Models of Blended Learning

CONTINUITY OF LEARNING – OVERVIEW

By the beginning of September, Welsh Government will have provided guidance documentation for schools on the following:

- Ongoing **guidance in operational matters** as schools learn more about how to operate in a COVID safe environment;
- Specific **models of operations** to support decision making at school level;
- Ongoing **learning guidance** to support headteachers and teachers to engage with the new curriculum in the new conditions of operation;
- **Curriculum guidance** to support curriculum realisation;
- **Blended learning guidance and professional learning** to support schools in maximising the positive lessons that have been learned over recent months;
- Guidance to support the mobilisation of the **Accelerating Learning Programme;** and
- Documents and activities to support the **national conversation about pedagogy, teaching and learning.**

This guidance builds on **Developing integrated approaches to support blended learning for the phased opening of schools** published on June 29, 2020. As schools will be open in September for all pupils, this guidance can be used to stimulate professional learning discussions on:

- teaching and learning approaches;
- planning learning experiences for learners;
- planning for those learners who might not fully engage or decide that a return to school is not appropriate for them at this time;
- effective communication between school and home;
- effective feedback and feed forward;
- possible planning and approaches for preparing to implement Curriculum for Wales;
- how to manage blended learning if schools face a further lockdown.

Models of Blended Learning

Introduction

Foundation Phase Model

Foundation Phase Examples

KS2 and Secondary Models

Assessment

Glossary

KS2 Examples

Secondary Examples

Blended Learning

Face-to-face learning and distance learning should complement each other and be driven by a single curriculum. It should be underpinned by good quality teaching.

A number of models exist for blended learning. There is **no suggestion that any model is better than another, rather schools should consider the relative benefits and challenges of each model in their context.** It might also be sensible for schools to consider a hybrid of approaches to meet the needs of their learners and supports specific subjects.

When timetabling for the period when pupils spend some time face-to-face and some time at home, schools need to ensure that pupils can access a broad and balanced curriculum. If pupils continue to be taught in bubbles, each bubble may be at a different stage in a model much like a carousel of activities. Some models may lend themselves to teaching in bubbles more than others.

Before embarking on the planning of blended learning schools should ask themselves the following strategic questions:

• *Which of the models aligns best to supporting your vision for learning and teaching or would a combination of the models best meet*

  the needs of the school, staff and learners?

• *What opportunities do each of the models give for differentiation and personalisation for learners?*

• *Which model will best engage the learners?*

• *What are the operational challenges of each of the models?*

• *What information will staff, learners and parents need in order for the selected blended learning approach to work effectively?*

• *Which approach is most appropriate for each year group and subject area?*

• *What will the arrangements for assessment and feedback be?*

Blended Learning Model for Foundation Phase

[Blended Learning Model](#)

Blended Learning in the Foundation Phase

As more learners return to the physical school setting, every school will be operating in a vastly different context. Schools and settings will continue, for the foreseeable future, to provide a combination of face to face learning and a range of learning opportunities designed to build upon this away from school – a blended learning approach.

The youngest children in Wales will need to develop a range of skills over time, which will enable them to become independent learners who are able to learn, build upon and apply a range of skills away from the school or setting with increasing autonomy.

As schools develop their own approach to blended learning, it is important to consider the following as a guide to good practice:

For the child, any blended learning approach should:
· Ensure that their stage of developments and sense of well-being is fully taken into account when planning for learning. This should include explicit opportunities to develop their personal, social and emotional skills as an integral part of blended provision.
· Involve play and investigation opportunities to develop their natural curiosity and problem-solving skills
· Ensure that all learning holds meaning, has a purpose and builds their confidence over time
· Ensure that learning promotes plenty of opportunity for success
· Pay high regard to the specific development of children's oracy skills
· Recognise and value parents as the child's first educator and build an increasingly effective two-way dialogue between home and school

For the Practitioner, any blended learning approach should:
· Be manageable and rely only upon documentation that is directly useful in moving children's learning forward at a developmentally appropriate pace.
· Be strongly rooted in the principles of effective early learning and pay high regard to the Four Purposes of the new curriculum
· Be planned and co-constructed in partnership with parents/carers and the child
· Be reflected upon and revised, based on understanding gained from all aspects of teaching and learning at home and in school
· Be informed by a growing level of evidence based on research and professional enquiry
· Ensure all parents/carers can participate positively in their child's learning journey so that all learners have an equal chance of success. Be aware of any barriers that may prevent parents/carers from working with their child at home, for example language of the home or inability to read and understand instructions
· Utilise platforms and applications that support children in their learning – both in and away from the school or setting.

In the Setting *Focused & Children's interests*
· Ensure blended learning focuses on authentic, experiential learning experiences, drawing on the Four Purposes of the new curriculum as a starting point.
· Ensure that children's well-being is an integral part of the planning process.
· Make best use of face-to-face practitioner time to ensure the practitioner is the facilitator of learning. Ensure the direct teaching of specific skills consolidates learning experiences both indoors and outside.
· Plan opportunities for taught skills across learning experiences to be embedded both in school and home to strengthen pupils' 'fitness for learning' in order to continue to progress.
· Ensure all staff understand the purpose of any play/active learning activities.
· Consider the home and school learning environments as 'enhanced provision' to enable pupils to think more deeply and practise skills in authentic contexts for learning.
· Be realistic in planning activities that are 'real/authentic' for the pupil and that can be easily extended to their immediate local environment in order to ensure equity for learners and families.

Enhanced Home Learning and children's interests
Use schools' usual communication systems to gather views on what is working well and what is not. Adapt planning to best meet the needs of all learners.
Ensure all parents/carers understand the purpose of any play/active learning activities. Practitioners should model the learning and share clear step-by-step guidance where necessary.
Use asynchronous learning materials to enhance learning at home for example make videos of reading stories, singing songs (including in Welsh), and number games/facts.
Provide resources for pupils to complete tasks at home if necessary, for example by providing loose parts or craft materials.
Plan practical learning activities for pupils to apply and transfer their skills and knowledge when at home in 'real life' contexts. Include creative, investigative and physical skills that make the best of pupils' immediate environment.

Planning for learning

· Place the Four Purposes at the core of teaching and learning with well-being at the centre.

· Use knowledge of child development to plan for learning. Ensure that opportunities for play and experiential learning remain the key drivers in the planning process.

· Focus on authentic learning opportunities found in daily routines, practical tasks and outdoors.

· Plan to promote languages, communication and numeracy skills within the learning experiences in school and the home.

· Practitioners carefully plan activities for continuous and enhanced provision areas that link directly to the specific skill being taught.

· ICT skills can be taught to enhance learning. However, the main focus should be to encourage active learning for the relatively short time pupils are in school.

Feedback and Feed forward

· Build in time to talk to children about their learning to establish their understanding and to plan the next steps.

· Actively respond to pupils' and parents comments and ideas to plan for enhanced learning experiences which support pupil progression.

· Celebrate home learning and address any misconceptions in school. Highlight children's increasing ability to demonstrate positive dispositions to learning, including critical and creative skills in line with the Four Purposes of the new Curriculum for Wales.

· Take note of pupils' emotional and physical well-being by noticing levels of concentration, dispositions to learning, social interactions and independence. Make suitable adjustments where necessary.

EXAMPLES OF ACTIVITIES

All activities to be planned and delivered in line with current operational guidance and school's risk assessment.

