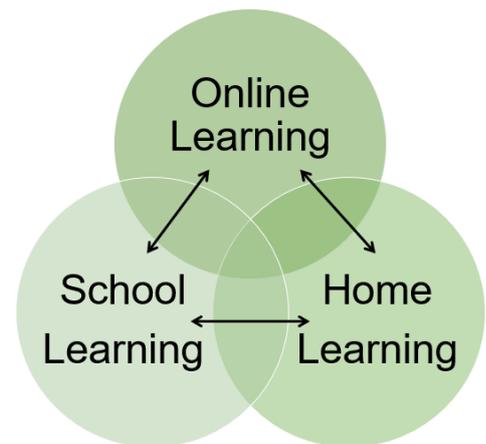Blended Learning provides a mix of school, online and home learning. It is the interactions between these spaces that make a complete learning environment.

DfE have provided guidance for full opening of schools that includes a requirement 'Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education.' DfE Guidance for full opening 7th August 2020


Effective blended learning will enable schools to build this within the existing curriculum that a school has worked hard to develop for their context and to meet the needs of their learners. Blended learning provides an instructional approach to spread the learning across the spaces in our model for constructing knowledge.

For each learning space a school will identify:
- Curriculum content
- Appropriate pedagogy
- Expectations of learning

We are working with schools to develop the contribution of online learning both to learning in school and learning at home. The dialogue online links the dialogue in the classroom and the dialogue at home whilst providing an opportunity for dialogue with peers and teachers, to increase skills, knowledge and understanding.

Online learning offers a breadth of experiences as well as supporting breadth of learning. It provides opportunities for our learners to be creators, collaborators, investigators and problem solvers while they consume information to progress their learning.
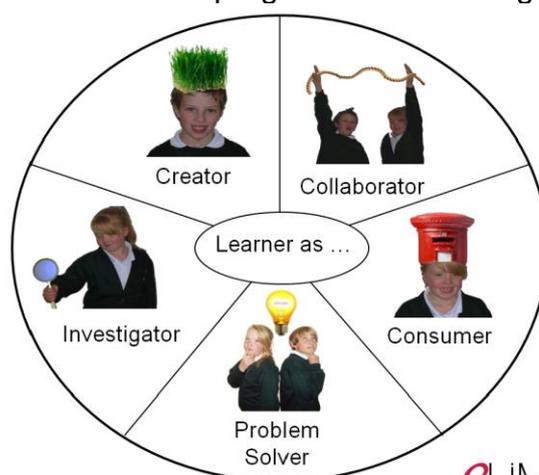
Set out below are steps to enable the online learning part of the term 'blended learning' to be centred on the needs of learners as well as being an instructional approach. This focuses on their well-being alongside the hierarchical knowledge, skills and understanding that will increase their attainment. Key to this is a school's identification of appropriate technology for their context and their learners, alongside teacher knowledge of that technology.

Schools will need to consider these areas as they plan for blended learning that is sustainable and appropriate for education in the future, whatever circumstances schools need to adapt to:

Identify curriculum content for each learning space

Identify staff structure for blended learning

Identify appropriate online education platform

Data Protection

Accessibility

CPD requirements

Partnership with parents and carers

Routine

Wellbeing

Safeguarding for online home learning

Review and monitoring

Additional support:

- hosting video content

- livestreaming

- online safety support for parents

Identify curriculum content for each learning space

DfE guidance suggests consideration of what to teach on site and what to teach remotely. This can be in terms of curriculum area or specific content. Blended learning also enables a mix of these. For example, reading where dialogue about a narrative will be at home during reading of the text, online with peers as the text is discussed in an appropriate way, and as feedback in the classroom. Alternatively, it can begin in the classroom as shared or guided reading, discussion takes place online and outcomes are expressed as part of a project at home.

What is identified as appropriate content for one space may change depending on the outcomes that are being planned for. The starting point to achieve different learning outcomes and increase achievement of learners will vary dependent on factors such as the level children are working at.

Examples of starting points are indicated by shaded cell in the table below. However, for most learning and teaching these could begin in any of the three spaces.

