



Peacehaven Community School

Blended Learning Policy

Head of Centre	Rachel Henocq
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Responsibility for Review	Joseph Radmore (Assistant Headteacher)

At Peacehaven Community School we are adopting a blended learning approach throughout our curriculum to support in class and remote Teaching and Learning. The rationale behind our blended learning approach is to support all students at Peacehaven Community School to continue to achieve and make progress inside and outside of the classroom. This approach to Teaching and Learning will motivate and engage all students, enabling them to experience success. Our whole school approach to blended learning will replicate the effectiveness of live classroom teaching. This will consist of:

- Ensuring students receive clear explanations
- Supporting growth in confidence with new material through scaffolded practice
- Application of new knowledge or skills
- Enabling students receive feedback on how to progress

As a school we will work together with all of our stakeholders to ensure the best outcomes for everybody. Staff, students and parents/carers will play a vital role in the success of our blended learning approach. For this to happen we will implement the following:

- School work will be set daily according to the student's timetable.
- Students will be expected to work on the number of subjects on their timetable per day.
- Communication with students and parents will be through Gmail, SMHW and Google Classroom.
- Students and staff will use swale.at email addresses.
- Work will be appropriate to the age and stage of the learner.
- Work will be completed by all students.
- Work will be monitored, assessed and feedback given.

**For those students with no online access work packs will be provided.*

The Mentor will:

- Contact their tutor group with a check in email through Google Classroom weekly.
- Invite students to share any concerns regarding distance learning and follow up.

Some students will have a Keyworker who will:

- Contact the student with either an email or phone call weekly.
- Follow up any issues/concerns with appropriate staff.

Teaching staff will:

- Use Google Classroom to direct students towards tasks.
- Prepare high quality, differentiated lessons in Google Classroom.
- Ensure SEND student needs are met.
- Deliver lessons in line with timetable schedule.
- Be available to answer any questions students may have at the time they are being expected to attempt tasks.
- Deliver at least one Loom lesson a week.
- Make it clear as to how they wish students to submit work.
- Monitor progress and feedback to students.
- Monitor attendance through GC, by asking students to engage using classroom stream.
- Reward students.
- Inform parents and carers if work is not being completed.

Heads of Department will:

- Check and monitor appropriate work is being set across the department in all google classrooms.
- Check and monitor that regular feedback is being given to students.
- Check that students are being positively acknowledged for quantity and quality of work.
- Ensure sure all paper copies of work for photocopying to create work packs are available in the all staff share folder.

Senior Leadership team will:

- Provide regular and concise updates relating to remote learning to all members of staff, parents and students.
- Brief those who they line manage fortnightly.
- Raise any concerns regarding the setting of work with Heads of Department.
- Monitor and quality assure consistency across the curriculum.

Students will:

- Check their emails every morning by 8.50am.
- Check their timetable every morning.
- Follow the structure of their normal timetable on a daily basis.
- Engage with their classroom teacher through class stream to confirm attendance.
- Email their class teacher if they are struggling with any of the work set.

Parents will:

- Check the work set by 8.50am.
- Help their child plan the structure of the day.
- Check that the work has been understood and ask their child to contact the teachers via their swale.at emails.
- Raise any concerns with their child's tutor and teacher.

PCS - Effective Remote Learning

Government guidance on the reopening of schools states that:

- Remote learning must be integrated into school curriculum planning.
- Schools have to offer immediate remote education to individual pupils or groups of pupils that have to self-isolate.
- Strong contingency plans for remote learning must be in place by the end of September.

It is likely that individual pupils or groups of pupils will have to self isolate at times during the school year. These pupils have already missed time in school and so it is crucial that any further remote learning is as effective as possible.

What can make remote learning more effective?

The following strategies have been recommended to make remote learning as effective as possible:

1. Clear explanations.
2. Scaffolding.
3. Feedback.
4. Assessment.
5. Interaction between teachers and pupils.

1. Clear explanations

Clear explanations are crucial to enable pupils to understand new content and the instruction for tasks. They can be given 'live' or on pre-recorded videos via loom.

