



Priestsic Primary and Nursery School

Blended Learning Policy

Aims

This blended learning policy aims to:

- ✓ Ensure consistency in the school's approach to learning for pupils who are both learning remotely from home and accessing education in school
- ✓ Set out expectations for all members of the school community with regards to blended learning
- ✓ Provide appropriate guidelines for data protection
- ✓ Ensure pupils unable to attend school remain fully included within the school community
- ✓ Ensure that remote education is integrated in the curriculum so it is an essential part of the school curriculum, alongside classroom teaching, or in the case of a lockdown.

Background:

This blended learning policy has been written as guidance for staff and parents during the COVID-19 Pandemic. It aims to set out the systems and technology that staff will use to ensure children are accessing quality education during any period of school closures and clearly follows the expectation set out in the DfE Guidance for full school reopening – updated 1st October 2020 which states *"Where a class, group or a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing curriculum, for example through technology, and have a strong contingency plan in place for remote education provision by the end of September"*

A flexible approach:

Ensuring our children have access to high quality education during any period of school closures is of the upmost importance to us here at Priestsic Primary and Nursery School so that the education of our children is disrupted as little as possible. Making sure children access regular learning is vital to reduce the impact on children's education, however we understand that everyone's circumstances at home will be different. In light of this, we aim to provide a flexible approach to remote learning. There will be a blended approach to remote learning with some elements of the curriculum being delivered live by our teachers, others via pre-recorded lessons and identified aspects will be taught using a range of additional platforms such as White Rose maths, BBC Bitesize and Oak National Academy. For those families that have limited access to technology, devices will be made available. Paper copies of weekly Home Learning Packs are also made available to provide further flexibility for those families that require it.

The Model:

- ✓ **Remote Education Provision - Individuals who are self-isolating or shielding:**

In the event of individual pupils needing to self-isolate or shield due to COVID-19, class teachers will provide access to weekly Home Learning Packs via Class Dojo and the Class Pages on the school website.

EYFS – will provide a Key Skills Pack which focuses on revisiting and revising key objectives for their year group.

KS1 and KS2 will provide Home Learning Packs. These will mirror the current learning taking place in the classroom linked to our long-term curriculum plans. Daily maths, writing and reading activities are to be provided and where possible supported by a clear explanation of what is expected – this could be in the form of a written WAGOLL, a short, pre-recorded video or via direct communication with the parent/child. Teachers may use a range of existing subscription used in school to support the delivery of this – for example the White Rose Maths Programme, BBC Bitesize, TT Rock Stars and Education City.

In addition to this provision, appropriate to the age and stage of the child, live teaching sessions will be offered via Microsoft Teams.
- ✓ **Feedback:**

It is expected that all work is completed daily and is returned via the Class Dojo Portfolio pages, or via Microsoft Teams. For pupils learning from home, staff will provide regular feedback, written or verbal. This may take the form of a comment posted on Class Dojo portfolios or Teams or via a telephone conversation. Feedback needs to celebrate success and identify next steps for improvement.

✓ **Remote Education Provision – Whole Class:**

In the event of a bubble closure, year group closure or whole school closure, class teachers will:

EYFS: (FS1)

-Continue to promote the Reading for Pleasure agenda and early language acquisition through a daily live story/singing time. This will either have a maths or phonics focus. Follow up activities will be posted on the Class Dojo page to consolidate learning linked to the chosen text.

-Provide daily phonics/maths lessons (pre-recorded by teachers) and post follow up activities on the Class Dojo page to support family learning at home. (Alternate between maths/phonics depending on what the live session focused on).

Suggested Timetable of Learning:

Time:	Subject:	Delivery Method:
9:30am – 9:50am	Daily story/singing time	Read/sing live and delivered via Teams. (Also recorded for website for children unable to attend live session)
11 – 11:15am	Daily Phonics/Maths Session	Pre-recorded and posted on website with link sent via Class Dojo.
Note: All F1 children will have the option to access the above timetable or select a time that suits their family to watch and participate in the sessions.		

EYFS: (FS2)

-Provide daily phonics lessons (pre-recorded by teachers) and post follow up activities on the Class Dojo page and the school website to support family learning at home.

-Provide daily maths lessons (pre-recorded by teachers or White Rose) and post follow up activities on the Class Dojo page and the school website to support family learning at home.

-Continue to promote the Reading for Pleasure agenda and early language acquisition through a daily live story time. Follow up activities will be posted on the Class Dojo page to consolidate learning linked to the chosen text.

