



Sandringham Primary School
& **Sandringham Pre-School**
A great place to be two



Sandringham Pre-School and Primary

Blended Learning Policy January 2023

Blended Learning at Sandringham Primary School Policy

January 2023

What is Blended Learning?

Blended Learning is the combination of both face-to-face and remote teaching and learning. It is Sandringham's best endeavor to deliver face to face learning whenever possible but for in some situations this may not be possible and so remote learning may be required. Sandringham has chosen to use technology to facilitate our blended learning approach so teachers will use platforms such as Google Classroom, Zoom and YouTube. Children are able to borrow devices to support them if they do not have a computer at home.

What does the research say?

The Education Endowment Fund has collated existing research and drawn the following conclusions:

- **Quality** explanations, scaffolding and feedback. No difference whether this is "synchronous teaching" or "asynchronous teaching. What matters most is whether the explanation builds clearly on pupils' prior learning or how pupils' understanding is subsequently assessed.
- Ensuring access to **technology** is key, particularly for disadvantaged pupils
- Peer interactions can provide motivation and improve learning outcomes
- Supporting pupils to work **independently** can improve learning outcomes- children having strategies to deal with problems in advance. Evidence related to **metacognition and self-regulation** suggests that disadvantaged pupils are likely to particularly benefit from explicit support to help them work independently, for example, by providing checklists or daily plans
- **Different approaches** to remote learning suit different types of content and pupils

Further information can be found here: [EEF Research in to remote learning](#)

Why continue with Blended Learning provision when schools are now open?

The main reason a child would be at home and not able to come to school for extended periods of time but are well enough to continue to take part in learning e.g. when recovering from chicken pox or if they have broken a limb. In the past, it has been expected that children would simply miss the learning that takes place during this time. However, we now have both the technology and knowledge to ensure that pupils do not miss more learning than necessary and we believe it is our duty as a school to create this provision. Through Blended Learning, pupils would also have the ability to revisit the learning at home if they feel that they would like some further time to secure their understanding.

Possible home learning scenarios	Likely duration
A child is at home recovering from an operation at home or having to self isolate prior to an operation.	A short amount of time determined by a health professional.
School closure due to extreme situation- pupil health directed, extreme weather	A day, or very small number of days

What will Blended Learning look like at Sandringham Primary School?

This is, and will need to remain, an ongoing discussion between teachers, pupils and parents to constantly review and revise our provision to ensure it is the best it can be. Our current thinking is that, alongside normal face-to-face teaching and learning taking place in school, the following learning opportunities will be provided for children at home to continue the broad and balanced enriched curriculum.

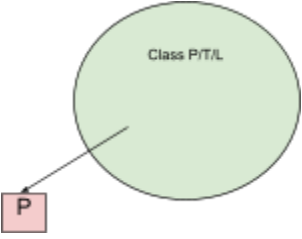
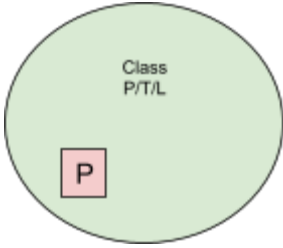
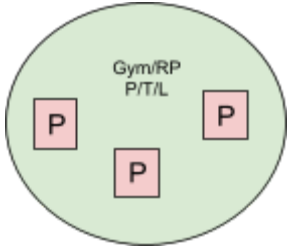
To support the parents, the school has created three levels of engagement:

- Must - All children must complete this learning if not in school
- Should - All children are strongly encouraged to complete this learning if isolating
- Could - These are resources that supplement the must and should resources

Appendix A: Must, Should, Could table with links

What about children with Special Educational Needs?

The spectrum of special educational needs at Sandringham means that the needs of the individual child will be taken into account as well as EHCPs. However, in general children can be categorised into the following groups and their needs met in the following ways:

<p>Individual child within the mainstream classroom on personalised curriculum</p> 	<p>Individual child within the mainstream classrooms on age related curriculum</p> 	<p>Individual child, currently learning within the RP/GYM due to complex learning needs</p> 
<p>Blended learning: Home learning Pack</p> <ul style="list-style-type: none"> ● Maths and Topic differentiated individual planning and tasks ● Writing and Reading - Class book but differentiated to individual learning profile ● Access to recorded content eg, phonics, attention autism playdough therapy ● Middle Leaders and SENDCO to ensure aspects of the provision of EHCP 	<p>Blended learning: Home learning Pack:</p> <ul style="list-style-type: none"> ● Follow all aspects of whole class teaching and learning <p>Live Sessions:</p> <ul style="list-style-type: none"> ● Access learning via zoom into classroom 	<p>Blended learning offer: Home Learning Pack:</p> <ul style="list-style-type: none"> ● Ideas sheet for parents of other sensory activities ● Activities linked to ITP. ● Activities linked to our topic ● Access to recorded content eg, phonics, attention groups playdough therapy ● Middle Leaders and SENDCO to ensure aspects of the provision of EHCP are carried out where

<p>are carried out where possible.</p> <ul style="list-style-type: none"> ● Oxford OWL online books to read <p>Live Sessions:</p> <ul style="list-style-type: none"> ● Live sessions relevant to pupils <p>Contact with pupil</p> <ul style="list-style-type: none"> ● Weekly welfare telephone call by SEND team 	<p>Contact with pupil:</p> <ul style="list-style-type: none"> ● Two weekly welfare telephone call by SEND team 	<p>possible.</p> <ul style="list-style-type: none"> ● Sensory zoom sessions/ pre records <p>Live Session:</p> <ul style="list-style-type: none"> ● Sensory story - Twice weekly live session <p>Contact with Pupil:</p> <ul style="list-style-type: none"> ● Phone calls/ zoom to families
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Broad and balanced curriculum

It is important that for all children they continue to benefit from a rich, broad and balanced curriculum whether in school or at home. Our specialist teachers have been involved with the planning of home learning and where possible support in delivering lessons online.

Safeguarding issues will need to be carefully considered

Independent tasks uploaded onto Google Classroom for pupils to complete in their own time at home. Children must then submit these online for teachers to review and give feedback on. All children must be taught how to submit assignments online and view feedback from their teachers. All learning submitted online can be assessed by teachers and feedback can be given in the form of brief comments. In this way, teachers can continuously assess children who are at home for an extended period.

Video conference protocol for safeguarding:

- Online live sessions must follow best practice (e.g. 2 members of staff involved) and is in-line with the School's Online Safety Policy.
- Appropriate staff should supervise and be on hand to handle any sudden changes or upsetting developments that may occur during the live session.
- Careful planning and activities must be set by staff to ensure safe access to learning resources.
- Remind staff of safeguarding obligations. Report any safeguarding incidents or potential concerns according to the school Safeguarding policy.
- Remind children of who they can contact within the school for help or support.
- Live sessions will be timetabled and the Senior Leadership Team should be aware of these taking place, the purpose of such lessons and be able to drop in to any virtual lesson at any time.
- Live sessions and visual content from staff needs to be professional. The school code of conduct sets out the expectations of staff in and out of school. The code of conduct applies to these sessions.
- Staff must also consider age appropriate resources, conduct meetings with pupils in communal living spaces, blocking personal identifying features.
- Children need to be sent the login and password for any zoom sessions or invited to a google meets.
- Staff need to familiarise themselves with the privacy settings and know how to report any offensive or

abusive content. (Zoom/ Google meets).

- Be sensitive to the needs of individuals and children who may be sensitive to certain topics or issues that may arise during the live session.
- Remind children that any comments posted will be seen by others and cannot be edited or deleted and this can become a part of their digital footprint.
- If a live session needs to be recorded, it is essential that everyone is aware of this. It's important to know how long any recordings are kept for and how to access them.

What potential barriers are there to Blended Learning?

There are two main potential barriers to effective Blended Learning: equipment and knowledge.

1. Equipment: Remote learning relies heavily on technology: access to a good device and good WiFi are key. School has a number of devices that parents can borrow for short term loans- this is arranged with the front office.

2. Technological Knowledge/ Skills: School has worked with Maslaha to produce some videos to support parents and children access google classroom and zoom. These videos are available throughout home learning site and are translated into community languages.

3. Self-help and Metacognition: Research by the EEF highlights the need for Pupils to have a bank of self-help strategies which they can use confidently to help them work independently with success. For example, prompting pupils to reflect on their work or to consider the strategies they will use if they get stuck have been highlighted as valuable. Wider evidence related to metacognition and self-regulation suggests that disadvantaged pupils are likely to particularly benefit from explicit support to help them work independently, for example, by providing checklists or daily plans. Due to this, when in school these skills must be practiced and talked about regularly so that they become second nature when learning remotely.

