



The Swan Trust

Our Children, their Learning and Development

Expectations for children's blended learning experience

Our aims

- We wish to support our Headteachers, schools and staff in delivering the agreed blended learning approach
- Consistency across the Trust in providing high quality learning for all children
- We wish to benefit from a sharing of best and successful practice
- That learning will be a mixture of practical and recorded activities; including physical movement
- Where possible reduce demands on our teachers by simplifying expectations
- We will communicate our intentions to parents

Factors Considered

- Our imperative is to preserve the safety, learning and well-being of children
- We want our Values and Vision of our schools to remain
- We appreciate that staff must be safe and supported in delivering the agreed blended learning approach
- All staff are asked to support the agreed blended learning approach
- DFE guidance is non-statutory and subject to interpretation
- DFE suggest a minimum of three learning hours for KS1 daily and four learning hours for KS2 daily (learning hours not teaching hours)

Blended Learning Expectations

Using the Education Endowment Trust Remote learning research we have agreed

1. Teaching Quality is more important than how lessons are delivered (we agreed this could be recorded or live)

- Full and balanced curriculum will be delivered
- A balance of quality learning experiences across the week of live or recorded learning
- Live learning must be recorded to allow other children access at different times
- Welcome to the day from the Teacher to set out the days learning
- Planned timetable shared with children and parents for the week ahead and introduced daily
- Individual feedback for each child daily
- There will be one learning session per day delivered to the children by a teacher in the school (English or Maths) by the end of the January this will have move to two
- At least weekly opportunity to recognise and celebrate children's learning successes
- We aspire to develop a timetabled social time throughout the day to enable peer interaction

2. Ensuring access to technology is key, particularly for disadvantaged pupils

- Remind parents of the new offer for free data
- Loan out devices to our disadvantaged families (we are aware that the media has said all children can have one, this hasn't yet been translated into a reality)
- Providing paper packs and resources for those that need them
- Keeping a check on who is engaging and completing learning

3. Peer interactions can provide motivation and improve learning outcomes

(it is recognised that this is most successful with older learners)

- Blogs on Purple Mash/Seesaw and other interactive tools are engaging children
- Using uploaded learning as an example for the next session
- Chat function linked to the learning

4. Supporting children to work independently can improve learning outcomes

- Using top tips/success criteria to remind the children what to include in their learning
- Recordings allow those children who take longer to process time to stop the recording and think, particularly those with SEND
- Feedback is daily, and constructive, using voice recordings where possible

5. Different approaches to remote learning suit different types of content and children

- Using a mixture of learning opportunities
- Keep sharing best practice to learn from one another

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What makes a good online learning experience?

Characteristics of effective blended learning experiences

- Psychological safety
- Strong and clear structure
- Interactive approach using facilities such as sharing work, polls, quizzes
- Access and build upon children's prior learning
- Step by Step guidance
- Checking for understanding before proceeding
- Peer Interaction
- Sequence of learning that the teacher responds to after child feedback and review
- Formative assessment being used
- Support resources to hand
- Opportunities to display and share children's learning
- Familiarity with digital technology
- Parent or carer who is supportive