-Provide ebooks which are phonetically decodable texts which are closely aligned to pupils' phonics acquisition, with the expectation that pupils read daily.

-Every child learning from home will receive "10 minutes 1:1 teach" timeslots each week. These will vary from 3 – 8 sessions per week, depending on the child's individual needs. Each session will be bespoke to that child and cover a range of specific skills and areas of learning including: phonics, reading, writing, speech and language and maths.

Suggested Timetable for Parents:

Time:	Subject:	Delivery Method:
9am – 9:20am	Daily Phonics Session	Pre-recorded and posted on website with link sent via Class Dojo.
10:30 - 11am	Daily Maths Session	Pre-recorded and posted on website with link sent via Class Dojo.
1 – 1:15pm	Story Time and Literacy input – reading for pleasure.	Read live and delivered via Teams. (Also recorded for website for children unable to attend live session)

Key Stage 1:

- Daily live phonics/EGPS/story time provided.
- Daily maths sessions to be provided – Pre-recorded by class teachers or White Rose, or live if applicable.
- Daily English sessions to be provided – Pre-recorded by class teachers, or live if applicable.
- One hour of wider curriculum lessons to be provided daily. This may be through the use of Oak National or other approved subscriptions.
- Daily live story sessions are provided to promote the reading for pleasure agenda.
- Provide phonics texts which are closely aligned to pupils' phonics acquisition, with the expectation that pupils read daily.
- Provide e-books which are phonetically decodable/book banded texts, depending on the age and stage of the pupil, with the expectation that pupils read daily.
- All follow up learning activities are provided through the weekly Home Learning Packs and are expected to be completed daily and uploaded to Class Dojo.

Suggested Timetable for Parents - Year 1:

Time:	Subject:	Delivery Method:
9 – 10:00am	English lesson	Pre-recorded or live session delivered by Year 1 teachers, followed by independent work
10:15-11:00am	Storytime	Live session delivered by Year 1 teachers.

	Phonics	
11:00-12:00	Maths lesson	Pre-recorded or live session by Year 1 teachers, followed by independent work
1:00– 3:15pm	Wider Curriculum	Pre-recorded by Year 1 teachers Oak National BBC Bitesize Followed by independent learning tasks. Practical sessions – screen free learning

Suggested Timetable for Parents - Year 2:

Time:	Subject:	Delivery Method:
9 – 10:15am	English lesson	Pre-recorded or live session delivered by Year 2 teachers, followed by independent work
10:30 – 11:45	Maths lesson	Pre-recorded or live session by Year 2 teachers, followed by independent work
1 – 1:40pm	Story Time EGPS Feedback and fix it session responsive to class needs.	Live session delivered by Year 2 teachers.
1:40– 3:15pm	Wider Curriculum	Pre-recorded by Year 2 teachers Oak National BBC Bitesize Followed by independent learning tasks. Practical sessions – screen free learning

Key Stage 2:

- Upload a weekly timetable of lessons to the school's website and Class Dojo that provides daily maths, writing and reading lessons as well as a range of wider curriculum subjects.
- Core subjects will be delivered live via Microsoft Teams (KS2) all lessons to also be recorded in the event children cannot access the live lesson (See suggested time table). Supplementary lessons can be found on Education City and Maths Shed.
- Continue to provide personalised spelling lists for children to practise via Spelling Shed (September 24).
- Continue to provide personalised times table targets via TT Rock Stars
- Continue to promote the Reading for Pleasure agenda via daily reading time and class story time.
- Provide ebooks which are book banded texts, depending on the age and stage of the pupil, with the expectation that pupils read daily.
- Provide a "Book Club ebook" weekly to share across KS2 and discuss through "Book Club" chat on Friday.
- Provide one physical education session each week via Joe Wicks YouTube Channel, Cosmic Yoga or Go Noodle.
- Continue to provide opportunities for children to discuss social and emotional issues – Talking Points lessons once per fortnight. (Teachers may choose to deliver this session live.)

