



# SUMMERHILL INFANT SCHOOL

*Inspiring, nurturing and supporting each child, every day to develop citizens for the future. Our School lays the foundation for a lifetime love of learning*



## BLENDED AND DISTANCE LEARNING

### Document Summary

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<b>On School Website?</b>	Yes

### Amendment History

Version	Amendment Date	Pg Num	Amendment Summary
1.0	01.03.23	1	Add safeguarding strapline
2.0	12.01.25	1	Review dates
2.0	12.01.25	1	Rewrite information about Covid-19 pandemic in past tense.
2.0	12.01.25	3	Removal of INSET date in section B.

*This policy has regard for the Safeguarding duty placed on Summerhill Infant School to protect the safety and mental and physical well-being of all pupils and Staff. This policy should also be read with our Public sector Equality Duty.*

### 1. Purpose and Introduction

#### **Background:**

The COVID-19 pandemic was unprecedented and unplanned for. It brought about challenges for teaching and learning which predominantly took place in large classrooms, under the instruction of teachers, within a highly structured day. There was a legal requirement to ensure a more consistent, formal and structured approach to blended and distance learning in the event of Lockdowns of school or for pupils that needed to self-isolate.

All schools should consider, a blend of 'in school' and 'out of school' learning driven by a single curriculum: learners should not expect or experience two parallel curriculums, but



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practitioners will need to think how learning outside the classroom supports the valuable and limited contact time.

## **Statement of Intent:**

This policy will outline the types and methods of blended learning; provide guidance on the approach to blended learning that should be taken by Staff, Pupils and Parents/Carers; and, aim to ensure consistency of approach across all year groups. Consequently, Summerhill Infant School will continue to provide engaging, exciting and challenging learning opportunities, both in school and at home, which result in ambitious, capable learners, committed to lifelong learning. Additionally, the well-being of pupils and staff is a significant consideration; it is recognised that learning can give a sense of purpose and achievement which is good for mental well-being. The policy aims to ensure a seamless and efficient blend of in-school and 'at home' learning, thus allowing pupils to make progress while staff workload remains manageable.

## **Definition of Blended Learning:**

"At its simplest, blended learning is the thoughtful integration of classroom face-to-face learning experiences with online learning experiences." [Garrison and Kanuka, 2004]. We believe this means that time spent learning in the classroom will introduce key concepts, new content and skills; address misconceptions; answer questions; and, set clear expectations and guidelines for the work to be completed at home. However, it should be noted that the learning that takes place at home will take a variety of forms and will not be restricted to online provision.

## **2. Scope**

This policy applies to all teaching, and learning support staff at Summerhill Infant School.

## **3. Guidance**

### **Types of Blended Learning:**

#### **A. Face-to-Face Time with Pupils**

This is the most traditional form of teaching and learning. It is a 'teacher-centred' method of education and takes place in school, in person. Pupils benefit from increased levels of interaction with their peers, as well as with their teacher, and are allowed the opportunity to form meaningful relationships with fellow pupils. In face-to-face learning, students are held accountable for their progress at the specific time the lesson is taking place, for example, through the use of AfL techniques.



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## **B. Flipped Learning**

In the traditional approach to teaching and learning the teacher is the primary source of information. By contrast, the flipped learning model deliberately shifts instruction to a pupil centred approach, where in class time is dedicated to: exploring topics in greater depth; introducing complex concepts; answering questions; addressing misconceptions; setting clear expectations around work to be completed at home (online or paper based); and, creating rich learning opportunities. As a result, pupils are actively involved in knowledge construction as they participate in and evaluate their learning in a manner that is personally meaningful.

## **C. Online Learning**

The School's platform for sharing online resources and setting work will be Google Classroom. Pupils will also be able return/submit completed tasks through this platforms. It is recognised that a considerable amount of engaging and effective work can be set through platforms such as YouTube. The continued safe use of these platforms is consistent with this policy and to be encouraged. For consistency all resources and links associated with the work on alternative platforms should be posted on Google Classroom.