School offline Learning	Online Learning	Home offline Learning
Expert instruction or explanation	Video available for learners to recap instructions and explanations as required	Activity set to encourage family discussion of learning
Modelling of application of knowledge or skills	Video or instructions provided (flipped learning)	Discussion of knowledge or skills
Feedback to reinforce understanding of text	Discussion of text	Reading
• Checking for understanding • Formative assessment	• Feedback on tasks set. • Peer and self-assessment	• Celebrate learning achieved
Challenge set and checked for understanding	Problem solving activities	Family involved to talk through problem
Plenary to recap learning and check for misconceptions	Collaborative learning to achieve outcomes with peers	Celebration of the learning with family
Explanation of a concept	Repetitive activities to reinforce skills and knowledge	Family involvement to repeat and learn facts
Agreement on research required or task to complete	Investigation to gain or reinforce knowledge	Personal projects
Plenary to recap learning and celebrate outcomes	Presenting and sharing learning outcomes	Celebrate outcomes
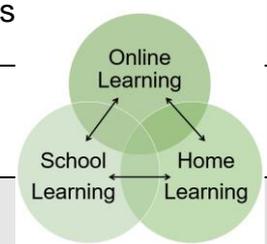
The understanding of what an online education platform can offer will support teachers in identifying the tool and space to use for a purpose.

- Which features of your existing curriculum will be maintained? Which features may need to be included in new ways?

- What is the key content to meet the needs of your learners?

Identify staff structure for blended learning

School structures may need to change to develop appropriate blended learning. New expectations are likely to be needed for all members of staff. For example, support staff could be part of monitoring content and contributing to learners' feedback on your online education platform.

- Will there need to be a change in staff responsibilities to build effective blended learning?

- What expectations will be set for each class teacher? What time can be made available for planning and preparation for school, home and online learning?

- How will support staff be used within blended learning? What expectations will there be for involvement in online learning?

Identify appropriate online education platform

The platform must allow for the content and purposes you have identified and needs to enable your learners to develop in all ways possible. It must allow you to identify families that aren't engaging.

DON'T LET YOUR TECH SUPPORT PROVIDER DECIDE ON THE PLATFORM. THIS IS YOUR CHOICE FOR YOUR SCHOOL. YOU KNOW WHAT IS BEST FOR YOUR LEARNERS.

- [Feature comparison](#) of G Suite for Education and Office 365 Education
- Other 'free' possibilities:
  - SeeSaw (can be used [in conjunction with GSuite](#))
  - Class DoJo
- Subscription products include:
  - PurpleMash (can be used in conjunction with GSuite)
  - Just2Easy
  - Tapestry
- Examples of use:
  - **Google for Education**
    - [Berrow Primary](#)
    - [High Ham Primary](#)
    - [St Georges RC Primary](#)
  - **SeeSaw**
    - [Wookey Primary](#)
  - **Tapestry**
    - [Evercreech Primary](#)
  - **Website and Classdojo**
    - [Thurlbear Primary](#)
    - [St Louis RC Primary](#)
  - **Website and PurpleMash**
    - [St Bartholomews First School](#)

- What learning experiences do you want to offer online?

- Which learning tools can be used within the platform for the learning experiences you want to offer?

- How does the tool allow you to monitor engagement of learners?

Data Protection

Your Data Protection Officer must be contacted before an online education platform is set up. A Privacy Impact Assessment is required if the platform is using high levels of sensitive pupil data or may be considered privacy intrusive. Ensure that the data you share with the tool is the minimum required to set up users, especially if using a data extractor such as Wonde. Inform parents through letters and your privacy notice that you are planning to use the platform with learners but you do not need to ask them for consent, as the lawful basis for using the tool will be Public Task – delivering an education. You will need to consider any objections from individual parents and provide offline alternatives if possible. You will need to think through how passwords are managed where parents and pupils are not coming to the school premises, and how to delete user accounts when they have left the school.

- Have you contacted your DPO and completed a Privacy Impact Assessment?

- Are you only sharing the minimum amount of data required?

- How will you inform parents about the use of the platform with learners?

- How will you provide offline alternatives to the learning taking place in the platform?

- How will you distribute log in details for the platform?

- How will you remove users' data when no longer required?

CPD requirements

Time and appropriate ongoing support are an essential part of developing online learning. External support is available through eLIM Education Technology Team and also the [network of demonstrator schools](#) identified and funded by DfE.

- What training and on-going support will your staff will need?

- How can you make time for ongoing CPD and review of uses of the online platform?

- What understanding of blended learning needs to be developed?

- What structure for support can be put in place within the school?

- What externally provided CPD is required to meet needs of staff?

- How can support staff be upskilled to participate in supporting online learning?

Accessibility

Access to an online education platform can vary depending on broadband reliability, devices in a household and competing demand for devices. Interaction with the platform can be limited by literacy difficulties, visual or auditory difficulties and reduced fine motor skills.