By carrying out the actions above, we hope to remove as many barriers as possible to remote learning to ensure that all children have full access to the school curriculum.

How do interventions fit in with Blended Learning?

Once children have been back at school for a little while, it is important that they are assessed by teachers to see which pupils require both academic and social/emotional interventions. Many interventions will be carried out in school as normal, but there may be a need for further interventions to take place remotely. Some interventions will take place virtually and these will be arranged with our SENDCo and or outside providers.

The school will receive money from the Central Government to provide tuition for children who have been identified by the school. This will be in addition to the core curriculum they are receiving. These will undoubtedly be outside the school day. There will be a mixture of face to face and remote learning provided.

How will teacher workload be considered?

It is important that Blended Learning does not add to the already-high workload of teachers. It is hoped that a mixture of synchronous and asynchronous material will ensure that there is not too much additional work to be done as children will be able to access live lessons streamed from school. Pre-recorded videos uploaded onto

Google Classroom should be concise and brief and use the same slides as those which pupils in school will be viewing. It is imperative that the Blended Learning provision is regularly reviewed with teachers to check that it is a) effective and b) not adding to teacher workload.

Senior Leadership Team

January 2023

Please click on the descriptions to follow the hyperlinks

Year Group	<u>Must</u>	Should	Could
<p>Daycare - Please note children in daycare can be aged 12 months to 5 years and so parental judgments, with support of the key person if required, will be required to judge which resources are developmentally suitable.</p>	<p>Contact the school to confirm absence. Daily reading</p>	<p>Sandringham home learning website- EYFS</p> <p>Project learning sheets- given in person, emailed/ sent via Weduc or sent by post (on request)</p> <p>Listening to stories/ rhymes daily-books are best but these are good alternatives or supplements: Bedtime stories- BBC Oxford Owl Mr Tumble- BBC Audible - Littlest Listeners Storyline Online Diverse read alouds with Sankofa Read Aloud</p> <p>Work on the key school ready skills</p>	<p>EYFS Home learning</p> <p>BBC EYFS activities</p> <p>Read alongs</p> <p>Online EYFS links- White Rose</p> <p>Astro Girl - Ken Wilson Max</p> <p>50 Key Activities</p> <p>BBC Number blocks</p> <p>Online lessons- Oak Academy</p>
<p>Pre-School</p>	<p>Contact the school to confirm absence. Daily reading</p>	<p>Project learning sheets- given in person, emailed/ WEDUC'ed or sent by post (on request)</p> <p>Sandringham home learning website- EYFS</p> <p>Listening to stories/ rhymes daily-books are best but these are good alternatives or supplements: Bedtime stories- BBC Mr Tumble- BBC Storyline Online Book Trust Oxford Owl</p>	<p>EYFS Home learning</p> <p>BBC EYFS activities</p> <p>Online EYFS links- White Rose</p> <p>Work on the key school ready skills</p> <p>50 Key Activities</p> <p>BBC Number blocks</p> <p>Read alongs</p> <p>Online lessons- Oak Academy</p>

		Audible - Littlest Listeners Astro Girl - Ken Wilson Max Diverse read alouds with Sankofa Read Aloud	
Nursery	<p>Contact the school to confirm absence. Daily reading</p>	<p>Sandringham home learning website- EYFS</p> <p>Project learning sheets- given in person, emailed/ WEDUC'ed or sent by post (on request)</p> <p>Listening to stories/ rhymes daily- books are best but these are good alternatives or supplements: Bedtime stories- BBC Oxford Owl Mr Tumble- BBC Audible - Littlest Listeners Storyline Online Diverse read alouds with Sankofa Read Aloud</p> <p>Work on the key school ready skills</p>	<p>EYFS Home learning</p> <p>BBC EYFS activities</p> <p>Read alongs</p> <p>Online EYFS links- White Rose</p> <p>Astro Girl - Ken Wilson Max</p> <p>50 Key Activities</p> <p>BBC Number blocks</p> <p>Online lessons- Oak Academy</p>
Reception	<p>Contact the school to confirm absence. Daily reading</p> <p>Listening to stories/ rhymes daily- books are best but these are good alternatives or supplements: Bedtime stories- BBC Oxford Owl Mr Tumble- BBC Audible - Littlest Listeners Storyline Online Diverse read alouds with Sankofa Read Aloud Book Trust Read alongs Astro Girl - Ken Wilson Max https://www.bbc.co.uk/teach/school-radio/eyfs-early-years/z6bgnd Physical activity- Joe Wicks</p>	<p>Sandringham home learning website- EYFS</p> <p>Sandringham learning videos</p> <p>Project learning sheets- given in person, emailed/ sent via Weduc or sent by post (on request)</p> <p>Phonics- RWI</p> <p>Newham Learning videos</p>	<p>EYFS Home learning</p> <p>Online EYFS links- White Rose</p> <p>50 Key Activities</p> <p>BBC Number blocks</p> <p>Online lessons- Oak Academy</p>
Year 1	<p>Contact the school to confirm absence.</p>	<p>Sandringham learning videos</p>	<p>Numberbots</p>