### I. Asynchronous Learning

Asynchronous learning is learning that doesn't necessarily happen at the same time for the teacher and the pupils. There is no real-time interaction; the learning resources are created and made available for pupils to use later on. The main features of asynchronous learning are:

- resources and activities delivered online, e.g. through Google Classroom;
- recorded lessons/video instruction/podcasts;
- flipped learning - pupils engage with material before discussions in class.

### II. Synchronous Learning

Synchronous learning is teaching and learning that happens where the teacher is present at the same time as the pupils, meaning that there is real-time interaction between them. The main features of synchronous learning are:

- live, streamed lessons (see information below)\*.

*\*The School Teachers' Terms and Conditions Document 2019, and other important legislative policies and procedures, do not currently provide a sufficiently robust framework for these types of lessons to be considered in the best interests of staff and pupils. Therefore, currently teachers are not expected to deliver live, streamed lessons until appropriate policy, legislation, secure technical hardware and software is available. Appropriate consultation with teachers and Unions will also need to take place at a local and national level before any change to the School's position is considered.*

- live online/ telephone pastoral/achievement team check in sessions.

## **D. Hard Copy Physical Resources**

Research shows that engagement improves with access to Hard Copy resources such as work books. This is likely due to the fact that using paper, in their learning at home, most



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closely replicates what the learning process is like in school. We believe hard copy physical resources should include:

- exercise books;
- textbooks;
- reading books;
- resources needed for projects, games and activities, for example, music, art, D&T, etc.

## **E. Methods of Blended Learning**

The Education Endowment Foundation recommends the following metacognitive methods to enhance learning:

Activate - Prompting pupils to think about what they have learnt previously, that will help them with their next steps.

Explain - Explicitly teaching strategies to pupils and helping them decide when to use them.

Practise - Pupils practicing strategies and skills repeatedly, to develop independence.

Reflect - Pupils reflecting on what they have learnt after they have completed a piece of work. Review - Revisiting previous learning after a gap.

A planning framework is available here:

<https://educationendowmentfoundation.org.uk/covid-19resources/support-resources-for-schools/#closeSign up Responsibilities>

## **4. Individuals Responsibilities/Leadership**

### **The role of the Senior Leadership Team is to:**

- develop, monitor and evaluate the whole school strategy for blended and distance learning;
- communicate with, and provide support to, departments, staff, pupils and parents, to ensure effective implementation of blended and distance learning;
- provide opportunities for appropriate CPD training to ensure that staff are able to deliver blended and distance learning effectively;
- ensure accountability of the blended and distance learning process, through year group's self -evaluation.
- (INCO) provide timely responses and support to Pupils, Parents/Carers, and year group requests regarding achievement and wellbeing issues.

### **The role of the Year Group Leader/Subject Leader is to:**

- lead and support classes in the design and development of high quality blended and distance learning experiences for pupils, by ensuring that year group plans are fit for purpose and audience;



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- monitor and evaluate the provision of blended and distance learning, through year group self-evaluation;
- communicate with pupils and parents, *as appropriate*, as per the Behaviour Policy, to ensure engagement and progress with the blended and distance learning experience;
- disseminate excellent practice amongst colleagues, both formally and informally.

