



Squirrel Hayes First School: Blended Learning education policy November 2025
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Squirrel Hayes First School

Policy Reviewed on	July 2021	Sept 2022	Nov 2023	Nov 2024	Nov 2025	
Policy Owner Signature	R Percival	R Percival	R Percival	R Percival	R Percival	
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Blended learning education policy

pg. 1 This school is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expects all staff and volunteers to share this commitment.



Blended learning Education Policy for Squirrel Hayes First School

Blended Learning

Blended Learning is the integration of classroom face-to-face learning with online/remote learning experiences.

1. Statement of School Philosophy

Squirrel Hayes First School has always strived to be creative, innovative and support our parents/children in the best way possible to make learning purposeful and holistic. Our strategy for remote/blended learning continues this.

2. Aims

It is the aim of Squirrel Hayes First School that this Blended learning Education Policy aims to:

- Ensure consistency in the approach to remote/blended learning for all pupils (Inc. SEND) who aren't in school through use of quality Online and offline resources and teaching videos
- Provide clear expectations members of the school community with regards to delivery high quality interactive remote/blended learning
- Include continuous delivery of the school curriculum, as well as support of Motivation, Health and Well-Being and Parent support
- Consider continued education for staff and parents (e.g. CPD, Supervision and Meet the Teacher)
- Support effective communication between the school and families and support attendance

3. Who is this policy applicable to?

- A child (and their siblings if they are also attending Squirrel Hayes First School) is absent because they are awaiting test results and the household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal.
- A child's whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.

(Remote/blended learning will be shared with families when they are absent due to Covid related reasons and not to all at start of week)

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- A child if school is forced to close due to an emergency (e.g. due to dangerous weather, operational challenges such as lack of water or heating etc.)

4. Content and Tools to Deliver This Remote/Blended learning Education Plan

Resources to deliver this Blended learning Education Plan include:

- Online tools for EYFS KS1 KS2 (*Google classrooms and J2E*), as well as for staff CPD and parents sessions.
- Use of Recorded video (*or Live Video if used*) for Start Day registration, instructional videos and assemblies
- Phone calls home
- Printed learning packs
- Physical materials such as story books and writing tools
- Use of Inspire Maths, numbots, TT Rockstars, Oxford Owl, Bug club and Espresso.

5. Home and School Partnership

Squirrel Hayes First School is committed to working in close partnership with families and recognises each family is unique and because of this remote/blended learning will look different for different families in order to suit their individual needs.

Squirrel Hayes First School will provide a refresher online training session and induction for parents on how to use Google Classroom where possible, provide personalised resources and guides to support this.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. Squirrel Hayes First School would recommend that each 'school day' maintains structure.

We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration.

Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on case-to-case basis.

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In line with Squirrel Hayes First School's 'digital charter' we would encourage parents to follow the 'digital 5 a day' framework which provides practical steps to support a healthy and balanced digital diet.

All children sign an 'Acceptable Use Policy' at school which includes e-safety rules and this applies when children are working on computers at home.

Loaning devices

Squirrel Hayes First School seeks to embrace the use of ICT to enhance teaching, learning and Home-School-Partnership. Use of ICT forms part of the school's approach to Remote/Blended Learning in supporting pupils to continue with their learning if they are physically unable to attend school due to COVID-19 guidelines or other medical reasons. Computer. All families who require a computer or device with internet access will be loaned a device when there a whole class or school closure situation. Whilst on loan the maintenance and upkeep will be the responsibility of the parent.

What are the consequences of improper conduct?

It is the responsibility of the Parent/Carer to ensure that use of the school's ICT equipment whilst on loan, is supervised and supported where necessary by an appropriate adult. Failure of a pupil, under the supervision of their Parent/Carer, to abide by this Acceptable Use Agreement will be taken seriously in the same way as any form of misconduct.

Illegal activities will be reported to the Headteacher and if necessary the local Safeguarding Children's Authority and Social Services.

GENERAL COMPUTER USE WHEN ON LOAN:

- School-owned ICT equipment on loan should only be used to access Remote/Blended Learning activities whilst a pupil is unable to physically attend school due to COVID-19 reasons or other medical reasons.
- The equipment will remain the property of Squirrel Hayes First School indefinitely.
- If the parent applies for a place at a different school, at the point of application, the equipment must be returned to Squirrel Hayes First School.
- It is a parent/Carers' responsibility to ensure that there is adequate insurance in place to replace the equipment if damaged or lost whilst in the pupil's possession.

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6. Roles and responsibilities

Teachers

To note: the suggested responsibilities below relate to where a whole class/bubble is isolating and would be reduced when it is fewer children isolating and the majority of the class are in school.

Squirrel Hayes First School will provide a refresher training session and induction for new staff on how to use Google Classroom.

