

The Hundred of Hoo Academy

Primary

Blended Learning 2020/2021



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Introduction

During the school closures in response to the coronavirus (COVID-19) outbreak in the UK, schools found they had to quickly adapt to providing pupils with learning opportunities they could access from home. Over the course of the subsequent lockdown period, school leaders and teachers had to develop systems for delivering home learning to their pupils for a significant amount of time. Now that schools have reopened to all pupils and classroom learning is returning largely to 'normal', it is more important than ever to have a plan in place to support any potential home learning for classes, year groups or the whole school, should a need to isolate or close again happen during the ongoing pandemic.

To be fully prepared in the event of future closures, partial closures or isolation of bubbles, The Hundred of Hoo Primary Academy has carefully considered, consulted on and developed this document for blended learning. The overarching goal is to enable pupils to access high-quality teaching and learning even when they are unable to attend school. The strategy outlines how teachers and other school staff will work to provide blended learning, whether they are delivering blended learning through the provision of both in-school and online lessons, or only accessing online home learning.

What is blended learning?

Blended learning is the **blend** of learning both in the **physical classroom** and the **virtual classroom**. It encompasses the good practice of utilising technology and digital platforms in the well established teaching and learning cycle. The whole learning community are active participants in blended learning. Authentic blended learning isn't as simple as facilitating what we do at school to be simply replicated at home. It is an ethos and a culture where traditional teaching methods are interchangeable with digital methods therefore becoming routine and habitual for our learning community.

Why is blended learning important?

Blended learning is vital to ensure that we are preparing our pupils to become conscious, effective and competent digital citizens. They are able to make informed and appropriate decisions when utilising digitised and technology-based options to enhance their learning experiences. It will give them the necessary tools and skills to make best use of digital learning should they be in the position to have to learn remotely from their physical classroom.

Aims of the blended learning strategy

The aims of this strategy are in line with current government guidance on schools reopening from September 2020. The specific aims are:

- to plan and outline how and when the blended learning strategy will be implemented in The Hundred of Hoo Primary Academy;
- to support all pupils in their access to high- quality blended teaching and learning;



- to provide a clear blended learning strategy, including how and when learning should be assigned remotely, how it will be communicated, how pupils will submit work and how they will receive feedback on submitted work;
- to anticipate, identify and address any concerns associated with blended learning, relating to safeguarding, data protection, and health and safety;
- to make staff roles and responsibilities clear in relation to blended learning;
- to declare the software and online tools approved for use by The Hundred of Hoo Primary Academy to support blended learning;
- to declare how and when we will support the delivery of home learning by staff, including the possible provision of hardware.

Our commitment to blended learning

We do not underestimate the importance of blended learning and therefore we will express our commitment to blended learning as the following;

1. All staff will access training and therefore complete through certification the Google Educator Level 1 qualification.
2. The Google Suite is used throughout all teaching and learning as the preferred mode of software.
3. Every real classroom has a virtual classroom on Google Classroom.
4. Google Classroom is used as a means of constructive communication between our learning community.
5. The learning community is clear and understands how to behave courteously and safely online.
6. There is a member of staff designated as a Digital Champion.
7. The use of digital devices is integral to the implementation of the curriculum.
8. The learning community actively engages in digital learning.

Section 1: Our Approach to Blended Learning

Staff Knowledge and Expertise

Staff are expected to engage with researching and developing their understanding of blended learning best practices. However, not only is theoretical knowledge important but also the technical and operational knowledge is equally important. This means that as a minimum, all teaching staff gain certification for the Google Educator Level One.

Systems and digital workspaces

At The Hundred of Hoo Primary Academy, the Google Suite is the primary digital platform for the implementation of our blended learning strategy. The Google Suite comprises multiple applications that can be accessed via each child's Google account. Detailed in the table below are the key applications of the Google Suite that are used to implement our blended learning strategy. There may be additional



applications that are used within the Google Suite and these are used as a result of well informed and conscious decision making.

