



Brookland Infant and Nursery School

Blended Learning Policy

Statement of intent

At Brookland Infant and Nursery School we understand the need to continually deliver high quality education, including during periods of remote working – whether for an individual child or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all children have access to the learning resources and support they need to succeed.

Within the ever-changing circumstances we are currently living through, we must be prepared for local lockdowns or individuals and/or classes having to self-isolate for a period of time. In the event of a local lockdown, the school will implement provision for blended learning to ensure children never miss out on education. We will ensure that our curriculum is inclusive and accessible to all. This policy outlines how we will deliver blended learning education during the ongoing pandemic.

Through the implementation of this policy, we aim to address the key concerns associated with remote working, such as online safety, access to educational resources, data protection, and safeguarding.

This policy describes how the school will deliver remote learning the understanding that in extreme circumstance, such as staff members being ill, adjustment may be necessary.

This policy aims to:

- Minimise the disruption to children’s education and the delivery of the curriculum.
- Ensure provision is in place so that all children have access to high quality learning resources.
- Protect children from the risks associated with using devices connected to the internet.
- Ensure staff, parent, and children’s data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all children have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.

What is blended learning?

Blended learning is an approach to education that combines online educational materials and opportunities for interaction online with traditional class-based classroom methods. It allows children to learn from home and keep in line with their peers. We use Google Classroom as our online learning platform. All children have been assigned individual log in details. We aim to implement blended learning from the child’s second day of absence:

This plan will be applied in the following instances:

- A child isolating after testing positive provided they are asymptomatic and well enough to learn.
- A child isolating following a positive test of a family member in their household.

- A year group bubble having to self-isolate after advice from government/public health.
- The whole school isolating in the event of a localised or institutional lockdown following government/public health advice.

Blended learning is not available to:

- Children quarantining following travel.
- Children awaiting test results or children with family members awaiting test results, unless this becomes an extended period.
- Children whose families have chosen not to attend school due to personal perception of risk whilst schools remain open.

The school and class teachers will still be available to signpost parents and children who are not eligible for remote learning to resources they can access in order to continue their learning. E.g. a pack of worksheets via the school website <https://brookland-infant-and-nursery-school.secure-primariesite.net/corona-virus-information/> or the Oak National Academy <https://www.thenational.academy/>.

The policy complies with the expectations and principles outlined in the DFE document “Guidance for Full Opening of Schools”. The learning that will be provided will be high quality, safe and will align as closely as possible with in-school provision. Teachers will plan for blended learning alongside their in-class plans to ensure children are able to master the curriculum and make progress.

Roles and responsibilities

The governing board is responsible for:

- Evaluating the effectiveness of the school’s blended learning arrangements.

The Headteacher is responsible for:

- Ensuring that staff, parents and children adhere to the relevant policies at all times.
- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with blended learning.
- Ensuring that there are arrangements in place for monitoring incidents associated with blended learning.
- Overseeing that the school has the resources necessary to action the procedures in this policy.
- Arranging any additional training staff may require to support children during the period of remote learning.
- Conducting reviews on a half termly basis of the blended learning arrangements to ensure children’s education does not suffer.

The Designated Safeguarding Lead is responsible for:

- Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes, in collaboration with the Headteacher, computing lead and ICT Support Company.
- Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with blended learning.
- Ensuring that children identified as being at risk are provided with necessary information and instruction, as required.
- Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.

- Overseeing that all school-owned electronic devices used for blended learning have adequate anti-virus software and malware protection.
- Ensuring all staff, parents, and children are aware of the data protection principles outlined in the GDPR.
- Ensuring that all computer programs used for blended learning are compliant with the GDPR and the Data Protection Act 2018.
- Attending and arranging, where necessary, any safeguarding meetings that occur during the blended learning period.
- Liaising with the ICT support company and Computing Lead ensure that all technology used for blended learning is suitable for its purpose and will protect children online.
- Identifying vulnerable children who may be at risk with the blended learning approach.
- Ensuring that child protection plans are enforced while the child is learning remotely, and liaising with other organisations to make alternate arrangements for children who are at a high risk, where required.
- Identifying the level of support or intervention required while children access blended learning and ensuring appropriate measures are in place.
- Liaising with relevant individuals to ensure vulnerable children receive the support required during the period of blended working. Ensuring all safeguarding incidents are recorded and reported.

The Inclusion Leader is responsible for:

- Liaising with the ICT Support Company and Computing Leader to ensure that the technology used for blended learning is accessible to all children and that reasonable adjustments are made where required.
- Ensuring that children with an EHCP continue to have their needs met while learning from home, and liaising with the Headteacher and other organisations to make any alternate arrangements for children with an EHCP or Support Plans.
- Identifying the level of support or intervention that is required while children with SEND learn from home.
- Ensuring that the provision put in place for children with SEND is monitored for effectiveness throughout the duration of the remote learning period.