When providing remote/blended learning, teachers must be available between 8.30am - 3.15pm

If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When providing remote/blended learning, teachers are responsible for:

- Setting work:
 - Teachers will set work for the pupils in their classes.
 - The work set should follow the usual timetable for the class had they been in school, wherever possible
 - Weekly/daily work will be shared
 - Teachers in Nursery to Year 4 will be setting work on *Google Classroom*
- Providing feedback on work:
 - All work that is submitted will be looked at by the teacher.
 - 3 pieces of agreed work will be marked and feedback given.
- Keeping in touch with pupils who aren't in school and their parents:
 - If there is a concern around the level of engagement of a pupil/s parents should be contacted via phone to assess whether school intervention can assist engagement.
 - All parent/carer emails should come through the school admin account (admin@squirrelhayes.staffs.sch.uk)
 - Any complaints or concerns shared by parents or pupils should be reported to a member of SLT- for any safeguarding concerns, refer immediately to the DSL

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Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote/blended learning approach across the school including daily monitoring of engagement.
- Monitoring the effectiveness of remote/blended learning - explain how they'll do this, such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents
- Monitoring the security of remote/blended learning systems, including data protection and safeguarding considerations

Designated safeguarding lead

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

Computer leader

Computer leader is responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff with any technical issues they're experiencing
- Assisting pupils and parents with accessing the internet or devices

The SENCO

Liaising with the computer leader to ensure that the technology used for **remote/blended** learning is accessible to all pupils and that reasonable adjustments are made where required.

- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs
- Identifying the level of support

Pupils and parents

Staff can expect pupils learning remotely to:

- Complete work to the deadline set by teachers

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- Seek help if they need it, from teachers
- Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it - if you know of any resources staff should point parents towards if they're struggling, include those here
- Be respectful when making any complaints or concerns known to staff

Governing Board

The governing board is responsible for:

- Monitoring the school's approach to providing remote/blended learning to ensure education remains as high quality as possible
- Ensuring that staff are certain that remote/blended learning systems are appropriately secure, for both data protection and safeguarding reasons

7. Data protection

4.1 Accessing personal data

When accessing personal data for remote/blended learning purposes, all staff members will:

Explain:

- Access data through a secure cloud service or a server in the school's IT network
- They will use their personal, secure laptops
- No personal data will be saved on any device used.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as [email addresses] as part of the remote/blended learning system. As long as this processing is

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necessary for the school's official functions, individuals won't need to give permission for this to happen.

However, staff are reminded to collect and/or share as little personal data as possible online.

4.3 Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected - strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- Ensuring the hard drive is encrypted - this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date - always install the latest updates

8. Who to contact

If staff have any questions or concerns about remote/blended learning, they should contact the following individuals:

- Issues in setting work - talk to the relevant teacher
- Issues with behaviour - talk to the relevant DSL or SENCO
- Issues with IT - talk to Computer leader
- Issues with their own workload or wellbeing - talk to relevant teacher or Head Teacher
- Concerns about data protection - talk to the data protection officer
- Concerns about safeguarding - talk to the DSL

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9. Links with other policies and development plans



This policy is linked to our:

- Safeguarding
- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Online safety acceptable use policy
- Digital and hardware Development Planning
- Code of Conduct for Phone calls, Video conferencing and recorded video
- End User Agreements for Google classroom

Evaluation and Review

We see our policy as a working document and we plan to review this policy periodically.



Sites and services: We are currently delivering remote learning through a range of sites and services, most of which are part of our usual online provision for children: Teams, Seesaw and School Cloud are our main method of communication between school and families. We supplement this with the use of texts, emails and the class Twitter page.

 <p>Bug Club</p>	<p>Access to a range of reading books, across a selection of genres, closely linked to reading age and phonic gaps. Teachers monitor reports and set new books when required.</p>	<p>www.activelearnprimary.co.uk</p>
	<p>Access to an online, gamified learning platform designed to help children aged 6+ master multiplication and division facts through fast-paced, 3-minute, or 1-minute daily sessions. It boosts speed and accuracy, improves confidence, and uses an adaptive algorithm to match questions to the child's skill level.</p>	<p>https://trockstars.com/</p>

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	<p>Spelling Shed is a unique application that is suitable for ages 5 to 11 and focuses on spelling and literacy. Differentiated spelling activities are set and can be practised at home on any SMART device. This app has been developed to be 'dyslexia friendly' using the 'Open Dyslexic' font. Reception(Spring Term) - Y6</p>	<p>www.play.edshed.com</p>
	<p>Topmarks gives children the opportunity to learn online and reinforce concepts learnt. Games and activities are fun and engaging.</p>	<p>https://www.topmarks.co.uk</p>

DOCUMENT CHANGE LOG

Version No.	Date of review	Reviewer	Changes Made
01	6.07.21	R Percival	
02	22.09.22	R Percival	Reviewed, no changes made.
03	17.11.23	R Percival	Reviewed, no changes made.
04	11.11.24	R Percival	Reviewed, introduction added.
05	11.11.25	R Percival	Reviewed, addition of apps used within school and at home.

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