Suggested Timetable for Parents: Year 3

Time:	Subject:	Delivery Method:
9am	Meet and Greet	Microsoft Teams – live input
9 – 10am	Maths session	Microsoft Teams – live input or pre-recorded delivered by teacher
10 – 10:30am	Brain Break	
10:30 – 11am	Reading lesson	Microsoft Teams – live input or pre-recorded delivered by teacher
11-11:45am	English lesson	Microsoft Teams – live input or pre-recorded delivered by teacher
11:45 – 12:15pm	Teacher Question and Answer Time	Microsoft Teams – live input from teacher
12:15 – 1pm	Lunch	
1 – 2pm	Wider curriculum	Oak National/BBC Bitesize
2:15 – 2:45pm	Daily reading/Spelling practise	Independent learning
3 – 3:15pm	Story Time – reading for pleasure.	Pre-recorded/live

Suggested Timetable for Parents: Year 4

Time:	Subject:	Delivery Method:
9am	Meet and Greet	Microsoft Teams – live input
9 – 9:50am	Maths session	Microsoft Teams – live input or pre-recorded delivered by teacher
9:50 - 10am	Brain Break	
10 – 10:30am	Reading lesson	Microsoft Teams – live input or pre-recorded delivered by teacher
10:30 – 11am	Brain Breaks	
11-11:45am	English lesson	Microsoft Teams – live input or pre-recorded delivered by teacher
11:45 – 12:15pm	Teacher Question and Answer Time	Microsoft Teams – live input from teacher
12:15 – 1:15pm	Lunch	
1 – 2pm	Wider curriculum	Oak National/BBC Bitesize
2:15 – 2:45pm	Daily reading/Spelling practise	Independent learning
3 – 3:15pm	Story Time – reading for pleasure.	Pre-recorded/live

Suggested Timetable for Parents: Year 5

Time:	Subject:	Delivery Method:
9am	Meet and Greet	Microsoft Teams – live input
9 – 10:15am	Maths session	Microsoft Teams – live input or pre-recorded delivered by teacher
10:15 – 10:45am	Brain Break	
10:45– 11:15am	Reading lesson	Microsoft Teams – live input or pre-recorded delivered by teacher
11:15 – 11:25am	Brain Breaks	
11:25 - 12:25pm	English lesson	Microsoft Teams – live input or pre-recorded delivered by teacher
12:25 – 12:50pm	Teacher Question and Answer Time	Microsoft Teams – live input from teacher
12:50 – 1:45pm	Lunch	
1:45– 2:45pm	Wider curriculum	Oak National/BBC Bitesize
2:45pm - 3pm	Daily reading/Spelling practise	Independent learning
3 – 3:15pm	Story Time – reading for pleasure.	Pre-recorded/live

Suggested Timetable for Parents: Year 6

Time:	Subject:	Delivery Method:
9am	Meet and Greet	Microsoft Teams – live input
9 – 10:15am	Maths session	Microsoft Teams – live input or pre-recorded delivered by teacher
10:15 – 10:30am	Brain Break	
10:30– 11am	Reading lesson	Microsoft Teams – live input or pre-recorded delivered by teacher
11 – 11:30am	Brain Breaks	
11:30 - 12:30pm	English lesson	Microsoft Teams – live input or pre-recorded delivered by teacher

12:30– 12:50pm	Teacher Question and Answer Time	Microsoft Teams – live input from teacher
12:50 – 1:45pm	Lunch	
1:45– 2:45pm	Wider curriculum	Oak National/BBC Bitesize
2:45pm - 3pm	Daily reading/Spelling practise	Independent learning
3 – 3:15pm	Story Time – reading for pleasure.	Pre-recorded/live

Note: There may be cases where children are unable to access the live/recorded lessons due to a lack of technology. Where this is the case, technology can be provided. A paper Home Learning Packs will also be readily available should families need further flexibility.

Feedback:

- ✓ It is expected that work is completed daily and returned to school via the Class Dojo pages or via the Teams Class Notebook/assignments.
- ✓ Feedback and Fix it sessions are available daily in KS1 to address misconceptions and consolidate main teaching points.
- ✓ Question and answers sessions are provided daily in KS2 to address misconceptions and consolidate main teaching points.
- ✓ Key findings from marking and feedback will inform future teaching points.
- ✓ Whole class feedback to be shared at the beginning of each session based on feedback from previous lesson.
- ✓ Success will be celebrated via our weekly “shout out” sessions.
- ✓ Feedback could be a range of verbal or written comments, either during the lesson or after work has been submitted, either on a 1:1 basis, or as a whole class through Question and Answer sessions.

Interventions/Catch -up support:

- ✓ Across school, teachers have identified children in need of 1:1 teach sessions. Each year group has an intervention timetable that highlights which children will be receiving support and identifies the area of focus.
- ✓ These interventions will be delivered remotely via Teams by an assigned member of staff where children are learning from home.
- ✓ Children who are attending Key Worker Provision will receive their usual intervention support
- ✓ Children who access the Third Space intervention will continue to undertake their tailored programme of support either from home or in school.

