



'Every child, every chance, every day'
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BLENDDED LEARNING POLICY

Blended-Learning/Remote-Learning Policy

This policy covers the support for pupils in the event of Blended-Learning/Remote-Learning being implemented. Blended-Learning is a style of education in which pupils learn via electronic and online media as well as traditional face-to-face teaching.

Remote-Learning is whereby pupils access all their learning through electronic and online media.

Purpose

The purpose of this policy is to certify there are procedures in place to ensure pupils are supported effectively in the event they are unable to be taught on the school site. In the event that the school or classes are closed due to the need to isolate, the policy will identify the steps in place to ensure all pupils are able to access learning while at home.

The need for equity will be identified, and support for both parents and pupils in accessing effective teaching will be addressed.

Format

Through the effective implementation of the Digital Competency Framework pupils currently make use of Hwb, Wales' Digital Learning Platform, meaning they have access to a number of digital learning environments through their Hwb login.

We also make use of Seesaw as a digital learning tool, this is used from reception to y2 and is also used for its parental liaison features. The learning platforms used by Ysgol Brynffordd will be Seesaw for Schools in Foundation Phase and Google Classrooms at Key stage two. Purple mash is also used periodically by both key stages. The rationale behind the use of two platforms is the depth of complexity in being able to effectively access these platforms. Foundation Phase classes will make use of Seesaw to support pupils in the event that Remote Learning is required. Y3-Y6 classes will make use of Google Classrooms and Purple Mash. Hwb will also be accessed by pupils under the direction of the class teacher.

Equity

The use of HWB, Seesaw, RM Easimaths and Google Classroom will ensure all pupils are able to access the learning opportunities provided by class teachers equally. In Reception to Year 2 the class teacher will have provided all pupils accessing Learning through Seesaw with their Remote-Learning login details and classes 2 and 3(Y3-Y6) making use of Google Classroom will have been supplied with their Hwb login details.

In the event that pupils do not have the equipment/facilities at home to access their learning online they will be informed to contact the school and have the use of a school iPad or Chromebook. The serial number of the device will be recorded prior to it being taken home. Pupils will be familiar with the platforms used by their class teachers having used Seesaw from Reception and made increasing use of Google Classroom as they progressed through the school to year 6. The level of support at home should be taken into account in the activities/work set for pupils. Activities/work being set should be a consolidation of work already completed in school or have clear teaching points for pupils to not need further explanation from parents/guardians.

Support

Teachers and support staff have received training in making use of HWB, Seesaw, RM Easimaths and Google Classrooms and have access to online support material for all platforms at <https://sites.google.com/view/usingedtechgavin/home>. Pupils will be familiar with HWB, Seesaw and Google Classroom due to its use in Brynford School. The complexity of tasks will vary due to experience of pupils and the learning opportunities they have had during their time in school. Support for any parents will be provided by the relevant year group, if a child doesn't complete in the first 3 days teaching staff will follow up with a phone call.

Expectations

The expectations of the stakeholders while implementing a Blended/Remote Learning may vary, therefore clarification on the matter is needed. Amount of work set- pupils should expect 2-3 activities/tasks a day. Some of these activities will take longer than others depending on the age and capabilities of the individual child. In some cases, at years 3 to 6 teachers will indicate how long a child should take on a task. Pupils may be directed to additional learning activities in the event that initial activities are completed quickly. Work will be set for each Monday and will last the week. Activities set are expected to be returned by pupils and they are not 'one-and-done' activities.

Feedback- the level of feedback provided should address any misconceptions held by the pupils in the work submitted, and acknowledge the work completed. Pupils should be made aware that their work has been seen and feedback will be given twice weekly.

Submission of work- pupils will be expected to complete the work during the week, this is to ensure teachers are not overloaded with the return of more than 3 pieces of work per pupil per day. Pupils should also be aware that work should be returned digitally before the end of their 'normal' school day. In the event of a full lockdown for a year group, teacher workload- must be manageable, setting up to three pieces of work will mean a maximum of 90 pieces of work per day to be addressed. The expectation of work being completed by pupils before what would be the end of the school day should allow ample time for feedback/recognition of work to be completed. Pupils submitting work after the school day will mean the marking of that work would fall into the following day. NB. If a pupil submitted a week's worth of work (Max 15 pieces) on a Friday/Saturday/Sunday they should not expect feedback on all pieces.

Level of work set- the activity set for pupils should be a consolidation of work they would have already expected or should have clear teaching support if introducing new concepts or extensions.

Safeguarding measures: The use of HWB, Seesaw, RM Easimaths, Google Classroom and all other digital platforms we use conform to GDPR regulations in terms of data protection and sharing of data. Access to Seesaw is restricted to individual users which means families are only able to access their child's accounts while at home. Any work added to a child's account should be their own, examples of work from their peers should only be shared with the permission of the parent of that child and should celebrate accomplishment or effort alike. Making use of Google Classrooms again allows pupils to only access their work and not the work of their peers. Sharing of good practice should once again be done only with permission through the 'Stream'.

Policy Number	Date Reviewed	Date Adopted	Date of Next Review
YBGP26	May 2026	January 2024	May 2027