The Computing Leader is responsible for:

- Overseeing that any ICT equipment used for remote learning is resilient and can efficiently recover lost data.
- Arranging the procurement of any equipment or technology required for staff to teach remotely and for children to learn from home.
- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all blended working arrangements.
- Ensuring that all school-owned devices used for blended learning have suitable anti-virus software installed, have a secure connection, can recover lost work, and allow for audio and visual material to be recorded, where required.
- Ensuring that any programs or networks used for blended learning can effectively support a large number of users at one time, where required, e.g. undertaking 'stress' testing.
- Working with the Inclusion Leader, Pupil Premium Lead and Headteacher to ensure that the equipment and technology used for blended remotely is accessible to all children and staff.

Staff members are responsible for:

- Adhering to this policy at all times during periods of blended learning.
- Reporting any health and safety incidents to the DSL and asking for guidance as appropriate.

- Reporting any safeguarding incidents to the DSL and asking for guidance as appropriate.
- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about blended learning, to the Headteacher.
- Reporting any defects on school-owned equipment used for remote learning to the Computing Lead.
- Adhering to the Staff Code of Conduct and the Staff Acceptable Use Policy at all times.
- Ensuring that the provision and planning put in place are accessible for children with SEND and is effective throughout the duration of the remote learning period.

Parents are responsible for:

- Adhering to this policy at all times during periods of blended learning.
- Supporting children with independent learning at home.
- Ensuring their child completes the blended learning activities set for them is completed on time and to the best of their child's ability.
- Reporting any technical issues to the school as soon as possible.
- Ensuring that their child has access to blended learning material
- Ensuring their child uses the equipment and technology used for blended learning as intended.
- Ensuring their child follows the Pupil Computing Acceptable Use Policy

Children are responsible for:

- Adhering to this policy and behaviour policy at all times during periods of blended learning.
- Following the Acceptable Use Policy at all times
- Ensuring they are available to learn from home during school hours and that their schoolwork is completed on time and to the best of their ability.
- Reporting any technical issues to their teacher as soon as possible.
- Ensuring they have access to blended learning material and notifying a responsible adult if they do not have access.
- Notifying a responsible adult if they are feeling unwell or are unable to complete the schoolwork they have been set.
- Ensuring they use any equipment and technology for remote learning as intended.

What will blended learning look like?

- If a class or year group needs to self-isolate for a period of time this is what blended learning will look like:

Google Classroom was chosen as our online learning platform as it is easy to access, it is safe and accessible from a variety of devices. Each week, as teachers plan for the learning in class, they will consider the key areas of learning for reading, writing, phonics, maths, foundation subject areas including a physical activity suggestion. This is designed so that all children have access to a broad and balanced curriculum. The ideas will be varied and stimulating including a combination of teacher videos, practical tasks, links to other websites, and worksheets. Blended learning tasks will be posted onto Google Classroom and will be accessible every morning in Reception, Year 1 and Year 2 for that day with the expectation if the children are well to complete the tasks and post their learning onto Google Classroom by the Friday of that week. For Nursery there will be a weekly overview posted on Google Classroom explaining the weekly tasks. In addition to this there will also be daily videos posted to support phonics in Reception. The ideas will be varied and stimulating including a combination of teacher videos, practical tasks, links to other websites, and worksheets. The whole school has access to this platform. Telephone support will be offered to those members of the community who are unsure how to use it. We recognise that home learning requires a level of

parental support for children of infant school age. In Nursery and Reception we are setting an expectation that at least 2-3 examples of learning are uploaded onto Google Classroom every week. For Key Stage 1, we are placing an expectation of at least one example of learning is posted daily onto Google classroom. This may be anecdotal, photographic or uploaded worksheets or photographs of the worksheets. If requested School will provide paper pack versions of the home learning that can either be delivered to families or collected from school if safe to do so. We can also arrange for devices such as school iPads or laptops to be loaned out to families during school closures to support access to our blended learning offer. This can be arranged by contacting the school office. Please phone to make arrangements for collection of paper packs or devices. Please note that if you have symptoms of COVID-19 you must not come to the school.

Children will be expected to log in every morning via Google Meet at an agreed time with their class teacher to register for the day. During this 15 minute meeting the class teacher will outline the days learning and quickly recap on previous days learning. Children will also be able to take part in two live Google Meet sessions each week: one with their class teacher and one with either the Headteacher, Deputy Headteacher or Inclusion Leader. Please refer to the Google Meet Home-School Agreement for the guidelines. Children from Reception to Year 2 will also use Bug Club to access reading books matched by their class teacher to their ability as a resource to support their reading progress.

If after a week there has been no communication on Google Classroom or by phone in the case of families with packs, then the family will receive a phone call from the class teacher or member of SMT to establish if further support is needed. If communication does not commence, a phone call from our DSL will follow.

