

## **Blended Learning Strategy**

### **Principles**

The Wye Forest Federation's approach to blended learning can be defined by six core principles that have been research-informed and aim to recognise the 'five losses' referred to by Professor Barry Carpenter of routine, structure, friendship, opportunity and freedom.

- 1) Accessibility
- 2) Developing a sense of belonging
- 3) Promoting purposeful dialogue
- 4) Connecting our community
- 5) Delivering the curriculum
- 6) A sequenced approach to learning

### **Accessibility**

At the Wye Forest Federation, we believe that our remote learning policy should be accessible for all of our learners. We appreciate that not all of our families will have access to technology and we should, therefore, provide a range of ways for families to access school and learning. Our preferred way of sharing learning will be through the virtual platforms Seesaw© and Tapestry©. Both platforms provide low bandwidth activities meaning home learning can be accessed on any internet-enabled device, including on mobile phones – using mobile data – in an equitable way. We will also endeavour to work closely with families, parents and carers to provide work in other forms if technology is not easily accessible in the family home. Moving forwards, all staff at the Wye Forest Federation will be supported to use Seesaw© and Tapestry© as our blended learning platform to ensure it is used effectively for all learners.

### **Developing a sense of belonging**

At the Federation, we recognise the importance of developing social and emotional skills within our blended learning approach. Extensive research indicates that a child's ability to learn is directly influenced by their social and emotional state of being. As a result, we have prioritised the importance of learner's sense of belonging through developing: self-awareness, self-regulation, relationship skills and decision-making.

Through our blended learning approach, we will endeavour to replicate those aspects of social and emotional wellbeing which can be taken for granted in face-to-face teaching situations in order to make remote teaching as effective possible. There are many ways in which this can be achieved through remote learning: morning video messages, teacher video demonstrations, personalised phone calls or the teacher simply recording themselves reading a story for their class.

### **Promoting purposeful dialogue**

We believe that the teacher must strive to promote excellent and varied communication with their class. This may include: instructing, guiding, questioning, listening, assessing, advising, reassuring children and providing constructive feedback. To succeed, children must have a strong sense of their teacher's virtual presence.

We recognise that feedback is important in every classroom, but when teaching online, it's another way to establish a personal connection with your learners. Offering constructive feedback regularly helps learners quickly identify behaviours or skills they need to improve and makes them feel like they are part of the learning community. Motivating the learner to persevere and to strive to complete work to a high standard.

### Connecting our community

At the Wye Forest Federation, we greatly value the relationships that we have developed in our schools to establish a strong sense of belonging in our school community. We have regular daily contact with our families and during remote learning we recognise the need to ensure that staff maintain high levels of engagement with our families. It is important, therefore, to consider ways in which we can maintain these relationships during remote/blended learning.

Seeing their teachers and adults from the school community is important for children's sense of belonging, community and well-being. This is highlighted in the Department of Education's most recent guidance for schools on adapting to remote learning.

### Delivering the curriculum

Suggested timetable accessible from seesaw/tapestry at parents' choice. Teachers may vary this example for their classes.

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
9:00 – 9:30 Reading / Phonics	9:00 – 9:30 Reading / Phonics	9:00 – 9:30 Reading / Phonics	9:00 – 9:30 Reading / Phonics	9:00 – 9:30 Reading / Phonics
9:45 – 10:30 Maths	9:45 – 10:30 Maths	9:45 – 10:30 Maths	9:45 – 10:30 Maths	9:45 – 10:30 Maths
11:00-11.15 Spelling  11.30-12.00 Writing	11:00-11.15 Spelling  11.30-12.00 Writing	11:00-11.15 Spelling  11.30-12.00 Writing	11:00-11.15 Spelling  11.30-12.00 Writing	11:00-11.15 Spelling  11.30-12.00 Writing
1:00 – 2:00 Enquiry	1.00-2.00 PE	1.00-2.00 Enquiry	1.00-.2.00 RE	1.00-2.00 Enquiry
2:30 – 3:00 Class book Teams Meeting	Teachers to pre-record reading class book 15mins Collective Worship	Collective Worship	Collective Worship	Collective Worship

Key Stage 1 remote learning should take approximately three hours daily. Key stage 2 pupils should be learning for approximately four hours a day.

Learning provision will include some recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently.

## A sequenced approach to learning

As a federation, we aim to ensure that blended learning mirrors our pedagogical approach of ‘high quality classroom practice’. Learning will be sequential, building upon prior learning in order for learners to have the opportunity to apply skills and embed their understanding. We recognise that learners need to see their remote learning as part of a journey and make links with previously learnt skills and knowledge in order to maximise engagement and understanding. When implementing our blended learning approach includes a range of elements of effective teaching, for example, clear explanation and modelling and scaffolding with supplementary resources where appropriate, to meet the needs of all children. In addition, teachers will provide modelled examples to set expectations and facilitate opportunities for learners to process ideas or ask questions through our virtual platforms. Only when this sequential approach is followed, will learners be expected to apply their skills.