Collaborate	
 <p>Docs Slides Sheets Drive Jamboard</p>	<p>These are integral to our Approaches to Learning and should be frequently used as options for children to be able to collaborate and take action within their lines of inquiry.</p>
Communicate	
 <p>Gmail Meet Chat</p>	<p>These are the modes in which children can stay connected. Google Meet, in particular, is used to facilitate recorded and live lessons.</p>
Manage	
 <p>Classroom Assignments Forms</p>	<p>Every physical classroom has a corresponding virtual Google Classroom. The Google Classroom is used to set assignments, provide feedback, share ideas and resources on the stream and promote collaboration. Google Forms is used to provide a tool for feedback, low stakes testing and pupil voice.</p>

Lesson sequences, content and planning

Teachers will plan for the delivery of the same curriculum coverage that would be experienced within the physical classroom.

When learning remotely, work is set solely on Google Classroom with the option for EYFS pupils to upload their work to Tapestry. The work is uploaded to Google Classroom by 8:30 at the latest each day. The amount of time for each activity is written below and it is important that this is kept to as much as possible in order to ensure the children do not feel overworked and it becomes a burden to parents.

Subject	EYFS	KS1	KS2
Reading	20 mins	20 minutes	40 minutes
Maths	30 minutes	1 hour	1 hour
Handwriting	10 minutes	20 minutes	20 minutes
Spellings/ Phonics	20 minutes	20 minutes	30 minutes
Inquiry/Other	30 minutes	1 hour	1 hour



Maximum Total	1 hour 40 minutes	3 hours	3 hours 30 minutes
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Teaching sequences should be designed to continue moving learning on, especially in hierarchical subjects like maths.

It is recognised that inquiry learning can be challenging to undertake remotely and while there will be a common Central Idea for pupils to learn around, they will be expected to engage in personal inquiries using their approaches to learning.

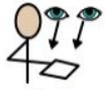
In a remote learning environment, personal inquiries can provide an opportunity for middle to upper primary students to focus on their own interests and be motivated to drive their own learning. Personal inquiries seek to actively ignite passion, inspire relevance and develop agency in students. Personal inquiries allow for the continuous integration and connection of prior and new knowledge and experiences in a meaningful way to broaden students' understanding about the world around them. They go across, between and beyond subjects, and emphasize integrated learning. A teacher can deepen the inquiry experience for the students in a variety of ways: asking questions; listening to their thinking; redirecting when necessary; giving feedback. Teachers can have regularly established check-ins with students to help ensure a successful learning journey.

Learning Codes

To promote independence, we have developed some simple codes to support your child to understand what is expected of them and how they can engage with the learning presented to them.

 Read	This is used when the children need to read an instruction or explanation. It will be located near to the text that they need to read.
 Watch	This is used when there is a video that the children need to watch. There will be a link to a video or an embedded video to watch. This might be used instead of written instructions or explanations.
 Visit a website	This is used when there is a website that the children need to visit. This might be for games, explanations/modelled examples or for the task.
 Do	This is used if there is a practical element to the input (probably in handwriting) or the task (maths or inquiry). It may require your child to use objects.



 Record	This is used when there is something that the children need to record in their books or in a Google Doc/Slide. This will be limited to just the task aspect of the session.
 Share	This will only take place at the very end of the Google Slide as this is where the children's work is checked by their adult and, if they choose to, uploaded to the Google Classroom. This is also an opportunity for them to reflect on what they found easy/challenging. They should be encouraged to share this with you and on Google Classroom.

Video and live lessons

To provide continuity and maintain our high standards throughout any remote learning, we will be making use of live lessons. These will provide an opportunity for pupils to communicate and interact with their class teacher and peers in meaningful ways to support their learning. Live lessons are conducted through Google Meet. They may be instructional, discussion based, feedback focussed or well being focussed. They may also be a follow up to a recorded instructional video to which the children need to respond to and then feedback during the live lesson. The time of these will be communicated with you in good time but attendance is expected. The frequency of these will increase depending on the age of your child and will not be for the same duration as a normal lesson.