These are activities for focus and enhanced provision. Focus tasks are designed for short repeated bursts of teaching 10 – 15 minutes for Nursery and Reception and 15 - 20 minutes for Years 1 and 2. Continuous provision will need to be available.
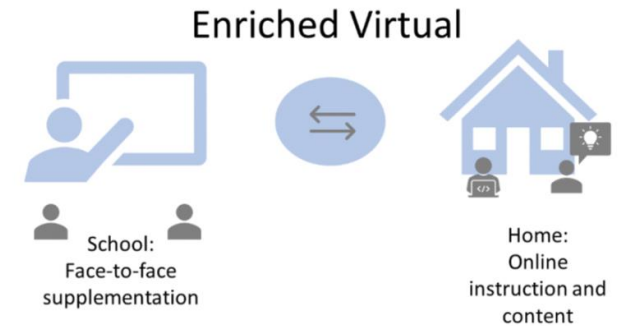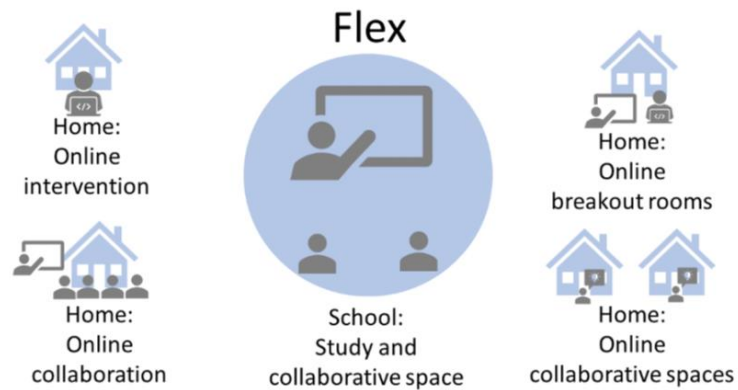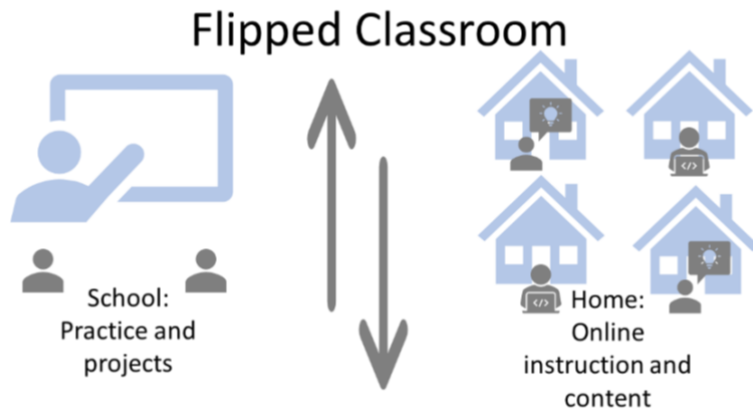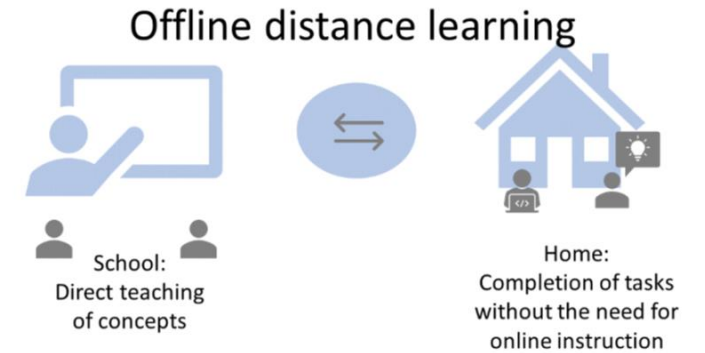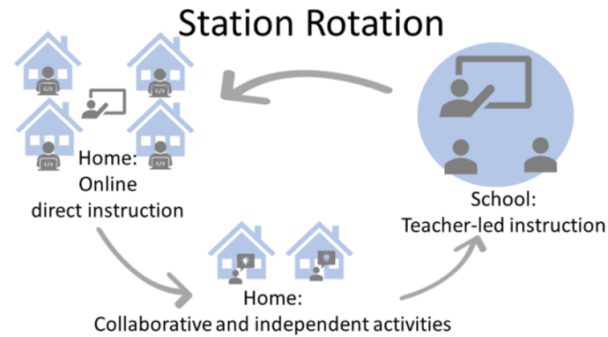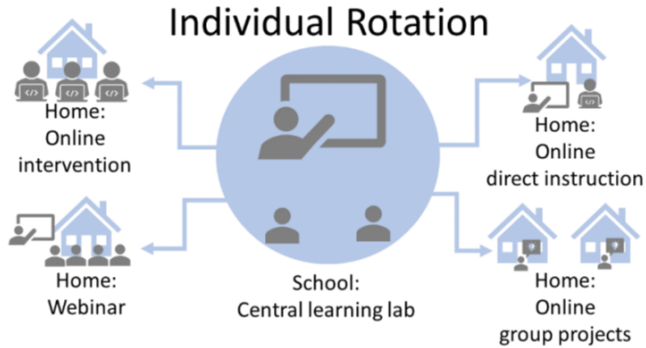
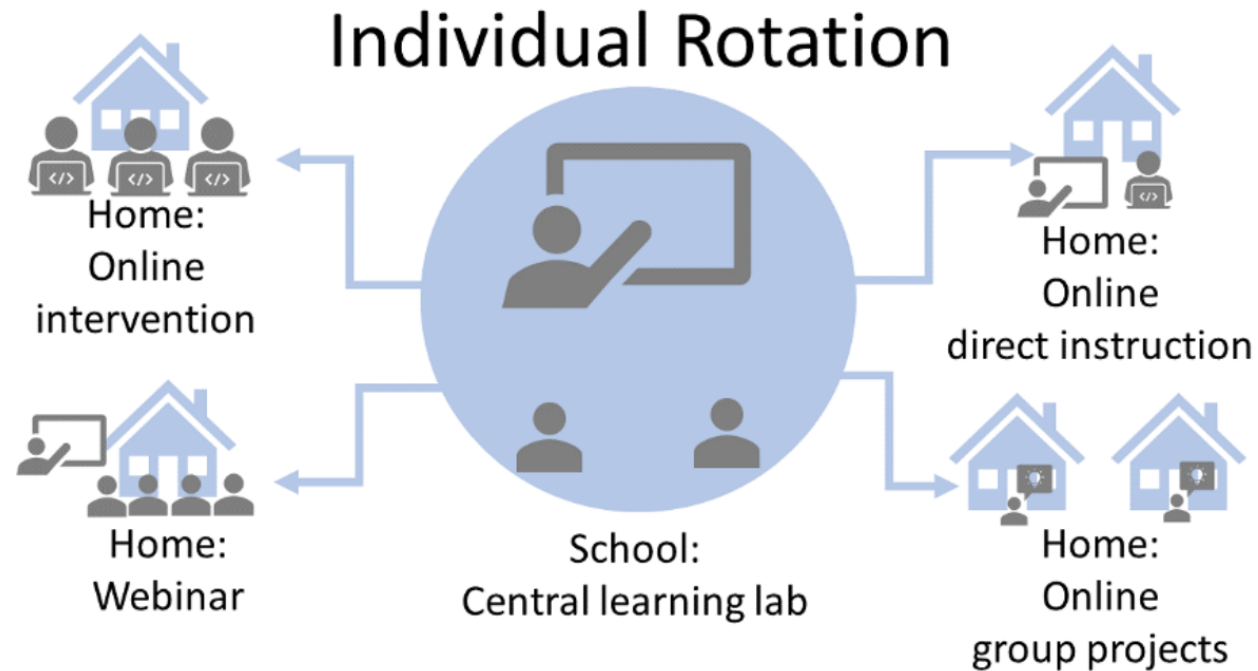## Examples of activities

Home

Possible models for blended learning KS2 and Secondary

Click the pictures for further guidance.

The Individual Rotation model allows learners to rotate through stations, but on individual timetables set by a teacher. Unlike other rotation models, students do not necessarily rotate to every station; they rotate only to the activities scheduled for them.

