



### Our Vision Statement

*We are a vibrant Community where every person makes their unique contribution to making a better society.*

*At St John the Divine, our vision is of a joyful place where children are empowered to explore their potential through educational excellence within an environment of spiritual growth and well-being.*

*We are a school where all can flourish and be all they can be.*

.....  
*'Jesus said: I have come that they may have life, and have it to the full.' 1 John 10:10*

**Our school motto is: TEAM - Together Everyone Achieves More**

*'You are the body of Christ, and each one of you is part of it.' Corinthians 12:27*

In March 2020 online learning became the main avenue for providing learning for children at home as the term 'Blended Learning' became a household term. The meaning:

**“A style of education in which students learn via electronic and online media, as well as traditional face-to-face teaching.”**

Oxford Dictionary

Blended learning enables pupils to learn at home if they need to self-isolate and ensures that we are able to provide continuous education of pupils in the event of localised school closures.

The aim of this policy is to outline the approach being taken by St. John the Divine to providing blended learning and how we will use technology to keep children and teachers connected should there be the need to move to remote learning. The policy is based on the view that learning will be driven by a single curriculum; learners should not expect or experience two parallel curriculums and we will need to consider how learning outside of the classroom supports the learning taking place in school.

## Types of Blended Learning

### A. Face-to-Face Time with Children

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. Children benefit from increased levels of interaction with their peers, as well as with their teacher, and are allowed the opportunity to bond with fellow pupils. In face-to-face learning, children are held accountable for their progress at the specific time the lesson is taking place, for example, through the use of AfL techniques.

### 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 child 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, children 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 is **Google Classroom**. Children are able to return and submit work through this platform. Through Google Classrooms learning takes place in one of two ways:

#### 1. Asynchronous Learning

Asynchronous learning is learning that does not necessarily happen at the same time for the teacher and the children. There is no real-time interaction; the learning resources are created and made available for children to access online, when they are able to.

The main features of asynchronous learning are:

- resources are delivered online e.g. through Google Classroom;

- recorded lessons/video instruction/podcasts are used;
- flipped learning – children engage with material before discussions with teachers

## 2. Synchronous Learning

Synchronous learning is teaching and learning that happens where the teacher is present at the same time as the children, resulting in a real time interaction between the two. The main features of asynchronous learning are:

- live, streamed lessons
- online interaction, ability to assess and move children's learning on

### D. Hard Copy Physical Resources

Feedback from parents indicates that some families would like the provision of paper packs. This is due in part to limited internet access but also due to the fact that using paper, in their learning at home, most closely replicates what the learning process is like in school. Hard copy physical resources include:

- paper packs and work booklets;
- textbooks;
- resources needed for projects, games and activities, for example, music, art, D&T, etc.

## 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 practising 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

## Online Delivery

Teachers must use professional judgment when allocating tasks online. Some tasks may require direct teaching and support and be more suited to face-to-face lessons. Tasks which do not require significant teacher input or that can be done offline, away from screens, are best completed at home. This may mean that the structure of learning is altered.

Teachers have access to a wealth of resources which can be shared easily through Google Classrooms and by using Google Meet.

There are many resources that children can access directly online such as Mathletics, Sumdog, Busy Things, BBC Bite Size etc. These are useful resources and should be part of the blended learning model.

### General Guidelines and Expectations

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 children 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.

### Online Guidance

- 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. It is important that each individual class has their own Google Classroom, so that the class teacher can monitor his/her own pupils' engagement and progress. The establishment of the Google Classroom and its effective use is the responsibility of the class teacher;
- 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 synchronous 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;
  - practicals (as/when appropriate);
  - the use of class time to personalise learning.
- Ensure asynchronous 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 off/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.
  - 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 School's Marking and Feedback Policy, not all submitted 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. The School's Marking and Feedback Policy should be followed as the overall framework on which to base our approach and the general expectations are:

- all submitted work to be acknowledged everyday
- substantial marking 2 x per week for Maths and Literacy Work submitted
- feedback to be provided for work from all other core and foundation subjects

Staff should consider how pupils can be formally assessed so that progress can be effectively monitored and intervention can be put in place where necessary. Self-assessment may be an integral part of a blended learning approach; however, in order for this to be effective, pupils must be able to accurately and confidently self-assess their work and progress. Therefore, clear guidance and expectations relating to this will need to be provided by teachers.

### **Engagement**

For a blended learning approach to be effective, it is of critical importance that all children engage with the process. Therefore, children 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 children to balance work completed in school and at home.

We expect that all children will engage with this approach to teaching and learning; it needs to be made clear to children and parents that work is not "optional" and we expect tasks to be completed. Clear deadlines should be set to give children an explicit understanding of what is required, by when.

If children do not engage appropriately, our normal procedures, as outlined in the School's Behaviour Policy, will apply. However, we must recognise that children 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 (Class Teacher - SLT) should be used as necessary. Communication with children in school and with parents at home will be an important way of addressing these issues. If a child still fails to engage, then the usual procedures will be followed.