Class	Duration
EYFS	1x 10 minutes daily
Year1	2 x 10 minutes daily
Year 2	3 x 15 minutes daily
Year 3	1 x 15 and 2 x 20 minutes daily
Year 4	3 x 20 minutes daily
Year 5	4 x 20 minutes daily

Children are expected to use our Google Meet etiquettes to ensure that the live lesson is high quality for all. These include;

- Keeping their microphone off until invited to speak
- Indicated in the chat or by raising their hand to show that they have something they would like to share
- Joining the Google Meet at the allocated time only
- Ensuring that they are in a room with an adult and with a plain background, if possible
- Ensure that all in the room are aware that they are taking part in a live lesson



Communication and visibility

Teacher to Teacher

Teachers can communicate with each other using Gmail, Hangouts, Chat or Google Meet. Google Meets should be organised at a mutually convenient time.

Teacher to Pupil

Teachers can communicate with their pupils via the stream on the Google Classroom. They can also provide feedback through the comment function within the collaborative tools outlined under "[Systems and digital workspaces](#)". They will also use Google Meet, subject to risk assessment, to provide opportunities for discussion and collaboration with their pupils. Pupils can ask and comment on learning specific content from their teacher within the stream of the Google Classroom. Staff will only respond to these between the hours of 09:00 and 15:00 and only during school closure.

Pupil to Pupil

Pupils can communicate with their peers via the stream on the Google Classroom so that their interactions are visible and can be supervised. They should not be using the chat function within the collaborative applications as this will provide a distraction from the learning experience.

Teachers to Parents

Parents are able to contact their child's class teacher via the email addresses below;

EYFS/KS1 - EYFSandKS1@hundredofhooacademy.org.uk

KS2 - KS2@hundredofhooacademy.org.uk

Staff will only respond to these between the hours of 09:00 and 15:00 and only during school closure. Staff have been instructed not to respond outside of these times or about something other than learning.

Issues not pertaining to their child's learning, parents should use the Primary Office email;

primaryoffice@hundredofhooacademy.org.uk

Google Meet is also used as the tool for our parent consultation evenings in terms 1 and 3.

Providing pupils with feedback

Children are expected to virtually hand in their work in the Google Classroom. It gives the teacher the opportunity to track levels of engagement and identify where they may need to contact parents to offer support. This should be done by clicking on the MARK AS DONE / HAND IN button before the deadline set by the class teacher.



Teachers should provide individual feedback, in line with the academy's Feedback and Assessment Policy, by using the comment function if work is within a Google Suite application and within the comments section on the assignment which is private between the class teacher and pupil.

[Assessment and Feedback Policy](#)

Pupils can engage in peer conferencing via the Google Stream to provide both self and peer feedback.

Pupil engagement

Pupil engagement is enhanced using the following strategies;

- Strategic monitoring of pupil engagement at timely and regular intervals.
- Whole class rewards for engagement
- Individual rewards for engagement
- Those not engaging are contacted with a tiered approach
- Content presented in multiple of ways
- Use of [learning codes](#) in order to clarify expectations and nature of tasks.

Pupil engagement is measured in a timely manner using the following scale;

Home Learning Engagement Scores

Level 5: High Engagement

The pupil consistently takes part in all aspects of online learning, including any live lessons, with enthusiasm and is determined to be successful. All activities are completed to a high standard and do not give up when faced with difficult tasks. Deadlines are always met.

Level 4: Strategic Engagement

The pupil is self-motivated, positive and attributes value to the work they are doing. All online learning is completed to a good standard. Deadlines are met.

Level 3: Compliant Engagement

The pupil is willing to expend effort to comply with the tasks set, their engagement does not always support progress and/or the pupil has to be given reminders to complete tasks set. Completion of work is sometimes inconsistent in terms of quality and/or the pupil does not always meet deadlines.