## **Blended Learning Team**

### **The role of the Year Group Team is to:**

- research, trial and develop excellent practice and new innovation, using varied strategies for blended and distance learning; and informally;
- trial and implement strategies to: improve the quality of blended and distance learning; share good practice; develop ideas; and, reflect on teaching and learning;
- work towards helping to create a **proactive** school culture where the quality of blended and distance learning is openly observed, discussed, challenged and enhanced within a supportive and non-judgmental environment;

## **Teachers**

### **The role of the teacher is to:**

- continue to strive to deliver consistently excellent lessons in accordance with the Teaching & Learning policy;
- engage with CPD training to ensure proficiency in delivering effective blended and distance learning;
- collaborate with colleagues to design and develop high-quality blended and distance learning experiences for pupils, in accordance with year group medium term plans;
- plan and deliver blended and distance learning experiences for all pupils, including those with additional learning needs, taking into account Individual Educational Plans (IEP) and ensuring that pupils' needs are fully catered for;
- communicate with, and provide timely feedback to, pupils in line with the Marking and Feedback Policy;
- carefully monitor pupils' work completion and deadline compliance;
- communicate with pupils and parents, *as appropriate*, as per the Behaviour Policy, to ensure engagement and progress with the blended and distance learning experience.

**Teachers will not be able to respond to multiple requests for assistance.** Questions can be asked of the teacher via Google Classroom, but the expectation of an immediate response



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should be lowered. If unsure about what to do with a task, pupils should be encouraged to: read questions and instructions carefully; research the answer to the question; or, collaborate with a friend/another pupil/classmate.

## Teaching Assistant Support Staff

### **The role of Teaching Assistant staff is to:**

- provide support and assistance to year groups and teachers
- assist with implementation of pupils' Individual Educational Plans so that their needs are fully catered for through blended and distance learning.

## Support Staff

### **The role of support staff is to:**

- (Office Staff) provide timely responses and support to Pupils, Parents/Carers, and year group requests regarding technology issues;

## Pupils

### **Pupils should (with Parental Support):**

- dedicate appropriate time to distance learning, in order to complete the tasks set by the due date;
- check Google Classroom for information on tasks, assignments and resources daily, throughout the school week;
- identify a comfortable and quiet space to study/learn;
- engage in all learning set using our 6 Learning Behaviours;
- submit all tasks and assignments in accordance with provided timelines and/or due dates;
- appreciate that when working at home, teachers will be delivering lessons every day at school.

## Parents/Carers

### **Parents/Carers should support their child/ren in their learning by:**

- providing an environment conducive to learning;
- engaging in conversations about resources, tasks and assignments provided/posted;
- monitoring time spent engaging in online and offline learning;
- helping to provide emotional balance through ensuring ample room and time for reflection, physical activity, conversation, rest and play

## 5. General Guidelines and Expectations



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***The Education Endowment Foundation, in its report on distance learning during school closure, highlights the following:***

1. Teaching quality is more important than how lessons are delivered;
2. Ensuring access to technology is **key**, particularly for **disadvantaged pupils**;
3. Peer interactions can provide motivation and improve learning outcomes;
4. Supporting pupils to work independently can improve learning outcomes.

***Therefore, it is important that everything put in place meets the four guidelines referenced above and that we have clear expectations for blended learning.***

**Expectations:**

- Establish a Google Classroom for each individual class and ensure it is used in the most effective and efficient way, for example, using the 'Classwork' tab to set tasks, rather than the 'Stream' tab. The effective use of the Google Classroom is the responsibility of the class teacher;
- Ensure that the label of the task clearly identifies the subject so that pupils can understand what is expected of them;
- Recognise the need for one 'work stream' - the work completed during face-to-face learning will complement and consolidate the work completed by pupils remotely, and vice versa;
- Consider and plan for the 'work stream' to be completed, anticipating likely questions and problems that pupils may encounter;
- Ensure face-to-face learning incorporates: - the introduction of new concepts; - the explanation of difficult concepts; - problem solving; - explicit teaching of new skills; - tasks that complement and consolidate the learning that takes place at home; - interactive discussion; - practical (as/when appropriate); - the use of class time to personalise learning.
- Ensure 'at home' learning incorporates:
  - tasks that complement and consolidate the learning that takes place in the classroom;
  - tasks that pupils can complete to enhance learning that takes place in the classroom, for example, research of/reading about a new topic to be introduced;
  - tasks that allow pupils to practise new skills learnt during face-to-face time in school;
  - note-taking, summarising and formation of questions in preparation for face-to-face time in school.
- 'Chunk' work that is to be completed. Masses of content should not simply be 'dropped' into Google Classroom with a completion date. Teachers will consider learning objectives for periods of 1 week and ensure that all tasks to be completed (both in school and at home) allow pupils to meet these objectives;



