

## **Blended Learning Guidance for Staff and Parents**

Blended learning is an approach to education that integrates technology and digital media with traditional classroom activities, giving students more flexibility to customise their learning experiences and share valuable learning from outside the classroom.

Blended learning refers to the following:

1. Some learning happens online in a format where the student has control over the path and pace at which they engage with content
2. Some learning happens in a teacher-led classroom
3. Online and in-person learning is complementary, creating a truly integrated learning environment

At St. George's we use appropriate learning platforms suitable for the pupil's age development;

- Individual Learning Diary (ILD) for EYFS
- Seesaw for Key Stage 1
- Google Classroom for Key stage 2

St George's has a strategy to promote blended learning.

Our aim is to connect digital learning with what children learn in school. Our strategy has 5 stages:

### **1. Use digital platforms to develop home-school communication for learning.**

Parents/carers are welcome to comment privately on the work/assignment if there is a query over it or if they want to celebrate the learning.

Any pastoral communications or concerns are to be raised through a phone call or email to the school office, which will be directed to the class teacher.

### **2. Ensure children are taught to use their digital platforms as part of their school curriculum.**

Learning within the class, on the digital platforms will be peer or self marked. Teachers may leave comments on work if needed. A class comment would be left in this instance. Often learning will involve a range of open-ended, investigative-type activities.

### **3. Get children to practise home learning using digital platforms so they are proficient in use outside school.**

Digital platforms will be used within class learning as well as for homework. Weekly homework set by the teacher, will receive a comment when complete. Learning can be demonstrated using a wide range of tools eg word document, excel document, PowerPoint or completed on paper and a photograph of their work added.

### **4. Extend use of remote learning to encourage learning beyond the curriculum.**

Examples of such learning would be our Maths Scavenger hunt, that demonstrates learning in everyday activities, which develop meaningful and developmental journeys with endless possibilities and valuable paths. Work will not be individually marked in such circumstances, but a class comment maybe added and this work would be celebrated in class.

### **5. Encourage older children to share learning for peer review outside the classroom (podcasts, videos, presentations etc).**

Within their learning platform, older children will develop their shared learning over the year. Editing work collaboratively and reviewing it together, ensuring they are positively showing our school RESPECT ethos.

## **School closure or self-isolation**

In the event of school closure or isolation, remote learning will be managed through our learning platforms.

If a whole class/bubble needs to isolate work will be added by their class teacher on their learning platform during the period. If an individual needs to isolate, they will be contacted by a staff member, which may not be their class teacher. They will be directed to work through their learning platform and will access the Oak Academy.

As George's Primary School promotes the work-life balance of its staff, staff are not expected to respond immediately to e-mails or google classroom notifications or to respond outside normal working hours. Therefore, any urgent messages should be raised through the school office.