### **Timings and Lessons**

As much as possible, the timings of lessons will be based on the normal running of the school day. As a minimum, teachers should aim for whole class sessions three times a day, at the following times:

- one at 9:30am, the second at 11am and the third at 1pm – teachers are to take the register during the first and last session of the day. This is legal requirement.

Teachers are to use their professional judgement to decide the length of each session, given the content. Lessons should be set up in the Google Calendar and the link should then be posted to the day's lesson stream; this needs to be done daily.

## **Equity for All**

*Our children may be disadvantaged by this new way of learning as online access may be limited. We are working in different ways to reduce the impact – hard copies of learning materials are delivered and devices have been successfully acquired from the DfE for our most vulnerable families. The use of Google Classrooms enables staff to track children's learning activities and staff who have concerns around a child not accessing the curriculum should share this with the Deputy Head.*

**Teachers, Children and Parents are asked to read and abide by the guidelines set out in the appendix.**

## Use of Google Classrooms – Protocol during partial school closures

Teachers at St John the Divine will use Google Classrooms and Google Meet to support learning during periods of partial school closure or when children are required to self-isolate.

These sessions are for children, not parents or carers. When your child is accepted into a session by their teacher there are guidelines that we all must follow.

Teachers	Children	Parents and Carers
<ul style="list-style-type: none"> <li>Will continue to strive to deliver consistently excellent lessons in line with the School's teaching and learning policy</li> <li>Plan and deliver blended learning experiences for all children, including those with additional learning needs</li> <li>Will communicate with, and provide timely feedback to children, in line with the School's marking and feedback policy</li> <li>All Google Meet sessions will be led by the teacher</li> <li>Teachers will not allow attendees to join before the host and they will keep a register of all attendees</li> <li>Ensure all attendees are muted as they join the meeting</li> <li>Teachers will make the expectations clear at the beginning of the session</li> <li>When live streaming lessons, Teachers must ensure that they are presenting their screen only and not the children in school, in the classroom</li> <li>Have the right to remove children from the session if their actions are not in line with expectations</li> <li>Carefully monitor children's work completion and deadline compliance</li> <li>Communicate with parents and carers, as appropriate, to ensure engagement and progress with the blended learning experience</li> </ul>	<ul style="list-style-type: none"> <li>Are expected to attend all teacher led sessions, unless reason to be excused has been given</li> <li>Must act in line with the school's behaviour expectations and be ready for learning – I will not eat or interrupt the sessions in any way</li> <li>Engage in all sessions – dedicating time to fully understand and complete tasks set</li> <li>Will complete tasks set for them, to the best of their ability, within the time given</li> <li>Must not unmute themselves when the teacher has muted them, they must wait to be invited to speak</li> <li>Cameras are to be turned on unless the teacher has asked for them to be switched off</li> <li>Need to be presentable – wearing suitable clothing, if it helps, children can wear their school uniform/ jumper</li> <li>Should only share their screen content if the teacher has agreed</li> <li>Will respond to feedback and marking from my teacher</li> <li>Should not record, capture/screen grab or take photographs of any of the content presented during meets</li> <li>Should check their emails for feedback from their teacher</li> <li>Children must not contact teachers directly – they are to use the class email to share any questions they have with the teacher</li> </ul>	<ul style="list-style-type: none"> <li>Parents have ultimate responsibility to make sure children not only attend, but also that they follow the guidelines</li> <li>Are asked to talk to their child about the appropriate way to behave in sessions – in the same way as if they were in school. The teacher has the right to remove any child from the lesson who is not following the school's expectations</li> <li>Please make sure your child is ready 5 minutes before the start of the session to ensure that you are on time and do not get locked out/delay the start of the learning</li> <li>Assist your child by setting up and accessing the sessions</li> <li>Ensure your child is appropriately dressed – children can wear their school uniform/jumper if they wish</li> <li>Ensure other family members are appropriately dressed and out of the camera shot where possible; they must not contribute to the session</li> <li>Parents must not get involved in the lesson, but do please talk with your child about the content</li> <li>Filming the sessions, capturing or screen grabbing is not permitted as this would breach safeguarding and GDPR laws</li> <li>Parents should not be contacting teachers directly – all communication should be sent via email to: <a href="mailto:admin@sjtdprimary.org.uk">admin@sjtdprimary.org.uk</a></li> </ul>

### Please note:

- During online sessions, teachers will be interacting with children in school as well as those learning on line at home. Teachers will not be able to immediately respond to requests for help – if children are unsure about what to do with a task they should go over the instructions given, research the topic area(where relevant) or collaborate with a friend/classmate. If whilst learning at home a child has a problem that they cannot solve they can post the question to the teacher, who will address the issue in the next face-to-face session.
- Children's email accounts are monitored; these should be used only for learning related activities – parents are asked to monitor use at home