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- Clearly communicate learning objectives, for each week period of work, to pupils so that they know exactly what is expected of them and what they will be doing in school and at home;
- Make deadlines for work completion clear to pupils. Make explicit the method of how pupils can submit completed written work (e.g. during face to face lessons on paper/ books, by uploading to Google Classroom etc.);
- Provide clear instructions for how the work set can be completed. These instructions can be delivered during the face-to-face time with pupils but should also be available for pupils to access at home, either by uploading them to Google Classroom or by including them in the paper resources provided;
- Consider how videos/podcasts can be used effectively to supplement, complement, and assist with the completion of, work set.

## **Marking, feedback and assessment**

In line with the Marking and Feedback Policy, not all submitted written work needs to be quality marked in detail by the teacher; however, it is important that work completion is tracked so that pupils who are not engaging with the work set can be appropriately supported. It is important to remember that feedback is considered so that learning, rather than simply provision, is taking place. The nature of marking and feedback given will depend on the type of work completed and the method of submission.

## **Engagement**

For a blended learning approach to be effective, it is of critical importance that all pupils engage with the process. Therefore, pupils must have a secure understanding of what they have to do and by when. Differentiation, a comprehensive overview and clear instruction will be of critical importance, to enable pupils to balance work completed in school and at home.

It needs to be made clear to pupils that work is not “optional” and we expect tasks to be completed. Clear deadlines should be set to give pupils an explicit understanding of what is required, by when.

If pupils do not engage appropriately, our normal procedures, will apply.

However, we must recognise that pupils may be having difficulty in adapting to the new way of working or are struggling with barriers to learning, e.g. lack of space to work at home; unreliable broadband or limited ICT provision; etc. Therefore, it is important to try and establish what these barriers are and how we might help to remove them. Established lines of referral (INCO - Class Teacher – Year Group Leader - Head) should be used as necessary. Communication with pupils in school and with Parents/Carers at home will be an important way of addressing these issues.

If a pupil still fails to engage, then the following procedures will be followed:

## **Training**



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To ensure that pupils can make the most of blended and distance learning, they may require training and support on:

- the effective use of Google Classroom: - how to navigate the Classroom; - how to submit work; - how to keep track of tasks/assignments.

**To ensure that teachers can proficiently deliver blended and distance learning experiences, they may require training and support on:**

- how to ensure the Classroom is the main source of setting and receiving work;
- how to organise Google Classroom and, in particular, classwork into categories;
- how to submit a photograph of their work rather than upload a 'Word' document within Google Classroom;
- how to create a quiz/assignment on Google forms;
- creating and embedding podcasts and video clips into tasks;
- use of hyperlinks to bring pupils from tasks to necessary documents.

**Teachers may use time not spent teaching to:**

- source/create podcasts/videos relevant to SoWs for use when pupils are working at home;

## **6. Content and Timing**

If in-school capacity is less than 100%, the following guidance should apply. Research indicates that pupils cannot be expected to replicate the school day when learning at home; therefore, it is unrealistic to expect pupils to engage in five hours of independent work per day that they are at home. However, in order to ensure that pupils gain maximum benefit from the blended learning experience, teachers should set tasks that allow for the lesson objectives to be met; the course content to be completed; and, the time spent learning in school to be as productive as possible.

## **3. Monitoring and review**

Subject leaders and Year Group Leaders will monitor and evaluate the provision of blended and distance learning in their areas through established monitoring and quality assurance procedures.

Members of the Year Group Team will monitor, evaluate and review the policy, initially on a monthly basis.