- If an individual child needs to self-isolate for a period of time this is what blended learning will look like: The class teacher will upload suggested activities linked to the weekly topic and maths plans that will be taught in class that week.

Marking and feedback

We know how important it is for the children in our school to remain motivated and engaged with their learning during this time of uncertainty and partial school closures. We recognise the impact feedback has on contributing to the continued wellbeing of the children particularly in light of the absence of 'face to face' learning with their teacher.

There is an expectation that teachers maintain regular contact with the children in their class through phone calls, private comments and feedback about work on Google Classroom and messages sent out to the class as a whole. However, we must be mindful about the amount of time spent on this. Feedback and marking practice should always be manageable for teachers and not distract them from other learning-related activities such as planning the lessons and recording the video inputs. We do not expect teachers to replicate the level of feedback that children would typically be given during typical classroom teaching and learning as unfortunately this is not possible.

KS1 Staff:

The expectations are:

- Detailed feedback – (typed or a voice comment) provided once a week for every child for a Maths and Topic task. The 'voice notes' on children's work can be the deep mark so that children can hear their teacher's voice giving them specific, personalised feedback.
- Acknowledgement of work that is uploaded (in addition to the deep marked piece) from any subject, with a "well done, lovely work".
- Daily Google Meet registration session to ensure children are ready for the learning set out for that day. This is also to ensure all children are engaging with the learning.
- 2 live Google Meet a week – story time and a chance to catch up

- Phone calls home to the children who are identified as not engaging with the home learning activities set on Google Classroom.

FS Staff:

The expectations are:

- Detailed feedback – (typed or a voice comment) provided once a week for every child for 2 tasks. The 'voice notes' on children's work can be the deep mark so that children can hear their teacher's voice giving them specific, personalised feedback.
- Acknowledgement of at least 2 pieces of work/photos handed in (in addition to the detailed feedback) with a "well done, lovely work".
- Daily Google Meet registration session to ensure children are ready for the learning set out for that day. This is also to ensure all children are engaging with the learning.
- 2 live Google Meet a week – story time and a chance to catch up
- Phone calls home to the children who are identified as not engaging with the home learning activities set on Google Classroom.

Parent Expectations

- Children's work that is handed in will be commented on as outlined above. However, please recognise that it is not possible for this feedback or acknowledgement to be instant or guaranteed to be on the same day as the work was set due to staff work commitments in school and/or at home. Please continue to comment on your child's work as staff read all the comments even if they don't comment back on all the work. This gives staff a good indication how the children got on with the work and will adjust the planning accordingly for the following week.

Teachers can communicate privately with children only to acknowledge and comment on their work and the children can comment back if they wish to do so. Questions related to the work or academic progress in general will not be answered via the private comment function, but should be emailed to the school office for the attention of the class teacher.

Safeguarding

This section of the policy will be enacted in conjunction with the school's Child Protection and Safeguarding Policy, which has been updated to include safeguarding procedures in relation to remote working.

- The DSL and Headteacher will identify 'vulnerable' children (children who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of blended learning.
- The DSL will arrange for regular contact to be made with vulnerable children, prior to the period of remote learning.
- Phone calls made to vulnerable children will be made using school phones where possible.
- The DSL will arrange for regular contact with vulnerable children once per week at minimum, with additional contact, including home visits, arranged where required.
- The DSL will keep in contact with vulnerable children's social workers or other care professionals during the period of remote working, as required.
- The DSL will meet (in person or virtually) with the relevant members of staff once per week to discuss new and current safeguarding arrangements for vulnerable children who are learning from home.
- All members of staff will report any safeguarding concerns to the DSL immediately.
- Children and their parents will be encouraged to contact the DSL if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying. The school will also signpost families to the practical support that is available for reporting these concerns.

Any home visits must:

- Have at least one suitably trained individual present.
- Be undertaken by no fewer than two members of staff.
- Be suitably recorded on paper and the records stored so that the DSL has access to them.
- Actively involve the child
- Keep up high levels of health and safety in order to minimise risk of transmission (e.g. social distancing, masks)

Any intentional breach of confidentiality will be dealt with in accordance with the school's Behaviour Policy

This policy must be read in conjunction with the following school policies:

- **Child Protection and Safeguarding Policy**
- **Special Educational Needs and Disabilities (SEND) Policy**
- **Behaviour Policy**
- **Accessibility Policy**
- **Marking and Feedback Policy**
- **Curriculum Policy**
- **Assessment Policy**
- **Online Safety Policy**
- **Health and Safety Policy**
- **Attendance Policy**
- **ICT Acceptable Use Policy Pupils and Staff**
- **Staff Code of Conduct**
- **GDPR Data Protection Policy**
- **Google Meet Home – School Agreement**