Provision for SEND:

- ✓ Home Learning Packs will be adapted and amended to suit children’s individual needs
- ✓ 1:1 teaching session will be provided which work towards children’s individual targets
- ✓ Where required, bespoke Home Learning resources will be provided to support parents in supporting their child whilst learning from home. (Practical tasks focused on key skills)
- ✓ Regular communication with families from their child’s key staff member
- ✓ Provision for pupils to be assessed on a case-by-case basis, and where deemed most appropriate, key provision places will be provided.

Remote Education Provision – Key Provision (National Lockdown resumes)

If the current situation escalates further and we are forced into a National Lockdown Key Worker Provision will resume. In this instance, teaching teams will continue to run the Remote Learning Schedule outlined above whilst also supporting the Key Worker Provision. All children who attend the provision will access the same timetable as those children learning from home.

Supporting Mental Health and Wellbeing (interactions)

During any period of school closures, it is vital that we provide appropriate support for children’s mental health and well-being. Being an active part of a community is something children need in order to feel safe and secure therefore we will provide a range of opportunities for children to interact as part of our Priestsic Community.

- Weekly Values assemblies will be held by a member of SLT – Values Stars of the week will be celebrated and shared. Children will receive a weekly invite for their Year Groups assembly.
- Daily Meet and Greet time will be an additional opportunity for children to interact on a social level with their peers and feel a sense of togetherness.
- Class Dojo will also be utilised effectively to promote a sense of community – sharing of excellent examples of work and communicating with children and their families.

- Fortnightly PSHRE lessons will also be provided to ensure children have the opportunity to discuss any social and emotional issues – these will be actively taught via the Talking Points Curriculum.
- In order to reduce screen time and promote physical and mental well-being being, we will ensure that at least two sessions a week involve minimal screen time and involve a practical element to the learning.

Roles and Responsibilities:

✓ **SLT**

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the Remote Learning approach across the school
- Supporting teachers in delivering the Remote Learning approach via effective training and CPD
- Providing teaching staff with the technology needed to implement the Blended. Learning Policy
- Monitoring the effectiveness of the Remote Learning provided
- Monitor the security of Remote Learning systems, including data protection and safeguarding considerations.
- Monitor the engagement levels for Remote Learning – where children have been identified has “amber” or “red” follow up calls to be made by SLT.

✓ **Designated Safeguarding Leads**

The DSLs are responsible for:

- Maintaining contact with all identified vulnerable families
- Collating and sharing key information related to safeguarding
- Responding to any safeguarding concerns

✓ **SENDCO**

The SENDCO are responsible for:

- Monitoring provision to ensuring the needs of children with SEND are appropriately provided for.
- Supporting teachers in adapting and amending their Home Learning Provision to support identified children with SEND
- Provide regular contact with identified families to provide support and identify areas of need.

When speaking to families, SENDCOs should:

- Update risk assessments to reflect any changes in circumstances
- Share remote learning resources that are specifically for pupils with SEND
- Reassure parents about the expectations on them – they're not trained to cater for their child's specific learning needs in the way school staff are.
- Provide practical support for parents on how to best support their child whilst learning from home.

✓ **Subject Leaders**

Alongside their teaching responsibilities, subject leaders are responsible for;

- Monitoring the work set by teachers in their subject to ensure it is in line with the school's subject progression maps
- Guiding and advising teachers on the best resources to support Remote Learning in their subject
- Ensuring their subject is well promoted via the school's website – quality examples of children's work are shared and celebrated.

✓ **Teachers**

When providing Remote Learning, teachers must be available between 9am-3:15pm on their working days. If, for any reason – such as caring for a dependant or illness, teachers are unable to attend work during this time, they should report this using the normal absence procedures.