Click below for information and guidance.
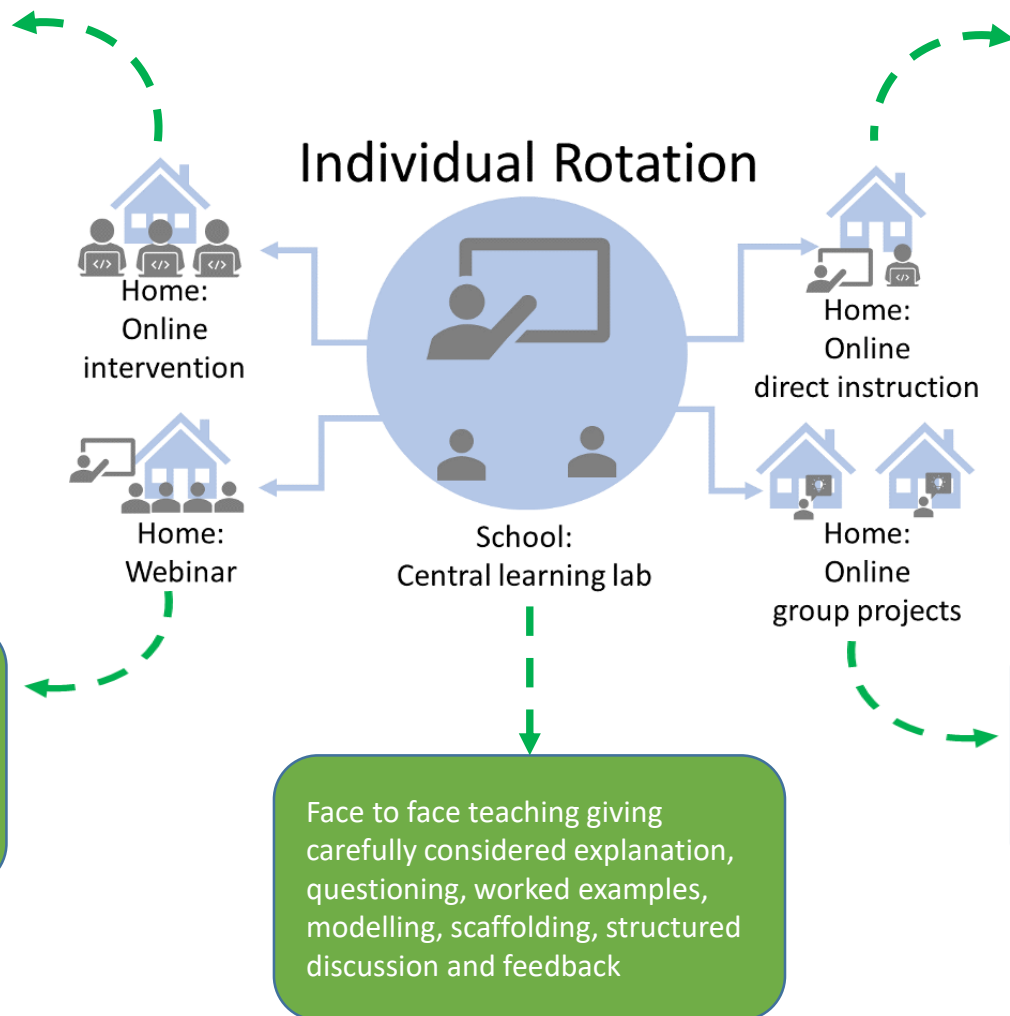
Return to models

How to do this

Considerations

Specific exemplification

Home

How to do this

Teachers address questions and misconceptions in a live session. This may be recorded to serve as a resource for learning. Individual pupils or groups of pupils could be asked to join with timetabled intervention. Alternately, pupils could opt in to this where needed Pupils may be referred to online software or applications as an intervention strategy

Individual Rotation

Home: Online intervention

Home: Webinar

School: Central learning lab

Home: Online direct instruction

Home: Online group projects

Teachers present carefully planned video and/or audio explanations as live lessons (synchronous) or recorded sessions (asynchronous) to explain concepts and new learning. A live lesson is designed around small learning increments and clearly defined and prescribed teaching tasks. These sessions will complement and enhance activities presented face to face in the central learning lab

Teachers deliver a presentation. Pupils may submit questions or make observations through a chat facility.

Face to face teaching giving carefully considered explanation, questioning, worked examples, modelling, scaffolding, structured discussion and feedback

Teachers plan opportunities for pupils to work together and collaborate on online group projects. Pupils may work on a document or video presentation together
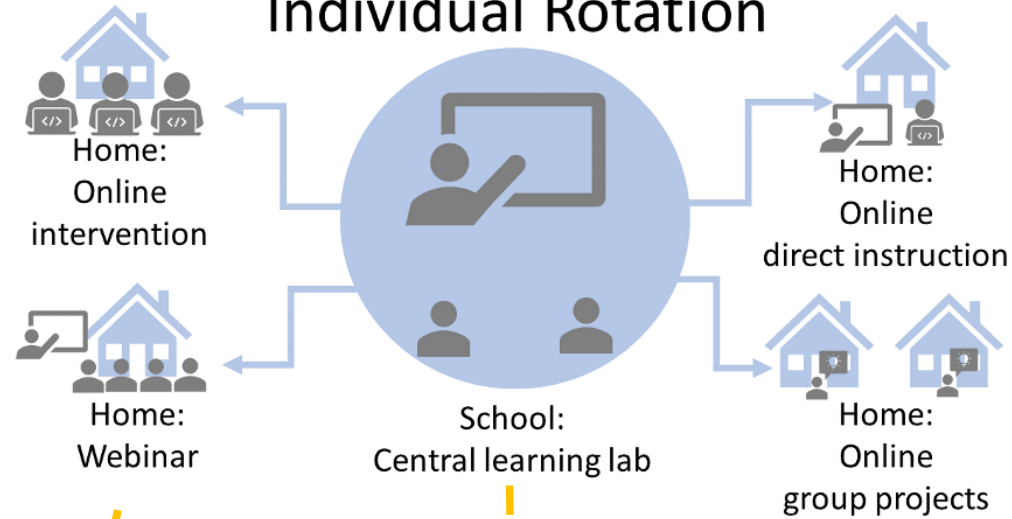
Return to Individual Rotation

Return to models

Considerations

Individual Rotation

- Safeguarding considerations for live streaming.
- Developing pupils' learning to learn skills
- Professional learning for teachers to deliver and record sessions.
- Availability of technology.
- Cost and access for the relevant software
- Opportunities for feedback.
- Understanding and assessment of the learning.
- Screen time.

Home: Online intervention

Home: Webinar

School: Central learning lab

Home: Online direct instruction

Home: Online group projects

- Safeguarding considerations for live streaming.
- Professional learning for teachers to deliver and record sessions.
- Availability of technology.
- Parental support and support for parents
- Opportunities for feedback.
- Understanding and assessment of the learning.
- Screen time.

- Safeguarding considerations and ground rules for live streaming and chat facility.
- Professional learning for teachers to deliver and record sessions.
- Availability of technology.
- Opportunities for feedback.
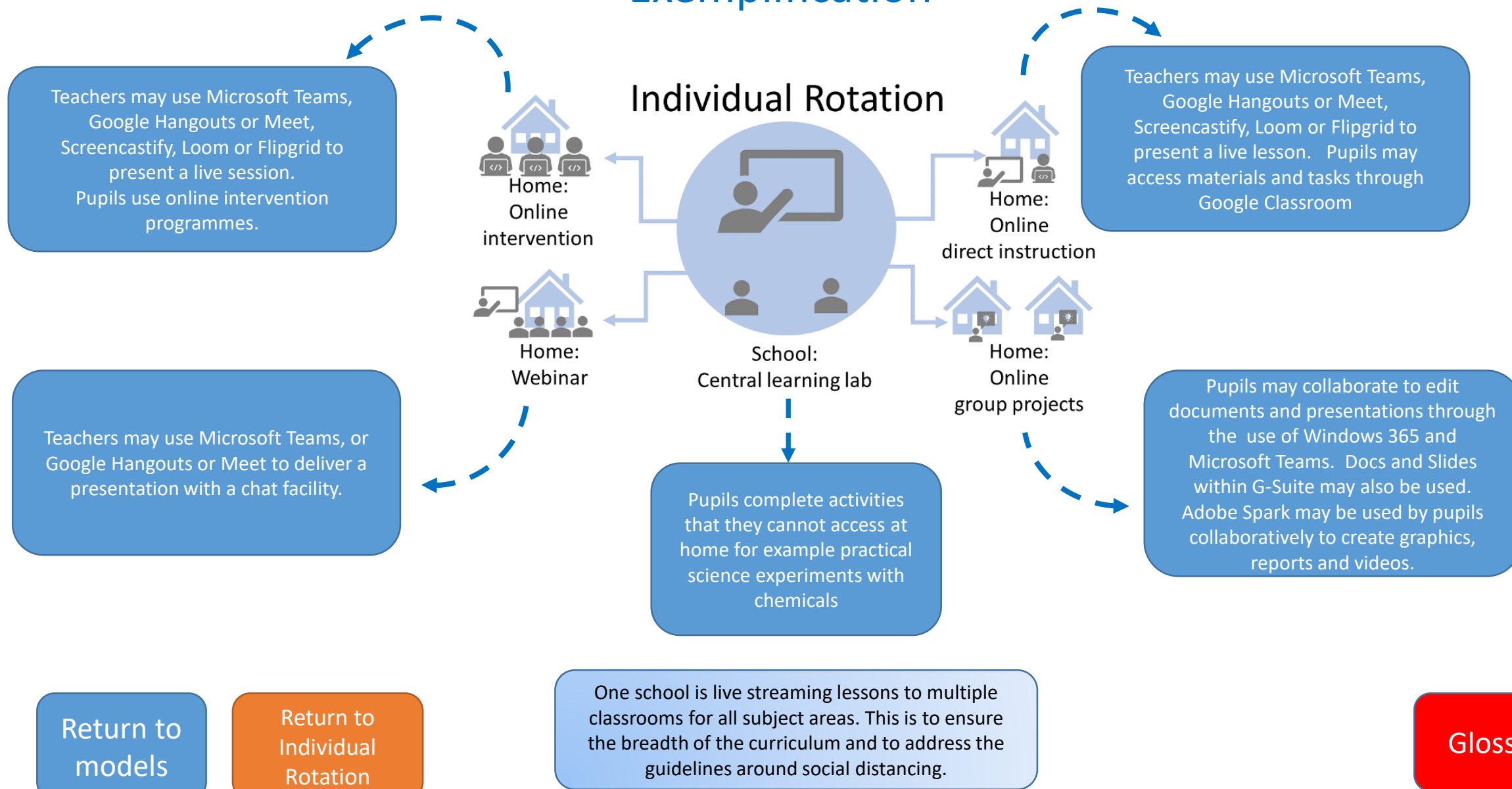- Careful planning of follow-up tasks.
- Screen time.