A school may need to find a way to provide appropriate devices to families and to consider the interface seen when a learner logs in. Visual and auditory clues can be important.

What checks will be done on access to devices?

How will particular needs of learners be met?

What alternative ways can learning experiences be offered to families?

Partnership with parents and carers

It will be important for parents and carers to understand the school's choices for blended learning and the ways in which they will be involved in children's learning. They will need to be confident of the support provided by the school to help them in their role and to respond to concerns about their children.

- What will be the communication stream for parents to ask questions about the learning tasks? This could be by setting up a new email address for parent questions e.g. homelearning@nameofschool.educ.somerset.gov.uk with a staff rota for monitoring and a response time of 48 hours. Or some schools have set up class named email addresses. Avoid communication through existing staff email accounts or the school mailbox, to minimise the risk of communication overload and keep data separate, secure and transparent.

- Who is the contact(s) for concerns?

- How can families be involved in learning projects?

- What are the regular weekly tasks families will need to monitor? What feedback can they expect?

Routine

Establishing a weekly routine will help maintain a feeling of community and continuity. It is important that children and families do not feel overloaded by the expectation of their involvement and they have time to explore and enjoy current learning tasks as well as having realistic deadlines for completion.

- How will you use your school website to share the school's key messages and prevent feelings of isolation?

- How can you regularly celebrate learning outcomes with families and extended families?

- What are your daily and weekly expectations?

- When will new learning tasks be added for different learners across the school? This could be on the same day each week e.g. Monday morning, to maintain a sense of continuity and the rhythms of learning. Or you may update tasks at the same time each day.

Wellbeing

Supporting the well-being of learners has become central to the weekly routine for schools. An online platform provides a crucial link between home and school but physical checks for well-being will continue to be essential. A tool for appropriate shared chat is a necessary part of a platform, or a link to a tool such as GoBubble.

Schools may also want to consider use of video for children to see their teachers. This can range from a video made and shared by the teacher to livestreaming. We advise extreme caution for livestreaming. Guidance for livestreaming is provided in the additional information section. Consider the benefits and risks and identify the way you will use video.

- What expectations do you have for online activity to support the wellbeing of your learners?
- How does your online platform support wellbeing activities?
- How will use video as part of the learning experiences?

Safeguarding for online home learning

Relationships education including online safety is an essential part of blended learning. Alongside this the school will have updated their safeguarding policy and staff conduct agreements for online teaching. Consideration of the risks and benefits of some online teaching and learning may be required. For example, caution is advised for livestreaming, but it may be appropriate for some learning and well-being activities. Thought will need to be given to the video tool used to share teacher and pupil videos.

- Have appropriate updates been made to safeguarding, data protection, behaviour and online safety policies?
- What agreements need to be made for online learning behaviour?
- Which online safety habits can be modelled and reinforced through appropriate learning experiences?
- How are staff updated with regard to safe practices and procedures?
- Which tool is used to share video? How is it set up? What are the expectations of behaviour that are modelled to fit with the habits established as part of online safety learning?

Review and monitoring

Expectations of staff use of the online education platform as part of blended learning need to be agreed within the school. A procedure is needed to monitor the use of the platform, and actions agreed to contact families not accessing the learning activities. Ongoing checks with parents and carers will help to ensure technical or access difficulties are not a barrier. The effectiveness of a school's blended learning approach will benefit from regular sharing of successes and lessons learned among the staff. Set a date for review of the use of the platform and identify how this will be structured. A check can be made on the range of experiences for learners and the benefits of these agreed together.

- What are the expectations of teachers and support staff for making use of the online education platform to provide learning opportunities?
- What is the procedure for monitoring family's access and use of the platform?
- How is effective use shared amongst the staff?
- How and when will the use of benefits of the platform be reviewed?

Additional support (See our resources at: https://bit.ly/eLIM-Blended-Learning)

Hosting the video content you create for your learners

A school YouTube (which can be private) or Vimeo Plus account can be used. Vimeo's website has a 30-day trial before you must pay. Privacy settings are not available on their Free/Basic tier. Schools will need a Plus account (£6/month after the first thirty days): https://vimeo.com

Where a YouTube video is being used to support learning, the risk of moving to other linked content can be minimised by signing up for something like https://safeshare.tv. Paste in the YouTube URL and get a link to the video without ads and comments. You will need to sign up for a free account to create a link; but can view the link without an account. You can set it to start the video from a certain point.