Tips for making sure explanations are clear include:

1. Plan explanations in advance.

2. Make sure expectations are clear and concise—stick to the main message/core material. Introduce new material in small chunks.
3. When using Loom allow students opportunities to pause and ask questions to check for attention and understanding via google classroom.
4. Make sure any supporting resources (such as presentations or handouts) are concise and remove any unnecessary material.
5. The use of pre-recorded videos (such as on Loom) or high quality externally produced videos (such GCSEpod) helps to aid clear explanations of new content. Ensure you link all resources to your google classroom and SMHW.

2. Scaffolding

This is crucial to give additional guidance and ensure that all pupils can access tasks. This may include:

1. Worked examples - This involves modelling the full process that students are to undertake to solve a problem or complete a task. This should be done step-by-step. Students can then be asked to complete examples on their own via google classroom.
2. Modelling – this includes how to complete tasks and how to produce written work. You can complete an example or part of the task first, explain their thinking as they do so. You should also provide examples of excellence on google classroom.
3. Giving structure for the completion of written tasks or exam questions by stating what pupils should include in their written work.
4. Key phrases/key words list.
5. Sentence starters/writing frames.
6. Checklists which pupils use to check what should be included in their work.

3. Feedback

Feedback should still be given on work that pupils complete remotely, wherever possible. This may include:

1. Whole-class verbal feedback on work completed previously, this can be created via looms.

This relates to pupils' work, common misconceptions, common SPAG errors, main areas to improve, main things pupils are doing well and any good examples of work to share with the class. This can be rough notes or you can use a whole-class verbal feedback sheet.

This information is then shared with the class. This could be through typed notes or verbally sharing your written notes in a live lesson or loom video. You should also share examples of good work to show pupils how to improve their own work. Pupils should then improve their work and submit via GC.

2. 'Live' writing—this is when the teacher completes a written task 'live' for the class, outlining their thinking as they do so. This can be achieved via a loom video.

3. Deconstruction of model work—this is when example(s) of work (either from the teacher or pupils in the class) are discussed and evaluated by pupils. This can be done before pupils complete the task themselves or after they have submitted work. Here, they can then use this to improve their own work.

4. Assessment

It is still crucial to assess learning and the progress made by pupils. This should drive future instruction, for example through the re-teaching of any topics that pupils have struggled with or when assessment demonstrates considerable gaps in learning. This may include:

1. Knowledge checks.

2. Retrieval practice - to assess pupils' long-term learning of previously covered material.

3. Written work.

4. Use of online quizzes such as Google forms, SENECA or GCSE pod for KS4 classes past papers.

5. Interaction between teachers and pupils

This is crucial for pupils' continued motivation and engagement.

Interaction can be achieved through electronic communication (Email or google comments) and regular feedback.

Effective Blended Learning in the classroom

There are aspects and strategies of remote learning that can be effective when pupils are not learning remotely. This is transferable from the classroom:

Online quizzing—Online quizzes such as ‘Quizz’, Google Forms can be used as homework to assess pupils’ learning on a topic or as a way of completing spaced retrieval practice. These give pupils immediate feedback on correct/incorrect answers and give teachers feedback on the areas that they may need to re-visit.

Digital textbooks—Can be used to give pupils access to textbooks easily at home. This can be used to set pre-reading, when pupils are completing independent study or for pupils to self-check their work.

Pre-recorded explanations of content can be used in flipped learning. Pupils watch the video before the lesson, taking notes. In the lesson this can be checked quickly before moving onto more complex tasks.

Pre-recorded videos in the form of Looms can be used to model how to answer exam questions or complete written work. This can include ‘live’ writing and deconstructing model answers. Pupils can then watch this before attempting a similar task themselves for homework.

Homework can be set through a loom video or Google Classroom. This can include verbal instructions and modelling of how to complete the homework task. This gives both parents and pupils access to high quality instruction.

Homework can be set electronically including all of the necessary resources and the materials from the lesson. Homework can also be submitted and feedback can be given electronically. Homework will be set on both Google Classroom and SMHW. On SMHW this can simply state ‘please see Google classroom or Assignment set on Google Classroom’.

References/further reading: EEF—Best Evidence in Supporting Students Remotely ([https://](https://educationendowmentfoundation.org.uk/news/eef-publishes-new-review-of-evidence-on-remotelearning/)

educationendowmentfoundation.org.uk/news/eef-publishes-new-review-of-evidence-on-remotelearning/) [Www.sec-ed.co.uk](http://www.sec-ed.co.uk) Images: Thenounproject.com
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