- Operational guidelines.
- Planning time
- Establishing routines and protocols
- Shielding of staff and subject specialists
- IT surgeries & understanding how to use the technology
- Opportunities and experiences that are not available at home
- Provision for pupils that are shielding.

- Safeguarding considerations for pupils working without supervision
- Professional learning for teachers to plan relevant and meaningful group projects
- Grouping of pupils
- Establishing rules
- IT surgeries for pupils & understanding how to use the technology.
- Limit the number of different platforms used to ensure pupils and staff are familiar with them
- Screen time.

Return to Individual Rotation

Return to Models

Exemplification

Individual Rotation

Teachers may use Microsoft Teams, Google Hangouts or Meet, Screencastify, Loom or Flipgrid to present a live session.
Pupils use online intervention programmes.

Teachers may use Microsoft Teams, Google Hangouts or Meet, Screencastify, Loom or Flipgrid to present a live lesson. Pupils may access materials and tasks through Google Classroom

Home: Online intervention

Home: Online direct instruction

Home: Webinar

School: Central learning lab

Home: Online group projects

Teachers may use Microsoft Teams, or Google Hangouts or Meet to deliver a presentation with a chat facility.

Pupils may collaborate to edit documents and presentations through the use of Windows 365 and Microsoft Teams. Docs and Slides within G-Suite may also be used. Adobe Spark may be used by pupils collaboratively to create graphics, reports and videos.

Pupils complete activities that they cannot access at home for example practical science experiments with chemicals

One school is live streaming lessons to multiple classrooms for all subject areas. This is to ensure the breadth of the curriculum and to address the guidelines around social distancing.
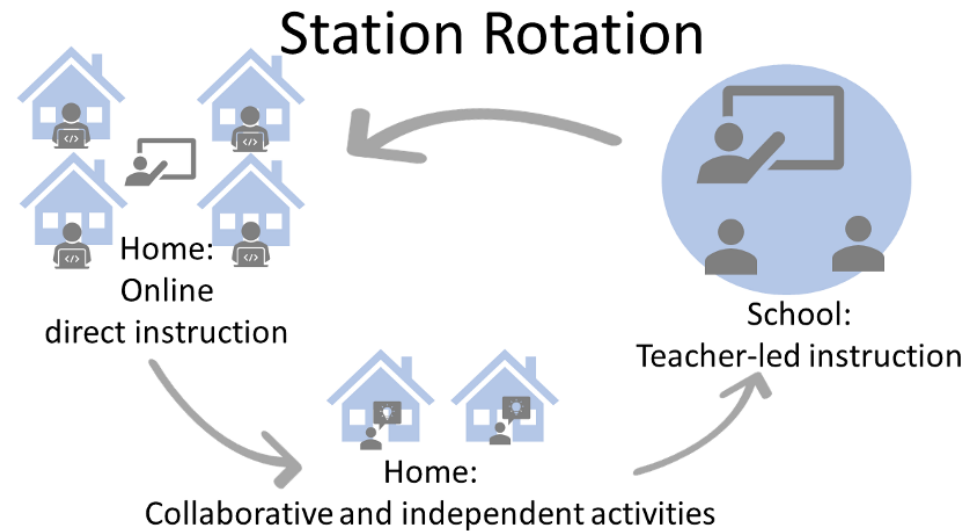
Return to models

Return to Individual Rotation

Glossary

The Station Rotation model allows learners to rotate through stations on a fixed timetable, where at least one of the stations is an online learning station.

Station Rotation

Home:
Online
direct instruction

Home:
Collaborative and independent activities

School:
Teacher-led instruction

Click below for information and guidance.

Return to models

How to do this

Considerations

Specific exemplification

Home

How to do this

Station Rotation

Teachers present carefully planned video and/or audio explanations as live lessons (synchronous) or recorded sessions (asynchronous) to explain concepts and new learning. A live lesson is designed around small learning increments and clearly defined and prescribed teaching tasks. These sessions will complement and enhance activities presented face to face in school

Home:
Online
direct instruction

Home:
Collaborative and independent activities

School:
Teacher-led instruction

Face to face teaching giving carefully considered explanation, questioning, worked examples, modelling, scaffolding, structured discussion and feedback. Teachers address questions and misconceptions

Tasks give pupils opportunities to apply knowledge and understanding from face to face and online sessions
Teachers plan opportunities for pupils to work together and collaborate on online group projects. Pupils may work on a document or video presentation together.
Teachers also provide pupils with independent activities which may include digital tasks and offline tasks

Return to models

Return to station rotation

Considerations

Station Rotation

Home:
Online
direct instruction

Home:
Collaborative and independent activities

School:
Teacher-led instruction

- Safeguarding considerations for live streaming.
- Professional learning for teachers to deliver and record sessions.
- Availability of technology.
- Opportunities for feedback.
- Understanding and assessment of the learning.
- Screen time.
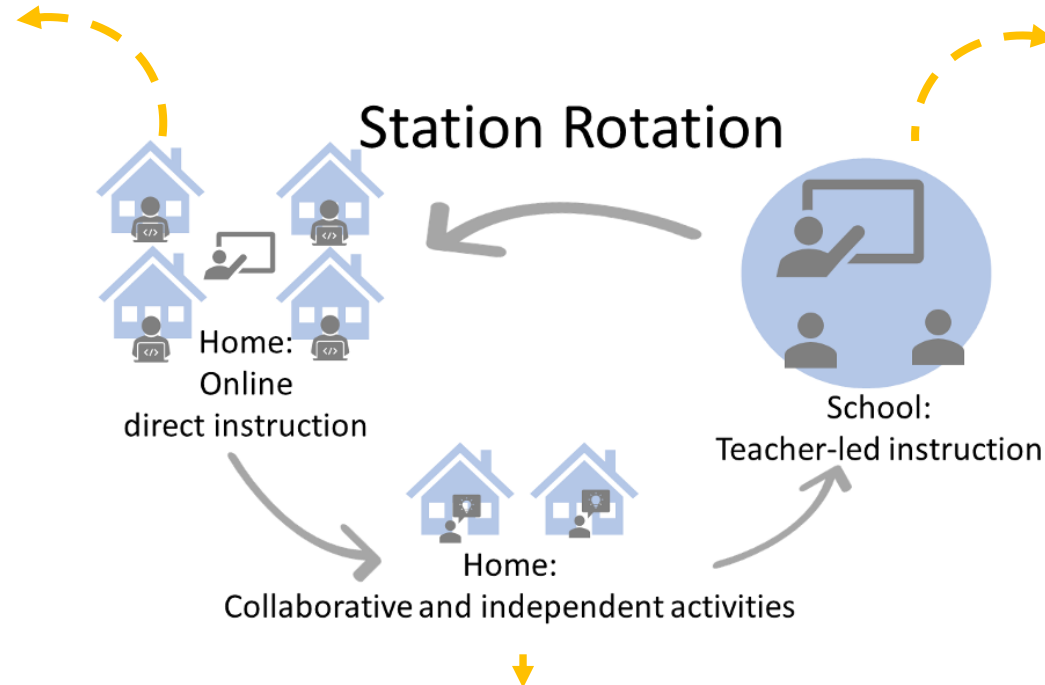
- Operational guidelines.
- Planning time
- Establishing routines and protocols
- Shielding of staff and subject specialists
- IT surgeries & understanding how to use the technology.
- Provision for pupils that are shielding.