Use of livestreaming

'We advise extreme caution if you are considering the use of Live video with children. The school must be clear about the benefits to learners and make a judgment about these balanced against the concerns. Communication with learners must always be open and transparent through official school channels. The use of resources such as Google Meet, Microsoft Teams and Zoom must only be with the permission of SLT after a risk assessment has been done.'

- Accounts set up by the school are used. Administrative access to these accounts is by the headteacher and our technology support provider.

- Staff and learners will use a safe and appropriate place with no bedrooms, inappropriate objects or inappropriate information visible.

- There will always be two members of staff with the video session.

- The school will keep a log of the session: purpose, timing, participants, anything that goes wrong during the session. [Where a school decides a recording of the session will provide a safeguarding check for children and staff; **permission must be obtained from parents and carers**, stating where it is stored, who has access to review the recording, how will it be reviewed; and the maximum time it will be kept, up to 30 days.]

- Expectations for behaviour are the same as those in the classroom. Inappropriate behaviour will be dealt with in line with our school behaviour policy and may result in the school removing access for individuals, for a class or for the school.

- Online safety habits will be reinforced within each session and learners will be helped to understand livestreaming as part of learning and not something for primary aged children to use through social media.

- Chat will be used for learning purposes.

- Cameras will only be used where there is a clear purpose and it will benefit the well-being or learning of children. They will be turned off by default.

- Our Data Protection Officer has been informed about our use of livestreaming and a privacy impact assessment has been done.

- Parents and carers will be informed when a livestreaming session will be taking place and the time limit for the session. They are asked to ensure their children understand:

  o Online sessions are only accessed in a shared family area (never a bedroom).

  o The camera on your device may be disabled for all or part of a session. You will be joining the online session using the microphone on your device.

  o You will be asked for permission if this session is recorded by the school. **No-one else should take screen shots or recordings of the session.**

  o **No images or recordings of the session will be shared** within or outside the Teams group environment.

  o Normal classroom standards of behaviour are expected.   If these are not adhered to, access to these sessions will be removed.

  o Two staff members will be involved in all online sessions.

  o Chat is used only within the session and is used positively and appropriately.

  o Livestreaming is being used for learning. All livestreaming by primary aged children should be supervised by a trusted adult.

  o Habits for responsible use of technology including appropriate clothing.
    - EYFS Building habits when I use technology
    - KS1 Building habits when I use technology
    - Lower Key Stage 2 Building habits when I use technology
    - Upper Key Stage 2 Building habits when I use technology

- Contents of the learning taking place a livestreaming will be shared with families that are not able to access the technology or who prefer not to participate.

Please also see https://static.lgfl.net/LgflNet/downloads/digisafe/Safe-Lessons-by-Video-and-Livestream.pdf.

Further documents for livestreaming are available on our website:

- Livestreaming policy statements
- Support documents for families:
  o Live lesson Google Meet
  o Live lesson Microsoft Teams
  o Live lesson Zoom

Thank you to Keinton Mandeville Primary School for its contribution to the development of these documents. Thank you to Evercreech Primary, High Ham Primary, Thurlbear Primary, Trinity First School and Wookey Primary for participating in discussions to consider benefits and risks of Livestreaming.

Online safety support for parents and carers

- Materials from eLIM Education Technology Team:
  - **Family Agreement materials** to stay Healthy, Happy, Safe when using technology
  - **Healthy Me Diary - simple** (2 A4 pages)
  - **Healthy Me Diary - booklet** (with symbols - 6 A4 pages)
  - **Healthy Me Diary - booklet** (with symbols - 6 A4 pages)
- 'Common Sense' support for parents: https://www.commonsensemedia.org/about-us/news/press-releases/common-sense-provides-resources-for-parents-to-prepare-for-coronavirus
- NSPCC/O2 helpline 0808 800 5002 9am - 7pm
- Ask about Games and Common Sense Media list of appropriate games
- Change for Life Activities: https://www.nhs.uk/change4life/activities
- www.internetmatters.org (including advice by age group)
- www.childnet.com/parents-and-carers (including advice on Parent controls)
- www.saferinternet.org.uk/advice-centre (including safety tools on social networks)
- https://swgfl.org.uk/resources/checklists (including Roblox and TikTok)
- https://www.nspcc.org.uk/globalassets/documents/advice-and-info/share-aware.pdf) (including talking points, getting the family involved and 'safety starts with you'
- CEOP have provided home activity packs for online safety alongside parent and carer helpsheets.