

Park School Teaching Service Blended Learning Policy

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Intent

We have developed a solution, to ensure ALL children can access quality learning in the event of having to stay at home instead of attending on site educational provision.

We would always prefer to see our children in school, but if for any reason they need to stay at home, their education should not suffer as a result.

Our strategy for blended learning continues our motto of Safe, Resilient, Believe, Achieve.

Aims

This Blended Learning Policy aims to:

- Ensure consistency in the approach to blended learning for all pupils who are not in school through use of quality online and offline resources, and teaching videos.
- Provide clear expectations for members of the school community with regards to the delivery of high quality blended learning.
- **Include continuous delivery of the school curriculum, as well as support of motivation, behaviour, health and well-being and parental support.**
- Safeguard students whilst they are unable to attend school.
- To support the reintegration into full time education by removing barriers to learning derived from both medical and **neurological?** circumstances.

This policy applies when:

- A child is absent because they are awaiting test results and the household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal.
- A child is absent because the school is closed and therefore they are unable to attend school.
- A child is absent for any other reason.

Resources to deliver blended learning include:

- Phone calls home by subject teachers to discuss work and give feedback.
- Emails between school teachers and home providing work and feedback.
- Printed learning packs delivered to doorsteps and collected regularly with feedback and next steps given.
- Zoom/Skype/Teams online video lessons.
- Online learning – Mymaths, Oak Academy, BBC Bitesize, Seneca Learning etc. Please see: <https://www.boltonimpacttrust.org.uk/student-resources-2/> for additional websites.
- Wellbeing activity packs to encourage therapeutic activities – cooking, gardening, mindfulness, etc.
- Face to Face visits where appropriate.
- Loan of equipment where necessary.
- Additional stationery provided where necessary.
- Phone calls by mentors to discuss wellbeing and any additional support required.

We are committed to working in close partnership with families and recognises each family is unique and because of this, blended learning will look different for different families in order to suit their individual needs.

Where possible, it is beneficial for young people to maintain a regular and familiar routine.

We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration.

We would encourage rewards when work has been completed.

Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on a case-by-case basis.

Roles and responsibilities

Teachers

When providing blended learning, teachers are responsible for:

- Setting work:
 - Teachers will set work for the pupils in their classes at the **appropriate level of ability?**
 - The work set should follow the usual curriculum for the child, had they been in school, wherever possible.

- Providing feedback on work:
 - Teachers will provide feedback and next steps for all work submitted.
 - Teachers can be emailed during the school day for any help or questions.
 - Feedback can also be provided via Teams and Seneca learning.
 - Parents will be **contacted** weekly to 'check-in' on their child's progress.

- Keeping in touch with pupils who are not in school and their parents:
 - If there is a concern around the level of engagement of a pupil/s parents should be contacted via phone to assess whether school intervention can assist engagement.
 - Any complaints or concerns shared by parents or pupils should be reported to a member of SLT– for any safeguarding concerns, referred immediately to the DSL and recorded on CPOMs.

Learning Mentors

During the school day, learning mentors complete tasks as directed by a member of the SLT/class teacher. They are to assist in 'check-in' phone calls home on a weekly basis.

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the blended learning approach across the school.
- Monitoring the effectiveness of blended learning.

- Monitoring the security of blended learning systems, including data protection and safeguarding consideration.

Designated Safeguarding Lead

The DSL is responsible for managing and dealing with all child protection and safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

Pupils and parents

Staff can expect pupils learning remotely to:

- Complete work to the deadline set by teachers.
- Seek help if they need it, from teachers.
- Alert teachers if they are not able to complete work.

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it.
- Be respectful when making any complaints or concerns known to staff

Governing Board

The governing board is responsible for:

- Monitoring the school's approach to providing blended learning to ensure education remains as high quality as possible.
- Ensuring that staff are certain that blended learning systems are appropriately secure, for both data protection and safeguarding reason.