

Waterhouses CE Primary Academy

Blended Learning Strategy

January 2021

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

What will our Blended Learning Approach look like?

At Waterhouses 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.
- Class Dojo will allow the child and the teacher to communicate 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
Class Dojo	Work is posted by the teacher. Children can then send work back via their portfolio page for feedback from the teacher	Staff training	Work will be sent in via Class Dojo for staff to monitor and check. Feedback will be given within 24 hours of the work being sent in, apart from work posted at weekends	Staff time to allow for CPD
Videos or voiced over PowerPoints provided by the teacher which will provide frequent, clear explanations of new content.	Up to 8 minute videos of learning can be posted- via Class Dojo or sign posting to videos from 3 rd parties. Powerpoint demonstrations with verbal explanations of the learning Use of White Rose Maths teaching videos. Use of Oak Academy videos where appropriate. BBC live lessons where relevant/appropriate.	Time and video/voice recording equipment	Work needs to be posted via Class Dojo in order for staff to give feedback.	Done within the school day/time. No cost- done using phones or iPad to record.
Phone calls	A chance to have a discussion between Class	Telephone	This is an opportunity for teachers to check on pupils	none

	Teacher, Parent and child once per week		well-being and learning progress once a week.	
SPAG.com	Children are signposted to complete assessments following learning	Staff and Pupil Access to SPAG.com	Teachers can access SPAG.com and see what the pupils are completing	Cost of license
Phonics Play	Children are signposted to complete activities	Staff and Pupil Access to phonics play		Cost of license
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	Teachers can access TT Rock Stars and see what the pupils are completing	Cost of the license
Spelling Frame	Children have their own log in and can sign in	Staff and pupil access the site	Teachers can access Spelling Frame and see what the pupils are completing	Cost of the license
Letterjoin	Children have their own log in and can sign in	Staff and pupil access the site		Cost of the license
Nessy	Children (where identified) have their own log in and can sign in	Staff and pupil access the site		Cost of the license
Linguascope	Children (where identified) have their own log in and can sign in	Staff and pupil access the site		Cost of the license
Accelerated Reader	Children have their own log in and can sign in to complete reading quizzes based on home reading books.	Staff and pupil access the site New reading books left for collection at parent request	Teachers can access Accelerated Reader and see how frequently the children are reading and completing quizzes	Cost of the license

		Parents signposted to online reading materials for further reading e.g. Get Epic!		
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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. French lessons – will be delivered by a member of staff in school but use of Linguascope for remote learning.

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 improved internet access via the Local Authority/Entrust. Vulnerable pupils have been invited into school to complete their learning on-site.

Class Dojo 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?

Class teachers are in regular contact with parents, often through Class Dojo, answering questions they may have about the learning or the technology.

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 Class Dojo or paper copies?

Using Class Dojo teachers will have the 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 and to provide support and assistance moving forward.

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 Class Dojo. Phonics videos created to support Early Reading by the class teacher will be available</p>	<p>Year 1 and 2- following the normal timetable and sequence of lessons via Class Dojo.</p> <p>Videos to support Phonics, Early Reading and SPAG will be put on Class Dojo.</p>	<p>Following the normal timetable and sequence of lessons via Class Dojo.</p>
Sign posted to specific websites	Sign posted to specific websites	Sign posted to specific websites
X1 weekly session of well-being drop ins (via a phone call)	X1 weekly session of well-being drop ins (via a phone call)	X1 weekly session of well-being drop ins (via a phone call)
Children will be heard to read once a week.	Children will be heard to read once a week.	Target Reading- children who are target readers will be heard to read weekly. Pupils who are not will be heard to read once over the 6 weeks but will have inference comprehension work planned for them
		<p>Class teachers are reading the class text to children each day – posting onto Class Dojo</p> <p>T4W imitate texts shared with children –Extracts from a text are uploaded so the children can view</p>

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. Some targets/challenges will be set where appropriate.

Staff will mark work as and when it is received as children/parents are completing the learning at different times. Once work is submitted it will be marked within 24 hours, except work submitted after 4pm on a Friday or the weekend, which will be marked on the following Monday at the latest.

How we will support SEND pupils?

The individual SENTA's will support pupils who have an EHC plan and the class teacher will support others who are on the SEND register.

Pupils with EHC plans will be invited to come into school.

Who will lead Key Worker Bubbles?

Class Teachers or Teaching Assistants will lead learning for the children in school. Class teachers will not be able to be support the learning in the classroom on a full-time basis, as well as running the online learning, due to the amount of time that this will take. Therefore, teachers will split their time during school hours between support in the classroom and the online learning provision. Teaching Assistants will support the learning of the children within the classroom for the hours of their employment.