Teachers are responsible for;

- Creating and upload to the website weekly timetables for their year group, in liaison with their year group partner, which ensures a broad and balanced curriculum.
- Working effectively as year group partners to ensure all work is planned, prepared and consistent across both classes.
- Providing feedback to children on the work completed – It is expected that all work is completed daily and is returned via the Class Dojo Portfolio pages or via Microsoft Teams. For pupils learning from home, staff will provide regular feedback, written or verbal. This may take the form of a comment posted on Class Dojo portfolios, submissions on Microsoft Teams or via a telephone conversation. Feedback needs to celebrate success and identify next steps for improvement.
- **(Staff are not required to be online, live teaching all day, therefore when not teaching live, time should be used to assess the day's learning, provide feedback and amend the following day's lessons accordingly.)**
- Communicating with parents and pupils – teachers are expected to provide regular updates and communications via the Class Dojo website and app.
- Monitoring the children who attend each live session – complete a live tracker to register attendance and engagement.
- Where children have been identified as not attending live lessons or have not submitted any work for review, teachers are required to make contact via Class Dojo or a telephone call to ascertain the barriers to accessing Remote Learning. Record all communication with parents on CPOMS, the tracker and add any relevant actions.
- Attending all virtual staff meetings and engaging in relevant CPD provided.

✓ **Teaching Assistants**

Teaching Assistants must be available between 9am-3:15pm on their working days. During this time, they are expected to support the class teacher in:

- Delivering the Blended Learning package
- Communicating with parents and pupils to support well-being and provide academic support
- Provide targeted interventions, as directed by the class teacher (both in Key Worker Provision and remotely)
- Support in school Key Worker Provision

If teaching assistants are unable to work for any reason during this time, they should report this using the normal absence procedure.

Note: As always, we will discuss and manage concerns regarding workload and availability to work remotely on an individual basis as required. Teachers are provided with the flexibility to deliver learning either via live lessons or through pre-recorded sessions as necessary to support them to manage their workload.

Multiple Staff Absences

In the instance of multiple staff absences due to COVID19, we will aim to utilise technology to team teach, or teach remotely from home via Teams, when possible to do so.

Safeguarding and Remote Learning:

With the increased use of digital technologies that come with remote learning, safeguarding implications need careful consideration. Prior to any live lessons taking place, all children will receive direct teaching on how to access the live lessons via Teams and will be briefed on the rules and expectations around engaging in remote learning. Parents will be sent a Remote Learning agreement that clearly sets out the rules and expectations.

Parental Agreement for the use of video conferencing via Teams:

- ✓ As a parent, it is your responsibility to encourage and support your child to access and engagement with the Remote Learning offer being provided by the school.
- ✓ Children must take part in the online meeting in a suitable environment and be appropriately dressed (uniform is not necessary, but they should be fully dressed in clothing that covers top and bottom half of the body).
- ✓ All members of the household must be aware that the meeting is taking place and make sure they are also suitably dressed and use appropriate language and behaviour when nearby or in the background. Teams has a built-in option to use a virtual background - you may feel this is an appropriate feature to turn on.
- ✓ You must make sure you and your child have 'logged off' the call correctly once it is finished - before turning off any devices.
- ✓ You and your child will not try to contact any staff using these online tools outside of the pre-arranged meet ups which will be arranged through Class Dojo. If you need to contact staff for any reason you will do so through Class Dojo as normal.
- ✓ Screenshots, photos or recordings of Teams meetings must not be made and the links must not be shared with others.
- ✓ The chat function must be used appropriately during lesson time to ask and answer questions or to contribute to class discussion. Any comments that are deemed to be inappropriate will be challenged using the school's existing behaviour policy.

We will ensure that:

- ✓ No staff member will contact you or your child using Teams outside of any pre-arranged meetings and if they do need to contact you they will arrange to do so with you using Class Dojo.
- ✓ Teachers will ensure appropriate security settings are in place for the meeting. They will ensure that access is only granted to the expected registered users invited with a password or direct link. Screen sharing, file-sharing, annotation and will be restricted and the chat function will be monitored.
- ✓ Participants will be held in a virtual waiting room while their identity is confirmed. Your Teams account must clearly identify you by name and renaming during the meeting will not be allowed. Participants' audio or video may be muted until appropriate and they may be removed from the room if rules are not being followed.
- ✓ Where 1:1 tuition takes place, parents will be fully informed of the session and will need to verbally agree to the intervention.
- ✓ Teachers will stay in the meeting until everyone has 'logged off' or they will end the meeting for all participants.
- ✓ Teachers and any other adults on the call (or in the background) will use appropriate language / behaviour throughout the call.
- ✓ The "Keeping Everyone Safe" poster will be displayed at the start of every live lesson. Where children are not adhering to the Keeping Everyone Safe rules – they may be asked to leave the lesson.

Keeping Everyone Safe



Sit in front of a blank background



Mute your microphone



Put your hand up to talk



Do not type messages

To be reviewed July 2025