Level 2: Reluctant Engagement

The pupil's digital engagement does not support progress and/or more than one reminder to complete work is necessary. The pupil has frequently failed to complete tasks set for remote learning and rarely meets set deadlines.

Level 1: Disengagement

The pupil is unwilling to engage in digital learning in either the physical or virtual classroom. They have not accessed any of the work presented on google classroom.



Parental engagement

In the event that our learning is “flipped” from the physical classroom to the virtual classroom, therefore, leading to pupils learning remotely from home, parents and carers are given the following guide;

[The Hundred of Hoo Academy Primary Remote Learning Guide for Families](#)

This guide was informed by the lessons learned from the COVID-19 lockdown in March 2020. Parental and staff feedback was provided to shape the expectations of remote learning to ensure access for all while maintaining our high standards.

Parents are also encouraged to engage with the Google Classroom through the resources and examples of work shared by the class teacher.

Building independent skills

We first need to understand that digital learning should not replace traditional methods of teaching that are founded on strong evidence and research. Instead, they should enhance those methods to create a healthy blend. This can be achieved in the physical classroom through the use of Google Suite and it’s associated applications. Children use the Chromebooks as the preferred device for engaging with the Google Suite.

Google Classroom is a digital environment in which pupils are able to interact, share ideas and access resources. It is vital that they are exposed to this consistently to secure their knowledge and understanding of the Google Suite should learning become remote from school. Children should be actively encouraged to share and comment within their Google Classroom. As part of their lesson tasks, children are set “assignments” that they are expected to access, all with the aim to familiarise them with the processes that would be in place should learning become remote.

Applications like Slides, Sheets and Docs should be used as options for children to express their outcomes in balance with written outcomes in their books. Regularly opportunities for this should be threaded into the teaching and learning cycle.

This is underpinned by promoting the children's understanding of the IB PYP Approaches to Learning whose main aim is to promote children in becoming independent learners.

The approaches to learning are;



APPROACHES TO LEARNING

SOCIAL SKILLS

- Developing positive interpersonal relationships and collaboration skills
- Developing social-emotional intelligence



RESEARCH SKILLS

- Information-literacy skills
- Media-literacy skills
- Ethical use of media/information



THINKING SKILLS

- Critical-thinking skills
- Creative-thinking skills
- Transfer skills
- Reflection/metacognitive skills



COMMUNICATION SKILLS

- Exchanging-information skills
- Literacy skills
- ICT skills



SELF-MANAGEMENT SKILLS

- Organization skills
- States of mind



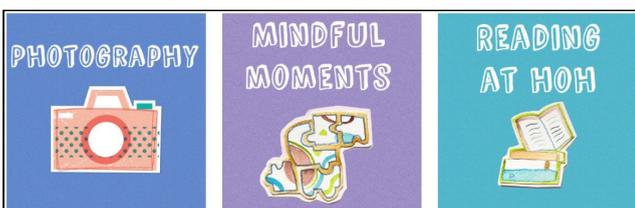
@chrisgadbury
MagicStorybooks.com

SEND

In our continued commitment to inclusion, it is the expectation that all of the quality first teaching strategies that are used to meet need are applied in all aspects of blended learning. This includes but is not limited to visual cues, instructions broken down into small manageable steps. Where teaching aids and resources are digitised, staff ensure that they have a pale blue background and uncluttered to ensure that they are dyslexia friendly. For all visual cues, staff are expected to use Communicate in Print to ensure a level of consistency with imagery being used. We also have a number of digitised interventions that children can continue to access at home, for example, Lexia.

Virtual Clubs

Virtual Clubs are also used to further engage pupils in blended learning but also to provide enrichment to their curriculum. Virtual Clubs are set up within the Google Classroom for all children to be able to join. They are run by all members of staff, regardless of role, and activities are designed in order to allow pupils to engage with them independently or with the whole family if they chose. Content is uploaded to the Google Stream within the classroom once a week on a designated day and the children are able to upload their own content in response during the week that follows. Previous Virtual Clubs are depicted below.