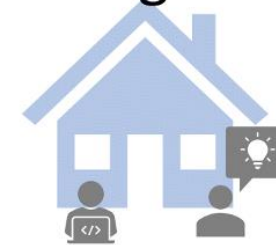- Safeguarding considerations for pupils working without supervision
- Professional learning for teachers to plan relevant and meaningful group projects
- Grouping of pupils
- Establishing rules
- IT surgeries for pupils & understanding how to use the technology.
- Limit the number of different platforms used to ensure pupils and staff are familiar with them

Return to models

Return to station rotation

Exemplification

Station Rotation

Teachers may use Microsoft Teams, Google Hangouts or Meet, Screencastify, Loom or Flipgrid to present a live lesson. Pupils may access materials and tasks through Google Classroom

Teachers instruct pupils how to use platforms and applications to complete collaborative tasks for example how to use Adobe Spark video
Teachers plan opportunities for pupils to apply their knowledge and understanding through practical tasks e.g. Design and Technology

Home:
Online
direct instruction

School:
Teacher-led instruction

Home:
Collaborative and independent activities

Teachers plan opportunities for pupils to show how they have developed an idea in design and technology by creating a web story in Adobe Spark Page

Teachers plan opportunities for pupils to develop oracy in English, Welsh and drama e.g. pupils respond to a discussion prompt or present an argument by posting a video using Flipgrid

Pupils may collaborate to edit documents and presentations through the use of Windows 365 and Microsoft Teams. Docs and Slides within G-Suite may also be used. Adobe Spark may be used by pupils collaboratively to create graphics, reports and videos.

Return to models

Return to station rotation

Glossary

Some schools may identify that learners are unable to effectively engage with online learning; this can be particularly true for hard to reach learners. In this instance, during face-to-face time teachers will plan and deliver direct teaching of the experiences, knowledge and skills learners need to complete tasks. Learners then engage with these tasks at home without the need for further online instruction.
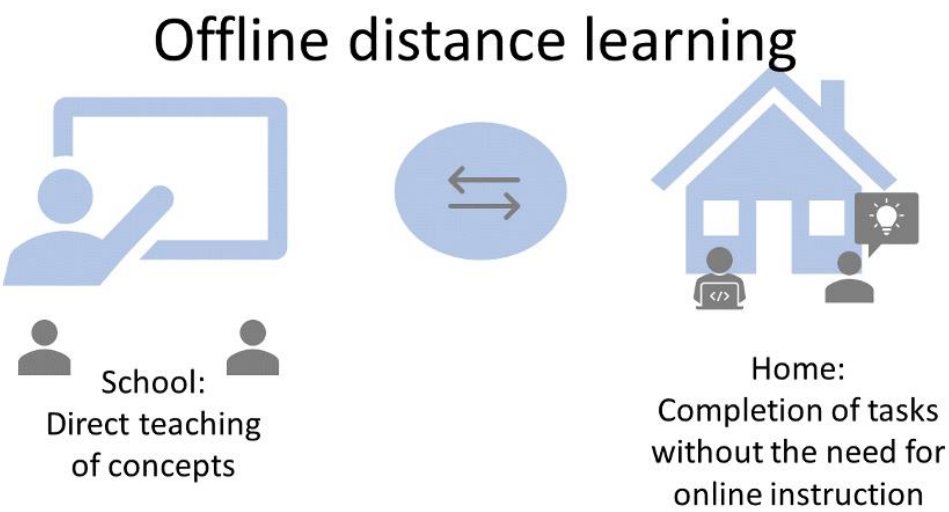
Offline distance learning

School:
Direct teaching
of concepts

Home:
Completion of tasks
without the need for
online instruction

Click below for information and guidance.

Return to models

How to do this

Considerations

Specific exemplification

Home

How to do this

Offline distance learning

Pupils complete tasks using workbooks, textbooks or paper resources and materials. Work is presented when pupils next attend school or is returned by post

School:
Direct teaching
of concepts

Home:
Completion of tasks
without the need for
online instruction
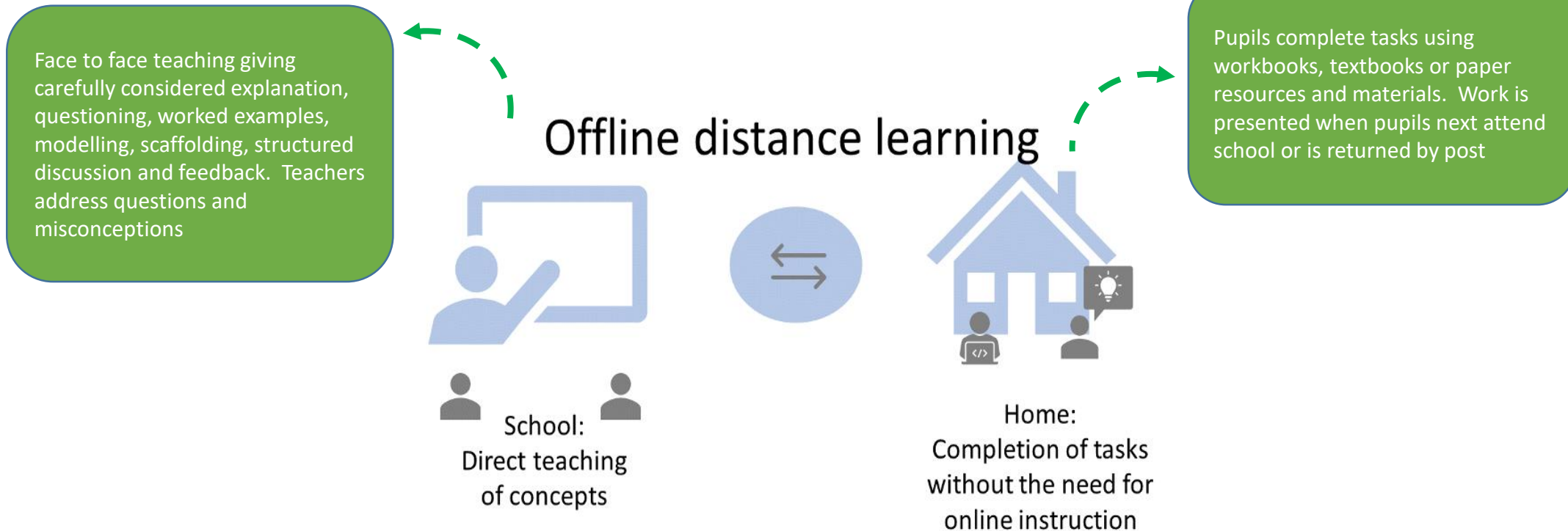
Return to models

Return to Offline distance learning

Considerations

Available resources.
- Establishing routines
- Parental support for learning
- How to access support if needed
- Contact time is purposeful and well planned to facilitate the completion of tasks at home

Offline distance learning

School: Direct teaching of concepts

Home: Completion of tasks without the need for online instruction

- Operational guidelines.
- Planning time
- Establishing routines and protocols
- Shielding of staff and subject specialists
- Surgeries & understanding how to use resources.
- Opportunities and experiences that are not available at home
- Provision for pupils that are shielding
- Carefully scheduled schemes of learning with clear expectations and timelines
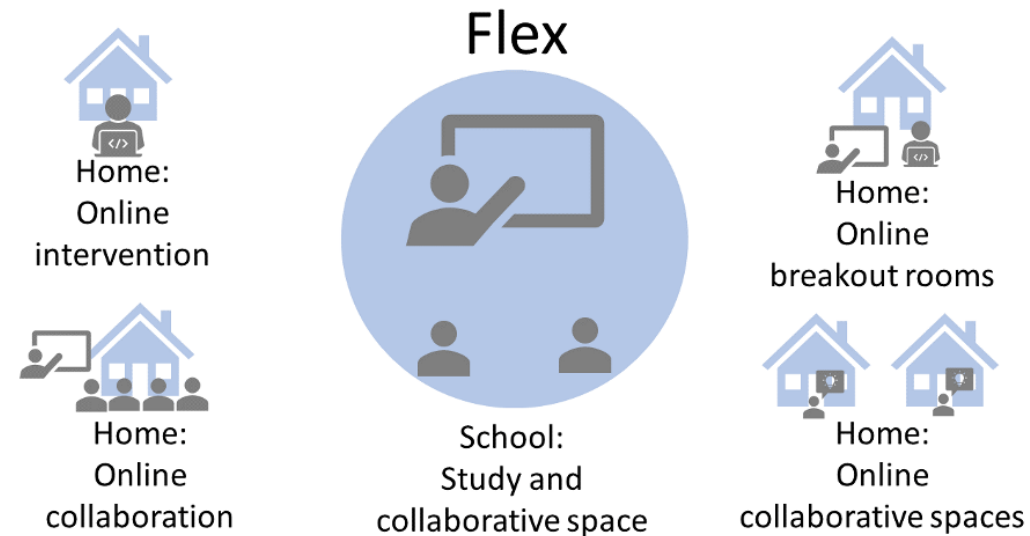
Return to models

Return to Offline distance learning

Exemplification

Offline distance learning

Teachers present carefully planned lessons to explain concepts and new learning.
Pupils have opportunities to apply their knowledge and understanding in practical subjects

School: Direct teaching of concepts

Home: Completion of tasks without the need for online instruction

Tasks are purposeful and worthwhile for example, pupils use scaffolds and models to apply the knowledge and understanding developed in the face to face sessions.