	<p>Daily reading</p> <p>Listening/ reading stories/ rhymes daily- books are best but these are good alternatives or supplements:</p> <p>Bedtime stories- BBC Book Trust</p> <p>Kids' Poems and Stories with Michael Rosen Book Trust</p> <p>Diverse read alouds with Sankofa Read Aloud</p> <p>Read alongs Oxford Owl</p> <p>Audible - Littlest Listeners</p> <p>Storyline Online</p> <p>Physical activity- Joe Wicks</p>	<p>Sandringham learning videos- specialists</p> <p>Project learning sheets- given in person, emailed/ sent via Weduc or sent by post (on request)</p> <p>Phonics- RWI</p> <p>Maths no problem- aged 5-6 Parental login</p> <p>Newham Learning videos</p>	<p>BBC Teach</p> <p>BBC Live teaching</p> <p>National academy- year one</p> <p>50 Key Activities</p> <p>Online lessons- Oak Academy</p>
Year 2	<p>Contact the school to confirm absence.</p> <p>Daily reading</p> <p>Listening/ reading stories/ rhymes/ poems daily- books are best but these are good alternatives or supplements:</p> <p>Bedtime stories- BBC Book Trust</p> <p>Diverse read alouds with Sankofa Read Aloud</p> <p>Read alongs Storyline Online</p> <p>Oxford Owl</p> <p>Audible - Littlest Listeners</p> <p>Kids' Poems and Stories with Michael Rosen</p> <p>Physical activity- Joe Wicks</p>	<p>Phonics- RWI</p> <p>Maths no problem- aged 6-7 Parental login</p> <p>Sandringham learning videos</p> <p>Sandringham learning videos- specialists</p> <p>Project learning sheets- given in person, emailed/ sent via Weduc or sent by post (on request)</p> <p>Newham Learning videos</p>	<p>Online maths- Whiterose</p> <p>Numberbots</p> <p>BBC Teach</p> <p>BBC Live teaching</p> <p>National academy- year two</p>
Year 3	<p>Contact the school to confirm absence.</p> <p>Daily reading</p> <p>Listening/ reading stories/ poems daily- books are best but these are good alternatives or supplements:</p> <p>Bedtime stories- BBC Book Trust</p> <p>Diverse read alouds with Sankofa Read Aloud</p> <p>Kids' Poems and Stories with</p>	<p>Timetables Rockstars</p> <p>Phonics- RWI</p> <p>Maths no problem- aged 7-8 Parental login</p> <p>Sandringham learning videos</p> <p>Sandringham learning videos- specialists</p>	<p>Online maths- Whiterose</p> <p>National academy- year three</p>

