Blended Learning and Remote Learning Policy

Who is they?

Dean I. Zweiman, age 10

Who is they?
We see the future as robotics and new technology.
We say that 'they' will invent these things.
But, who is they?
Will these robots and futuristics possibilities emerge?
Without a they to create them?
Will there be a they?
Can the future exist as we see it?
If there isn't someone to start it?
You are they.

As we begin our new school year, we will be adopting the new 'Blended Learning' model for teaching and learning. We have returned under new circumstances that require forward-planning and ongoing flexibility. One approach under discussion is blended learning -this is usually a combination of in-school and distance learning.

This is the beginning of our blended learning journey so we need to be mindful that things may change as we build on our strengths and recognise the changes we may need to make to ensure it's as effective for all our learners as we can possibly make.

WHAT IS BLENDED LEARNING?

- Blended learning is understood as a hybrid approach that combines learning in school with distance learning, including online learning.
- Blended learning is a flexible model that can support a project or course of study to progress whilst not requiring teachers and learners to be in the same physical space at all times.

- It is important to consider blended learning within the ongoing development of the whole school and things may change over time and there is no ‘one size fits all' ideal.

WHAT IS REMOTE LEARNING?

Remote Learning is providing learning activities and learning opportunities through remote teaching to all our pupils, **should any of our pupils or staff have to isolate following Government Guidelines in the COVID period.** Remote Learning can be provided for children:

- When a whole ‘bubble’ has to go into isolation and the class teacher also needs to isolate, but is not affected by covid, the teacher will provide the remote learning.
- When the teacher is affected and becomes ill due to covid and the ‘bubble’ has to isolate, members of the Senior Leadership Team will coordinate the remote learning.
- Individual children who need to isolate, the class teacher will provide the learning during the child’s period of absence.
- Who have specific medical needs or illnesses who are legally absent from school for longer than 5 school days.

SEND
Some of our children who have a high level of special needs may require a mixture of technology and paper copies to access learning. This can be discussed with the class teacher and appropriate resources could be provided should the activity require it to support their learning. ‘First Aid for Life’ (How to support children with send through the covid-19 lockdown) provided a range of links that parents may have found helpful during lockdown that are still accessible.

Guidelines for Parents and Carers for Remote Learning and Teaching
We know that the idea of supporting your child’s learning can seem daunting. It is important to remember that you are not expected to become a teacher and that your child does not need to learn in the same way as they do in school. The most important aspect is the relationship that you already have with your child, this will enable you to support and reassure them during this unusual time.

On the days that you are engaging with remote learning, plan the day out in advance with your child, doing this will help to reduce pressure or anxiety. Ensure that they have a range of short ‘chunks’ of time when they are engaged in an activity. Not all activities should require direct adult support, plan so that your child can undertake some activities independently in order to ensure that you can continue to work at home, if necessary. It is important to make sure that your child isn’t working online all day- factor in time for breaks, lunch, shared activities, time outdoors and fresh air. A variety of different activities such as board games, puzzles or outdoor games can help your child to further develop skills such as problem solving, turn taking, cooperating with others and resilience. The time students have at home could allow them opportunities to read more widely. Get them to explore some of the shorter texts and extracts to enrich a topic or simply to give them enjoyment.

For learners that are more independent, time spent learning at a distance may involve the role of the teacher as one to provide support, feedback and instruction on a needs basis

while students work through the curriculum area and its content. This gives students a high degree of control over their learning and supports their self-directed and goal oriented learning.

Where we can, teachers may also consider how to create and maintain a culture of collaboration and trust – through dialogue as well as learning tasks – that contribute to the sense of community, transcending different learning environments. This facilitation may also help dispel the teacher's own anxieties around different (potentially more distant) relationships with pupils who are less frequently in-school.

Please give teachers time to respond to questions or queries...please remember the majority of children will still be in school and will require the teachers' immediate presence. Remote learning will be provided within a reasonable time.

Teaching & Learning: Roles and Responsibilities

This document aims to clarify the implementation of Blended Learning across Millennium, outlining Health and Safety guidelines, and directions to ensure your child's needs are met as much as we possibly can. In order to deliver a coherent range of curricular experiences, our staff are committed to giving pupils access to learning activities which will meet their needs, building upon prior learning which has already taken place in the classroom.

The role of staff:

- To provide new learning as well as reinforcement and consolidation of prior learning and skills.
- To promote an ethos of inclusion, respect, fairness and equality.
- To ensure that cyber resilience and internet safety is central to all digital technology.
- To provide support and guidance for pupils.
- To keep abreast of research and national agenda.
- To engage with effective learning and teaching resources e.g. Oak Academy.
- To foster an open pathway of communication between the school and home where appropriate.
- To adhere to government Safeguarding and Health and Safety guidelines.
- To provide remote learning making reasonable adjustments to the usual classroom teaching.
- To risk assess the use of pre-recorded learning using webcams

Staff will:

- Select an appropriate teaching and learning approach with learning tasks that are complementary and coherent across learning environments
- Provide pre recorded lessons containing voice-overs or materials from other platforms.
- Provide targeted support to learners with particular needs
- Provide follow up English, Maths and Health and Wellbeing tasks for the days your child is not attending school
- Direct children to sites appropriate to initiate learning activities e.g. Museum Without Frontiers or Teaching History with 100 Objects
- Feedback to pupils in response to questions or requests through Google Classroom either individually or as a whole class.

- Consider the most important elements of teaching and learning that are needed and which elements will be more difficult to explain remotely.
- Focus classroom work on key ideas and modelling
- Make use of distanced learning to check knowledge, independent practice, extended writing pieces to consolidate what they have learned
- Be mindful that extra support may be required where parents and guardians are less able to themselves

The role of the pupils:
● To ensure everyone feels valued, respected and included
● To contribute their views during blended learning
● To engage in learning through our digital platform - Google Classroom
● To offer peer support and guidance through shared learning
● Complete distanced learning tasks online

The role of parents:
● To support the school values
● To foster an open pathway of communication between the school and home where appropriate
● Utilise Google Classroom to access blended/remote learning materials which support, complement and consolidate school learning.
● Ensure you child completes all blended/remote learning tasks online

Safeguarding
Keeping teachers safe when providing remote education is also essential. Remote education is a new experience for both staff and pupils, so it's important that schools understand how to approach safeguarding procedures online. We cannot emphasise enough the importance of a safe online environment and encourage parents and carers to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites. These are usually free, but often need to be turned on.

It is essential to have and communicate clear reporting routes so that children, teachers, parents and carers can raise any safeguarding concerns. If you have any concerns please phone the school office or use the info@millennium-maritime.org address. All information will be treated in confidence and where necessary reported to the appropriate agencies.

Review of the policy
Moving forward, through developing a blend of in-school and distance learning, teachers can support students and help to individualise learning; increase learners' autonomy, motivation and agency; improve learning skills towards becoming self-directed learners. The school will undertake regular reflection and continuous development: The blended learning approach – particularly as it is a new approach for the school – requires constant adaptation of teaching based on reflection (self-evaluation and by others) and feedback, in order to respond to the learners' needs effectively.