



# 'Learning and Growing Together'

## *Blended Learning Strategy*

September 2020

Ratified by Governors 21<sup>st</sup> September 2020

Reviewed January 2021

It is the intention of St Oswald's to have a clear Blended Learning Strategy which supports pupils' learning, giving them access to high quality remote educational resources and face to face contact with teaching staff

### **What will our Blended Learning Approach look like?**

At St Oswald's we are acutely conscious of the pressures on pupils, teachers, and families to access learning and provide learning through different mediums. The access and reliability to secure internet connection varies across the school building and across households. We are also aware that if families or bubbles go into Lockdown then there may be pressure when sharing hardware.

- There will be no 'live' lessons. Instead power points, pre recorded videos/explanations will be put on the portal.
- Set learning objectives and assignments which are reflective of our normal curriculum and that are meaningful, ambitious and cover a wide cross section of subjects and follow the learning sequence
- Teachers will indicate what tasks need to be submitted and by when.
- Google Classrooms will allow the child and the teacher to communicate via the blog in a secure way.

## How will we achieve this?

In Key Stage 1; 3 hours of Learning will be added to the portal. (We are aware that some pupils may complete this more quickly than others) In Key Stage 2; 4 hours of remote learning will be added to the portal.

How will we deliver?	What will this look like?	What resources will we need?	How will teachers provide feedback and check the work?	Cost
G Suite Google Classrooms	Work is posted by the teacher. Children can then send work back in for feedback from the teacher	CPD from CBC computers for staff. You Tube channels support. Parent guide for children.	Work will be sent in via G Suite within 24 hours for staff to monitor and check. Feedback will be given within 24 hours of the work being sent in.	Grant received for £1500 to set this up And CPD
Videos provided by the teacher which will provide frequent , clear explanations of new content.	Short 10 minute videos of learning can be posted- either via G suite or the website or sign posting to videos  Use of White Rose Maths teaching videos.	Time and video recording equipment	Work needs to be posted via G Suite in order for staff to give feedback. The preferable way is within google docs.	Done within the school day/time. No cost- done using phones or iPad to record.

	Use of Oak Academy videos where appropriate.  Use of			
MS Teams/Google Meet (When in full lockdown)	A chance to have a socialisation time on line	MS Teams/ Google Meet, Computer Staff meeting CPD to recap what to do.	This is an opportunity for teachers to check on pupils well-being twice a week.	none
SPAG.com	Children are signposted to complete assessments following learning	Staff and Pupil Access to SPAG.com	Teachers can access PSAG.com and see what the pupils are completing	Cost of license How much?
Phonics Play	Children are signposted to complete activities	Staff and Pupil Access to phonics play		Cost of license How much?
BBC Bite size	Children are signposted to listen to information to gain further knowledge	Staff and Pupil Access to Internet		No cost
Oak Academy	Online lessons can be used to support the curriculum being delivered	Staff and Pupil Access to the internet		No cost
TT Rock stars	Children have their own log in and can sign in	Staff and pupil access the site		Cost of the license

### What will we be teaching?

We will be following our curriculum as planned. We will be teaching the same curriculum in school wherever possible and appropriate. At times we will need to make some adaptations in some subjects. (i.e.) the play based curriculum in EYFS will need adapting as not all parents have access to the same resources or Science experiments we may normally carry out in school may need adapting as parents may not have the resources readily available.

### **What do we need to consider?**

*What if our pupils do not have access to technology?*

If our pupils do not have access to technology, we have already requested information to ascertain who needs improved internet access. They will then be provided with support to gain improve internet access via the Local Authority.

Google classrooms can be accessed via an android tablet, phone, laptop, PC, etc.

If our pupils struggle or are unable to access learning via technology, we will first provide all the links via email and then provide them with learning packs to complete and return to school.

### **How do we support parents in this process?**

A parent's guide has been published to support their child accessing 'Google Classrooms'. This will be emailed out to all families and is available on the school website. <https://www.stoswaldsschool.co.uk/news-and-updates/covid-19/>

The learning will have clear objectives and clear success criteria for the child and the parent so that they know what the outcome should be. The parent or child will then upload their work using a lap top, smart device in a jpeg (picture) word, power point or PDF format in order for the teacher to monitor the outcomes and the learning taking place and then the teacher will be able to give feedback.

## Engagement; What if pupils do not access the work via G suite or paper copies?

Using G Suite teachers will have a greater capacity to monitor the work each child is completing at home and give them feedback. If pupils are not completing online learning then teachers will contact the parent to ask what help they require, to ascertain why the children are not completing the online learning.

## What will Blended Learning look like across the school?

EYFS	Key Stage 1 (3 hours of learning)	Key Stage 2 (4 hours of learning)
<p>Play based curriculum with clear opportunities for focused guided play supplemented by specific learning objectives with clear learning outcomes.</p> <p>This will be posted on Google Classrooms. Phonics videos created to support Early Reading by the class teacher will be available</p>	<p>Year 1- a Play based curriculum with clear opportunities for focused guided play supplemented by specific learning objectives with clear learning outcomes</p> <p>Year 2- following the normal timetable and sequence of lessons via Google classroom.</p> <p>Videos to support Phonics, Early Reading and SPAG will be put on the Google Classroom platform</p>	<p>Following the normal timetable and sequence of lessons via Google classroom</p>
Sign posted to specific websites	Sign posted to specific websites	Sign posted to specific websites
X2 weekly sessions of well-being drop ins (1 morning a week, 1 afternoon a week)	X2 weekly sessions of well-being drop ins (1 morning a week, 1 afternoon a week)	X2 weekly sessions of well-being drop ins (1 morning a week, 1 afternoon a week)
Children will be heard to read twice a week.	Children will be heard to read twice a week.	Target Reading- children who are target readers will be heard read weekly. Pupils who are not will be heard to read once over the 6 weeks but will have inference work planned for them
		The Reading Text linked to the topic has been sent home to all pupils so that they are able to access the reading lessons and the topic work.

		CPG Homework books have gone home to all the pupils so they can continue to access the homework
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### **Assessment; How will we assess pupils work?**

Feedback will be provided to pupils on work completed. This doesn't necessarily mean extensive written comments- Assessment can be through quizzes, written work showing next steps, general ticks or dots to show if an answer is right or wrong.

Marking will be done 24 hours after work has been completed. If a child sends in their work after the 24 hour period then it will not be marked.

### **How we will support SEND pupils?**

The individual SENTA's will support pupils who have an EHC plan and the class teacher will support those who are School Action and School Action plus.

Pupils with EHC plans and GRIPS will be invited to come into school. Pupils who don't then TA's will support their needs via Google Meet.

The SSSen support teachers will also meet virtually with the pupils one a week to work on the child's IEP targets.

### **Who will lead Key Worker Bubbles?**

In the event of going into a second lockdown and the home learning received being taught via an e-learning platform- namely Google Classrooms. The class teacher will remain in their own classroom space and have the specific Key worker children of the year group they teach. TA's are allocated to each class and support the teachers to lead learning, listen to readers via google classrooms, etc..