Section 2: Safeguarding, Health and Safety Considerations

Security and online safety

Children and staff are actively informed and engaged in learning about safe practices when using digital platforms.

The following websites are used both as training tools and resources for staff;

- [National Online Safety](#) offers a certified school programme designed by education professionals to meet the statutory online safety safeguarding requirements outlined in the Keeping Children Safe in Education (KCSIE) September 2019 guidance;
- [Be Internet Legends](#) is a great online resource for KS1 and KS2 to support students in online safety and digital citizenship;
- [Thinkuknow](#) is an educational programme from NCA- CEOP, a UK organisation which protects children both online and offline;
- The [NSPCC](#) offers online safety support and guidance for parents and children. From setting up parental controls to advice on online games and video apps, the guidance will support parents to understand the risks and to keep their children safe.

Staff are clear that no Google Meet or live lesson should be taking place from home without the relevant risk assessment in place.

Each Google Classroom has an access code that is shared with the relevant class only. Those accessing the class who should not have the code can be refused access by the class teacher.

Promoting good digital citizenship

Children are engaged in formulating a class charter for both their physical classroom and virtual classroom. Our Golden Rules are also enhanced to encapsulate the expected behaviours while online. Any concerning activity and use of online digital platforms can be reported via our Online Safety reporting form. This is then investigated by a member of SLT.

Through persistent practice in class, children are frequently exposed to good online etiquette and what it means to be a good digital citizen.

Screen time and being active

It is important to remember that children up to the age of 4, should not be online for any longer than an hour a day. We recognise that as the children get older they go online more but through a suggested timetable, they can have regular breaks woven into their day.

Using the Joe Wicks's 5 Minute Move and his 'PE with Joe' are really useful opportunities to promote exercise if going outside is not an option. There may be other youtube videos that will promote being active



without needing to necessarily go outside. 'Cosmic Kids' and '5 a day' also have youtube videos that the children can follow such as dance lessons with Oti Mabuse. Children are also encouraged to make up their own games such as throw and catch with socks or make their own circuit. Chores are also highlighted as a great way to encourage children to engage in mild exercise.

Workload

A number of measures are in place to support staff in managing their workload.

1. Clearly defined timeframes for uploading work and conducting live lessons communicated in advance.
2. Templates for remote learning are provided so that staff have a framework in which to structure the learning.
3. Video recordings of modelling and instructions are actively encouraged to reduce needless time to produce digital resources.
4. Staff are actively directed to not engage in communication with our learning community outside the time of 09:00 and 15:00.
5. Where appropriate, resources are shared and collectively created to reduce workload
6. A specially dedicated Google Drive entitled "Primary Home Learning Resources" provides pre-made resources for staff to utilise.

Well being

Wellbeing covers several aspects of the way people feel about their lives; this includes how people feel about their jobs, roles and their relationships with the people around them. Our [Wellbeing Strategy](#) outlines how we support and promote well being.

Section 3: Software and Hardware

Software

As previously mentioned, Google Suite and its associated applications are expected to be used to facilitate blended learning both in school and at home. Staff and pupils can access this across multiple devices using their academy provided login details. Personal gmail logins should not be used.

Other software that may be used is MYON to promote reading and Times Tables Rockstars for practicing multiplication facts.

Hardware in school

Teachers should use the devices issued by the academy only which include iPads, laptops and the desktop computers in their classrooms.



Pupils can use their personal devices and when in Year 5 and 6 (as of 2021-2022), they can use the chromebooks issued by the academy.

Pupils' access to technology at home

For those with little access to devices, can be loaned or donated devices via Trust and Local Authority schemes.

Other Guidance and Documentation

[LAT Blended Learning Booklet](#)

[LAT Blended Learning Site](#)