One school has shared art resources with pupils in order to help pupils emulate the work of famous artists in their chosen medium.

Another school has utilised mobile phones to focus on composition and framing in the style of famous photographers.

Return to models

Return to Offline distance learning

Glossary

The Flipped Classroom model flips the traditional relationship between class time and homework. Learners learn at home via online work and direct teaching, and teachers use class time for teacher-guided practice or projects. This model enables teachers to use class time to personalise learning.

Flipped Classroom

School: Practice and projects

Home: Online instruction and content

Click below for information and guidance.

Return to models

How to do this

Considerations

Specific exemplification

Home

How to do this

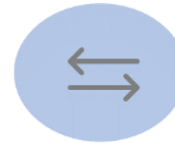Face to face teaching giving carefully considered explanation, questioning, worked examples, modelling, scaffolding, structured discussion and feedback

Teachers present carefully planned video and/or audio explanations as live lessons (synchronous) or recorded sessions (asynchronous) to explain concepts and new learning. A live lesson is designed around small learning increments and clearly defined and prescribed teaching tasks. These sessions will complement and enhance activities presented face to face.

Flipped Classroom

School: Practice and projects

Home: Online instruction and content

Pupils apply the knowledge and understanding developed online. Initially, this may be closely guided by the teacher. However, pupils will become increasingly independent.

Teachers, as 'experts' deliver a presentation. Pupils may submit questions or make observations through a chat facility.

Pupils may complete tasks in preparation for face to face practice and projects

Teachers will address questions and misconceptions both at school and when providing online instruction. Assessment is used to identify areas for development and next steps in learning

Return to models

Return to flipped classroom

Considerations

Flipped Classroom

- Operational guidelines.
- Planning time
- Establishing routines and protocols
- Shielding of staff and subject specialists
- Opportunities and experiences that are not available at home
- Provision for pupils that are shielding.

School: Practice and projects

Home: Online instruction and content
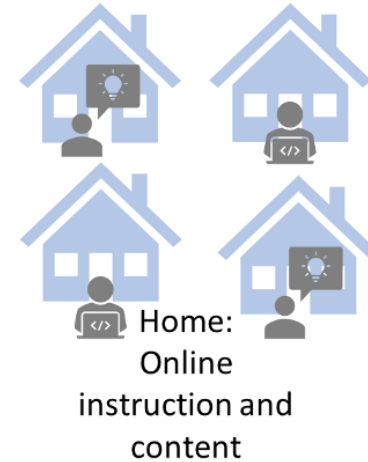
- Safeguarding considerations for live streaming.
- Professional learning for teachers to deliver and record sessions.
- Availability of technology.
- Parental support and support for parents.
- Opportunities for feedback.
- Assessment of the learning.
- Carefully planned tasks that utilise the expertise of the teacher and maximise engagement
- Carefully scheduled schemes of learning with clear expectations and timelines
- Screen time.

Return to models

Return to flipped classroom

Exemplification

Flipped Classroom

Pupils have opportunities to apply their knowledge and understanding. They share ideas, address misconceptions and deepen their knowledge.

School: Practice and projects

Home: Online instruction and content

Teachers may use Microsoft Teams, Google Hangouts or Meet, Screencastify, Loom, Adobe Spark Video or Flipgrid to present a live lesson or to present audio and video materials for learning. Pupils may access materials and tasks through Google Classroom

Teachers may allocate pupils tasks that focus on collecting, synthesising and using information. This may be online or textbook based. Pupils may use word, powerpoint, docs, slides, adobe spark page to present their work.

As a part of their studies on health and wellbeing, pupils developed their knowledge and understanding of the way the brain works using online materials and tasks. They apply this knowledge in school when learning to explain their behaviours when presented with different scenarios

Return to models

Return to flipped classroom

Glossary

The Flex model lets learners move on fluid schedules among learning activities according to their needs. Online learning is the backbone of learning in a Flex model. Teachers provide support and instruction on a flexible, as-needed basis while learners work through the curriculum and content. This model can give learners a high degree of control over their learning.

Flex

Home:
Online
intervention

Home:
Online
collaboration

School:
Study and
collaborative space

Home:
Online
breakout rooms

Home:
Online
collaborative spaces

Click below for information and guidance.

Return to models

How to do this

Considerations

Specific exemplification

Home

How to do this

Teachers address questions and misconceptions in a live session. This may be recorded to serve as a resource for learning. Individual pupils or groups of pupils could be asked to join with timetabled intervention. Alternately, pupils could opt in to this where needed Pupils may be referred to online software or applications as an intervention strategy

Teachers may deliver a presentation. Pupils may then submit questions or make observations through a chat facility. Teachers may present carefully planned video and/or audio explanations as live lessons (synchronous) or recorded sessions (asynchronous) to explain concepts and new learning. A live lesson is designed around small learning increments and clearly defined and prescribed teaching tasks. Teachers and pupils may work on an activity/ document together.

Home: Online intervention

Home: Online collaboration

Flex

School: Study and collaborative space

Home: Online breakout rooms

Home: Online collaborative spaces

Teachers provide opportunities for pupils to work in small groups with support to extend the learning of some and support the learning of others. This would to facilitate task collaboration and small group work and help pupils to explore different ideas.

Teachers address misconceptions and assess the level of learning taking place. Teachers provide individual feedback to pupils and groups. Teachers provide information and activities for pupils with clear guidelines and assessment criteria. Teachers will engage with pupils face to face giving carefully considered explanation, questioning, worked examples, modelling, scaffolding, structured discussion and feedback.

Teachers plan opportunities for pupils to work together and collaborate on online group projects. Pupils may work on a document or video presentation together. Teachers may provide a message board facility for pupils and teachers to ask and answer questions.

Return to models

Return to flex model

Considerations

Flex

Home: Online intervention

Home: Online collaboration

School: Study and collaborative space

Home: Online breakout rooms

Home: Online collaborative spaces

- Screen time.
- Safeguarding considerations for live streaming.
- Professional learning for teachers to deliver and record sessions.
- Availability of technology.
- Cost and access for the relevant software
- Opportunities for feedback.
- Understanding and assessment of the learning.

- Screen time.
- Safeguarding considerations.
- Availability of technology.
- Cost and access for the relevant software
- Opportunities for feedback.
- Understanding and assessment of the learning.

- Screen time.
- Engaging and motivational activities
- Safeguarding considerations and ground rules for live streaming and chat facilities.
- Professional learning for teachers to deliver and record sessions.
- Availability of technology.
- Opportunities for feedback.
- Careful planning of follow-up tasks.

- Operational guidelines.
- Planning time
- Establishing routines and protocols
- IT surgeries & understanding how to use the technology.
- Opportunities and experiences that are not available at home.
- Platform for collaboration such as Google Classroom/ Teams/ HWB. Ensure pupils and staff are familiar with these and try to limit the number of different platforms used.
- Provision for pupils that are shielding.

- Screen time.
- Operational guidelines.
- Establishing routines and protocols
- IT surgeries & understanding how to use the technology.
- Ensure pupils and staff are familiar with software and try to limit the number of different platforms used.
- Safeguarding considerations for pupils working without supervision
- Professional learning for teachers to plan relevant and meaningful group projects
- Grouping of pupils

Return to models

Return to flex model

Exemplification

Flex

Home: Online intervention

Home: Online collaboration

School: Study and collaborative space

Home: Online breakout rooms

Home: Online collaborative spaces

Teachers may use Microsoft Teams, Google Hangouts or Meet, Screencastify, Loom or Flipgrid to present a live session.
Pupils use online intervention programmes.

Teachers may use platforms for collaboration such as Google Classroom/ Microsoft Teams/ HWB/ G Suite/ Flipgrid/ Adobe Spark.

Teachers instruct pupils how to use platforms and applications to complete collaborative tasks for example how to use Adobe Spark video
Teachers plan opportunities for pupils to apply their knowledge and understanding through practical tasks and group activities

In one school, careful grouping of pupils ensured that more able and talented pupils were challenged to extend their understanding of algebra by developing methods to solve simultaneous equations.