## Implementing the strategy

In response to COVID-19, and in anticipation of the future need for remote learning procedures, the federation has devised a strategic response to three expected scenarios:

Scenario 1: Pupil needs to self-isolate after showing symptoms

Scenario 2: Class bubble needs to close after positive test

Scenario 3: School needs to close in line with local/national response to infection rates.

These guidelines outline the steps the school will take to ensure all pupils who need to learn remotely receive the high-quality curriculum they enjoy in the classroom.

### Scenario 1: Pupil self-isolates after showing symptoms or as a result of being required to self isolate

<b>Curriculum Offer</b>	<b>Safeguarding</b>	<b>Parents</b>
Teachers will upload resources needed for each lesson onto Seesaw/tapestry between 3pm and 6pm each day the child is absent from school to allow parents to see the materials before supporting their child/ren. This will match the learning happening in the class as far as possible. However resources for teaching input may be signposted/linked and may differ to what is being delivered in classrooms.	Children are expected to attend every day if they are well. Parents should contact the school if their child is unwell and unable to attend virtually. Virtual attendance will be monitored and subject to the same procedures as school attendance. Children will submit work throughout the day showing engagement with learning and be present at the team meeting if possible.	If parents are in good health then they are expected to support their child/ren to access the learning and to submit work in response to the outlined expectation. Children may need help to record their work for submission. Eg photos/short videos. We appreciate that this would not be possible if parents are unwell.

**Scenario 2: Class bubbles closes after positive test**

<b>Curriculum Offer</b>	<b>Safeguarding</b>	<b>Parents</b>
<p>Using Seesaw/Tapestry, teachers will upload resources needed for each lesson onto the between 3pm and 6pm the day before to allow parents to see the materials before supporting their child/ren.</p> <p>Key Stage One/Two: Learning will follow a similar timetable to that provided above . The teaching will be delivered to the children through age-appropriate content from a variety of sources. BBC Bitesize, Oak Academy, Literacy Shed, Pobble365 and CanDoMaths can all be used to provide a range of experiences in line with DfE expectations.</p> <p>EYFS: Learning will be delivered via tapestry and will include a suggested timetable and specific activities including phonics, maths and enquiry.</p> <p>Whole school: Lessons may be delivered by a teacher from home and where bandwidth allows, with a pre-recorded video as well as quizzes, worksheets and creative activities where possible.</p> <p>For enquiry lessons, resources will be added to Seesaw/Tapestry and where possible web-links to appropriate support materials will be shared.</p> <p>There will also be scheduled times for teachers to host Teams meetings for the whole class to hear from each other.</p>	<p>Children are expected to attend every day. Parents should contact the school if their child is unwell and unable to attend virtually. Virtual attendance will be monitored and subject to the same procedures as school attendance.</p> <p>Children will submit work throughout the day showing engagement with learning and be present at the team meeting if possible.</p>	<p>Parents are expected to support their child/ren to access the learning and to submit work in response to the outlined expectation. Children may need help to record their work for submission. Eg photos/short videos. Unless someone is unwell.</p>

<p>In the event of a class teacher becoming unwell, regular supply/support staff will be required to ensure continued curriculum delivery if at all possible.</p> <p>No paper packs will be available during the closure of a bubble.</p> <p>Teachers will be available remotely for support, teaching &amp; feedback during the school hours 9am-12pm and 1pm-3pm as long as they remain well.</p>		
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**Scenario Three: School needs to close in line with local/national response to infection rates.**

<b>Curriculum Offer</b>	<b>Safeguarding</b>	<b>Parents</b>
<p>The school's curriculum will be delivered in line with the expectations outlined in scenario two. The school has also decided on the following adjustments required for this scenario:</p> <p>Teachers will be requested to work for their contracted hours, supporting the teaching and learning of key worker and vulnerable children and providing for those children at home.</p> <p>Appropriate bubbles will be formed to accommodate the numbers of key worker and vulnerable children in school.</p> <p>Teachers will be available remotely for support, teaching &amp; feedback at regular intervals during the school hours 9am-12pm and 1pm-3pm.</p> <p>Paper packs will be available for collection from the school reception where requested.</p>	<p>Children are expected to attend 'virtually' every day and are required to register before 10am. Parents should contact the school if their child is unwell and unable to attend virtually. Virtual attendance will be monitored and subject to the same procedures as school attendance.</p> <p>Children will submit work throughout the day showing engagement with learning and be present at the team meeting if possible.</p>	<p>Parents are expected to support their child/ren to access the learning and to submit work in response to the outlined expectation. Children may need help to record their work for submission. Eg photos/short videos</p>