	<p>Michael Rosen Poems aloud with Joseph Coelho Audible - KS2 listeners Book Trust recommended reads Oxford Owl Physical activity- Joe Wicks</p>	<p>Project learning sheets- given in person, emailed/ sent via Weduc or sent by post (on request)</p> <p>Newham Learning videos</p>	
Year 4	<p>Contact the school to confirm absence. Daily reading</p> <p>Listening/ reading stories daily- books are best but these are good alternatives or supplements: Book Trust</p> <p>Diverse read alouds with Sankofa Read Aloud Kids' Poems and Stories with Michael Rosen Poems aloud with Joseph Coelho Audible - KS2 listeners Book Trust recommended reads Oxford Owl Physical activity- Joe Wicks</p>	<p>Timetables Rockstars</p> <p>Maths no problem- aged 8-9 Parental login</p> <p>Sandringham learning videos Sandringham learning videos- specialists</p> <p>Project learning sheets- given in person, emailed/sent via Weduc or sent by post (on request)</p> <p>Newham Learning videos</p>	<p>Online maths- Whiterose</p> <p>National academy- year four</p> <p>BBC Teach</p> <p>BBC Live teaching</p>
Year 5	<p>Contact the school to confirm absence. Daily reading</p> <p>Listening/ reading stories daily- books are best but these are good alternatives or supplements: Book Trust</p> <p>Diverse read alouds with Sankofa Read Aloud Kids' Poems and Stories with Michael Rosen Poems aloud with Joseph Coelho Audible - KS2 listeners Book Trust recommended reads Oxford Owl Physical activity- Joe Wicks</p>	<p>Timetables Rockstars</p> <p>Maths no problem- aged 9-10 Parental login</p> <p>Sandringham learning videos</p> <p>Sandringham learning videos- specialists</p> <p>Project learning sheets- given in person, emailed/sent via Weduc or sent by post (on request)</p> <p>Newham Learning videos</p>	<p>BBC Teach</p> <p>BBC Live teaching</p> <p>Online maths- Whiterose</p> <p>National academy- year five</p> <p>Kooth- online counselling services- aged 10 and up</p>
Year 6	<p>Contact the school to confirm absence. Daily reading</p> <p>Listening/ reading stories daily- books are best but these are good</p>	<p>Timetables Rockstars</p> <p>Maths no problem- aged 10-11 Parental login</p> <p>Sandringham learning videos</p>	<p>BBC Teach</p> <p>BBC Live teaching</p> <p>Online maths- Whiterose</p>

	<p>alternatives or supplements:</p> <p>Book Trust</p> <p>Diverse read alouds with Sankofa Read Aloud</p> <p>Physical activity- Joe Wicks</p> <p>Kids' Poems and Stories with Michael Rosen</p> <p>Poems aloud with Joseph Coelho</p> <p>Audible - KS2 listeners</p> <p>Book Trust recommended reads</p> <p>Oxford Ow</p> <p>Physical activity- Joe Wicks</p>	<p>Sandringham learning videos- specialists</p> <p>Project learning sheets- given in person, emailed/ sent via Weduc or sent by post (on request)</p> <p>Newham Learning videos</p>	<p>National academy- year six</p> <p>Kooth- online counselling services- aged 10 and up</p> <p>IFREE eBook Library from Oxford Owl for Home</p>
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Children learning English

At Sandringham we have a number of children who are in the process of learning English. Where possible, it is important that children have the opportunity to be exposed to age appropriate learning activities. Therefore, children should access the appropriate year group activities above, and, to supplement this, children learning English can use the resources shown below.

These are some helpful activities to support children to continue to develop their English skills.

- [British Council- EAL](#)
- [BBC EAL](#)
- [BBC Bitesize- English](#)

Children with Special Educational Needs

For some children, they may be working significantly below the national expectation for these children these resources will be helpful but the SEND leaders will be in touch with your individually:

<u>Must</u>	<u>Should</u>	<u>Could</u>
<p>Contact the school to confirm absence. Daily reading</p> <p>Listening/ reading stories daily- books are best but these are good alternatives or supplements: Book Trust Diverse read alouds with Sankofa Read Aloud Kids' Poems and Stories with Michael Rosen Poems aloud with Joseph Coelho Audible - KS2 listeners Book Trust recommended reads Oxford Ow</p>	<p>Listening/ reading stories daily- books are best but these are good alternatives or supplements: BBC SEND toolkit Book Trust Audible - Littlest Listeners Sandringham home learning website - SEND National Oak Academy - EYFS Subject Specific National Oak Academy - Listening and Attention National Oak Academy - Communication and Language National Oak Academy - Story Recall National Oak Academy - Maths National Oak Academy - Sensory Circuit</p>	<p>Sandringham learning videos- SEND BBC Number blocks Mr Tumble- BBC Cosmic Yoga- Sensory Processing Sensory Learning Ideas</p>