One school worked with pupils on a collaborative video to include within a welcome package for transition.

In another school pupils collaborated to produce an Adobe Spark narrated web story to explain the background to the black lives matter movement by transforming photographs, texts and videos

Return to models

Return to flex model

Glossary

The Enriched Virtual model is an alternative to full-time online school that allows learners to complete the majority of their work online at home or outside of school, but attend school for required face-to-face learning sessions with a teacher.

Enriched Virtual

School:
Face-to-face
supplementation

Home:
Online
instruction and
content

Click below for information and guidance.

Return to models

How to do this

Considerations

Specific exemplification

Home

How to do this

Enriched Virtual

School: Face-to-face supplementation

Home: Online instruction and content

Face to face teaching giving carefully considered explanation, questioning, worked examples, modelling, scaffolding, structured discussion and feedback. Teachers address questions and misconceptions, provide feedback and assessment and ensure learning is taking place.

Teachers present carefully planned video and/or audio explanations as live lessons (synchronous) or recorded sessions (asynchronous) to explain concepts and new learning. A live lesson is designed around small learning increments and clearly defined and prescribed teaching tasks. These sessions will complement and enhance activities presented face to face in the central learning lab.
Teachers carefully plan opportunities for pupils to work independently and together either online or away from the computer. Pupils may collaborate on online group projects to develop a document or video presentation.

Return to models

Return to enriched virtual

Considerations

Enriched Virtual

School: Face-to-face supplementation

Home: Online instruction and content

- Operational guidelines.
- Planning time
- Establishing routines and protocols
- Shielding of staff and subject specialists
- IT surgeries & understanding how to use the technology.
- Addressing misconceptions, assessment and feedback.
- Opportunities and experiences that are not available at home
- Provision for pupils that are shielding.

- Safeguarding considerations for pupils working without supervision
- Professional learning for teachers to plan relevant and meaningful group projects
- Grouping of pupils
- Establishing rules
- IT surgeries for pupils & understanding how to use the technology
- Limit the number of different platforms used to ensure pupils and staff are familiar with them
- Screen time.

- Safeguarding considerations for live streaming.
- Professional learning for teachers to deliver and record sessions.
- Availability of technology.
- Opportunities for feedback.
- Understanding and assessment of the learning.
- Screen time.

Return to models

Return to enriched virtual

Exemplification

Enriched Virtual

School: Face-to-face supplementation

Home: Online instruction and content

Pupils may collaborate to edit documents and presentations through the use of Windows 365 and Microsoft Teams. Docs and Slides within G-Suite may also be used. Adobe Spark may be used by pupils collaboratively to create graphics, reports and videos.

Pupils complete activities that they cannot access at home for example practical science experiments with chemicals

Teachers may use Microsoft Teams, Google Hangouts or Meet, Screencastify, Loom or Flipgrid to present a live lesson. Pupils may access materials and tasks through Google Classroom

Assessment: Teachers in one secondary school are recording videos to introduce tasks which are followed by videos giving general feedback on the work completed by pupils.

Teachers may use Microsoft Teams, or Google Hangouts or Meet to deliver a presentation with a chat facility.

Return to models

Return to enriched virtual

Glossary

Assessment and feedback in a blended learning model

When planning for assessment and feedback in a blended learning model, schools should:

- Apply their usual assessment for learning principles
- Apply their usual policies where possible
- Make teachers aware of the digital assessment tools available to them and provide professional learning to support them
- Have minimum expectations around assessment and feedback as this has been shown to improve pupil engagement

Feedback and assessment	Examples
Verbal feedback	Face-to-face in school Virtual meetings e.g. in Google Hangout Audio or video clips e.g. using Flipgrid Videos giving general class feedback Voiceovers layered over pieces of work Using the chat feature and post to Stream
Written feedback	Writing on a message board Using review software to highlight and comment – e.g. track changes Messaging in Teams Peer feedback through collaboration on a document Using class and private comments in Google Classroom Digital stickers that pupils can store in Google Keep and make a note of why they were awarded them Using version history in any G Suite tools to capture stages in working and comment on the process
Diagnostic Assessment	Using Forms to provide multiple-choice assessments Short quizzes or tests to gauge understanding Questioning by using the chat facility, in virtual meetings or face to face in school Create simple adaptive tests using hyperlinks – e.g. for intervention groups Using pre-prepared tests to assess specific aspects – e.g. reading ages, basic numeracy, non-verbal skills

Glossary

Term	
Blended Learning	An approach that combines face to face and distance learning experiences. Face to face learning and distance learning should complement each other and should be driven by a single curriculum
Synchronous learning	Teachers and learners attend a session/lesson at the same time. This can take place face to face or online.
Asynchronous learning	Teachers provide learning materials (may include online videos, audio clips and presentations) which can be accessed by the learner in their own time.
Google Classroom	Teachers create a class within Google Classroom and extend invitations to pupils to join. Teachers can distribute documents, presentations and assignments to all pupils, which are automatically filed into Google Drive folders. Pupils see assignments on the to-do page, in the class stream or in the class calendar. When pupils have completed assignments, they 'turn in' their work. Members of the class can post questions and discuss work within the classroom. Teachers can assess and provide feedback on work.
Google docs	Word processing. Allows users to co-edit documents.
Google sheets	Spreadsheets
Google forms	Easy surveys and forms
Google slides	Presentations
Google sites	Easy to build websites
Google Hangouts	Allows users to send messages and hold group meetings with up to 10 people
Google Meet	Allows users to participate in group meetings. 16 participants can be seen on screen at one time. Google Meet can host meetings with up to 250 participants.

Term	
Screencastify	Software that allows staff to record their screen and may be useful to present, model, discuss and assess work.
Flipgrid	Allows teachers to record their screen and share with pupils. It also allows teachers to post discussion prompts which pupils can respond to by posting their own videos.
Loom	Software that allows the user to make quick videos using a video recorder app capable of capturing the screen, webcam and microphone. The user can record both themselves and the screen. They can trim the clip and embed videos within presentations.
Microsoft Teams	A platform that allows users to collaborate through video meetings and file sharing. Schools may use Teams to conduct meetings and live stream lessons.
Adobe Spark for education	Adobe Spark for Education allows pupils and teachers to turn ideas into graphics, web stories and video presentations. It includes Post, Page and Video.
Adobe Spark Post	Allows the user to turn text and photos into graphics. May be used to create posters, certificates, worksheets and revision cards.
Adobe Spark Page	Allows the user to transform text, photos and videos into web stories. May be used to create reports, research papers or journals.
Adobe Spark Video	Allows the user to combine video clips, photos, icons and voiceover narration to create lessons, presentations and visual essays. The app allows users to collaborate and work together to edit videos.

Return to models

Example blended learning approaches KS2

Upper KS2

Time Capsule

On your marks

Whole primary

Blended Learning

A Special Day

Year 4

Book of Hopes

Black Lives Matter / Wildlife

Year 6

Narrative Poetry

Example blended learning approaches

Secondary

Animal Rights

Blended Learning: Planning and Science Example

Learning Together approach for KS3

Role of the media

Blended Learning Secondary Examples

Return to models

ON YOUR MARKS

The model is designed to provide learners with opportunities to look positively at themselves as individuals, as members of their class, family, community and the world. It includes opportunities to consider the different characteristics of being a successful individual and learner, celebrate and learn from mistake and learning powers such as resilience and perseverance. It provides a base for re-establishing classroom ethos and for preparing learners to resume their learning and contains opportunities to cover several aspects of Well-being. There are clear links to the Curriculum for Wales 4 purposes and contains curriculum planning considerations including outdoor learning opportunities. There are opportunities to develop cross curricular Literacy, Numeracy and Digital skills in a real and relevant and engaging context.

Example model - On your marks

Home

Return to KS2 example approaches

SPECIAL DAY

[Example model - Special day](#)

Home

Return to KS2 example approaches

BLACK LIVES MATTER / WILDLIFE

[Example models - Black lives matter / Wildlife](#)

Home

Return to KS2 example approaches

Model 1 blended learning: Example for upper KS2

Possible models (based on 50% capacity in school each day)

Week beginning 31st August (4 days in school)

Parents to have been informed of provisional arrangements in July for first 4 weeks of term to help them with childcare arrangements

Schools to use the first 4 days to help prepare for the first month's teaching.

From week beginning 7th September

	Face to face learning	Home learning
M	Group A	Group B
T	Group B	Group A
W	Group A	Group B
TH	Group B	Group A
F	Staff reflection, professional development and planning time	Group A and B

Each day, the teacher to link up with all pupils to touch base and to introduce the day. This could be an important factor in motivating pupils to start home learning on time and to get back into a routine of working each weekday.

