**Synchronous learning:** teaching where the teacher is present at the same time as the learner(s). This can take place face to-face or online.

**Asynchronous learning:** where teaching materials are provided and learners work through them in their own time. This could include a variety of media, including audio and video clips.

**Pedagogy:** Pedagogy is about more than 'teaching' in the narrow sense of methods used in the classroom. It represents the considered selection of those methods in light of the purposes of the curriculum and the needs and developmental stage of the children and young people. It combines theoretical and practical knowledge and skills with fine judgement about what is required to promote effective learning in particular contexts. It lies at the heart of what it means to be an excellent teacher (Successful Futures, 2015).

**Direct instruction (DI):** a model for teaching that emphasises well-developed and carefully planned lessons designed around small learning increments and clearly defined and prescribed teaching tasks.

**Direct teaching:** giving carefully considered explanation, questioning, worked examples, modelling, scaffolding, structured discussion and feedback.



**Modelling:** providing clear explanation, demonstration and/or and exemplification, often including an explicit narration

**Scaffolding:** providing structures of support in the early stages of new learning. Scaffolds are temporary and are gradually withdrawn as, through assessment for learning, it is identified that the learner is become more competent and confident in the learning.

**Curriculum:** includes all the learning experiences and assessment activities planned in pursuit of agreed purposes of education.

**Knowledge:** the acquisition of facts, information and skills through experience or education; theoretical or practical

**Skills:** the ability to undertake activities that require application of knowledge, increasing in expertise and competence

**Experiences:** the combination of knowledge and skills in a learning environment to further progress learners towards curriculum purposes

**Disciplinary:** teaching relating solely to a specific subject discipline

**Interdisciplinary:** a method, or set of methods, used to teach a unit across different subject disciplines

**Independent learning:** learners working alone on tasks

**Enquiry based learning:** a form of active learning that starts by posing questions, problems or scenarios. It contrasts with traditional education, which generally relies on the teacher presenting facts and his or her knowledge about the subject

**Project based learning:** learner centred pedagogy that involves a dynamic classroom approach in which it is believed that learners acquire a deeper knowledge through active exploration of real-world challenges and problems.



### Document Ratification

This Policy was presented to Governors on **3<sup>rd</sup> March 2021**.

It will be reviewed in **March 2024** or if National and Local Policy or Guideline is updated.

Signed.....

A handwritten signature in black ink, appearing to read 'M Hughes', written on a white rectangular background.

**Mrs M Hughes**

**Chair of Governors**