Sample day's timetable

Possible times	Team A	Team B
0900 - 0930	Pupils arrive in school and compete a desk-based task/review and address comments made by the teacher on work completed at home	Teacher makes contact with pupils via chosen platform to check on wellbeing to remind them of their tasks for the day and how to access support
0930	Teacher to work with pupils face to face. This to include reviewing work completed at home and offering individual/ group support, introducing new teaching points	Pupils to continue with home-based learning completing (2?) morning tasks
1300		Teacher to make contact again with pupils to check on learning and to remind them of afternoon tasks Pupils to continue with home-based learning
1330		Pupils to continue with home-based learning completing (2?) afternoon tasks
1500	Teacher to set home based tasks for pupils to complete the following day (s) and to check that they have the necessary resources	

Possible home learning day for a Y5/6 pupil

Time	Task
0900	Online catch up with teacher to remind of tasks to complete for the day and to answer any queries. Parents could be present if pupils need help with this
0915	Reading for pleasure/with a buddy
0930	Complete task 1
1030	Break – some outdoor exercise if possible
1100	Complete task 2
1200	Lunch break
1300	Online catch up with teacher to remind of afternoon tasks, how to submit work if appropriate and to answer any queries

1315	Reading for pleasure/with a buddy
1330	Complete task 3
1415	Break
1430	Complete task 4
1515	Submit work if required, get ready for next day in school
1530	End of school day

Ongoing support available from a member of staff – accessed via online platform or telephone

Additional support for SEN/EAL pupils

Schools to decide if they give pupils to have a choice in when to complete each task

Tasks to be varied and maybe to include:

- Paper based tasks - writing, numeracy, more creative tasks
- Online tasks
- Webinars
- Reading activities
- Working alone or with a buddy

Sample timetable of activities across 2 weeks (once routines and learning skills have been addressed)

Week 1

	Day 1	Day 2	Day 3
Task 1	Literacy - reading based on class novel	Literacy - writing based on work in school - upskilling, refining, improving	Literacy – new piece of writing based on context – applying skills learnt in school
Task 2	Numeracy – practicing skills learnt in school	Numeracy - online games	Numeracy - applying skills learnt in school in context
Task 3	Context – history research	Context - ICT	Context – history - agree to own personal project
Task 4	Art	Context - history follow up activity on work started in class	Context – ICT

Week 2

	Day 1	Day 2	Day 3
Task 1	Literacy - reading based on class novel	Literacy - oracy activity	Literacy –upskilling, refining, improving a piece of writing
Task 2	Numeracy – practicing skills learnt in school	Numeracy - online games	Numeracy - applying skills learnt in school in context
Task 3	Context – history. Research into own personal project	Context – ICT – applying skills learnt in school	Context – history - follow up on work started in class
Task 4	Art	Science based activity	RE based activity

Organising learning

- Base as much learning around a stimulating context as possible to make it more engaging and real
- Look at what contexts the school has already have already got in place to see if these can be adapted to meet the requirements of blended learning
- Use the school's planned skills ladders wherever possible to help with continuity and progression. However, schools will need to recognise that pupils may have progressed or have significant gaps in their learning due to loss of formal lots of schooling for the last six months. consider how the school will address this for example covering the summer term skills from the previous year group during the autumn term.

Ideas around a context – World War II

Central context but within it pupils given the opportunity to choose their own mini project based on something that interests them

	School based work	Home based task
Numeracy	Revision activities to help with catch up on basic skills Introduction of new concepts by the teacher Teacher to mark and assess pupils' home learning activities and to work with individual pupils and groups where help is needed important activities meet the needs of all pupils including more able so that their progress is not negatively affected	Differentiated activities based on pupils ability level. Initial activities to help pupils to catch up on basic skills Context based activities to reinforce skills learnt in school eg. money/fraction/decimal/% work based on rationing and cooking, measurement work based on army kit, scale work based around aircraft, data handling work based on WWII facts and figures. Use of online numeracy activities that pupils are used to suing eg mathletics, maths games
Writing	Introduce or reinforce features if different genres of writing eg persuasive writing, informal/formal letter writing, diary entries Teacher to mark and assess pupils' home learning activities and to work with individual pupils and groups where help is needed Pupils to be reminded of how to self and peer assess work effectively	Pupils given tasks to upscale their writing and to respond to teachers' written comments and suggestions Pupils to be given opportunities to self and peer assess writing. This could involve working with a 'buddy' online. Apply skills learning in class to piece of writing Diary/letter of an evacuee Persuasive letter to get recruits for land army/home guard Newspaper reports
Reading	Class novel(s) – if pupils split into ability groups, may be 2 novels could be used to help address reading levels – Blitz/Goodnight Mr Tom (?) Guided group reading – continue in school. Pupils taught skills relevant to their ability Teachers to take time to read to the class of a regular basis - each day if possible	Activities set by the teacher based on the novel Research for context - own chosen mini project Pupils to borrow books from school to read for pleasure at home - time to be built into each day's activities for this Pupils to maybe set tasks that involve reading with a 'buddy' online
Oracy	Pupil to be given lots of opportunities to develop/recover their oracy skills when in school.	Teachers to set home activities to develop peaking and listing skills further Eg activities that involve listening to veterans and historical figures talk about their war experiences and pupil to record

	Smaller class sizes will lead themselves to more opportunities for this as a whole groups or in smaller groupings.	main points, pupils to listen to news footage Pupils to record a talk on why they have chosen their mini project and then once completed, add a commentary to a PowerPoint on their mini project
ICT	Pupils to be taught new ICT skills in school, in context wherever possible	Pupils to be given tasks to apply skills in different contexts. Eg Word processing tasks – posters, leaflets, PowerPoints on mini project, letters, recounts, diary entries Communication – emails, Data handling – spreadsheets, data bases Internet research for context/mini project
History	Central subject to the context so new historical skills to be taught in school	Pupils given activities to practice these skills at home – Interrogating historical evidence from different sources, looking at different viewpoints, sorting facts from opinions Lots of scope for historical research
Geography	Skills may not be addressed so much during this context Some geography teaching of skills could take place linked to map work.	Extension activities to follow on work covered in school
Science	Maybe taught a standalone subject if does not fit into context. New science teaching to take place in school	Pupils asked to write up science activities for example to represent data and to review their hypotheses Pupils to undertake research
PE	PE lessons to take place in school particularly dance and gymnastics. Games activities to be adapted 2 meet social distancing rules eg no contact sports and limited invasion games	Staff to continue to encourage pupils to be physically active each day and to provide those in need with ideas to support this. Stuff to recognise the model pupils have access to outdoor space
RE	New teaching points to be taught in school based on school's RE SOW If pupils have the maturity, touch upon the impact of religious beliefs on people's lives in Europe in 1930s/40s	Research activities at home, opportunities to present findings in different media/formats Lots opportunities to use literacy and ICT skills in RE contexts in home activities
DT	Probably best taught in school due to resourcing issues – in line with how the school usually teaches DT – in a blocks/ across several weeks	Accessing resources and keeping safe could be barriers to pupils undertaking DT activities at home
Music	Probably best taught in school. Smaller class sizes will lend themselves to group activities. However, SD rules may prohibit close collaboration	This will be very dependent on individual pupils and schools. For example, if a school teaches whole class recorder lessons then pupils could be asked to undertake activities at home. Pupils who receive peripatetic lessons will obviously be expected to continue to practise at home. Access to other music resources may prohibit meaningful home activities
Welsh	Lots of revision activities with a focus on oracy, particularly in the first term	Difficult for most pupils to practise oracy at home. Schools to judge whether there is any benefit in setting pupils any Welsh home activities
Art	New concepts and techniques to be taught and practiced in school	Schools will need to ensure that all pupils can access to the necessary resources if they are given home learning tasks'

Model 2 blended learning: Whole Primary Phase

Based on this assumption:

The school has 147 pupils, aged 3 -11 taught in six classes with a part time nursery (N1 and N2) class. The year groups are in the following classes, all with a dedicated TA, except for a shared TA for Y3/4 with Y5/6:

- Nursery (N1 and N2 on a part-time basis)
- Reception class
- Y1 & 2
- Y2 & 3
- Y3 & 4
- Y5 & 6
- With the inclusion of pupils under 5, the school has 49.5% eFSM, around 22% SA, 12% SA+ and no pupils with a statutory statement.
- 22% of pupils are either on the CPR or LAC, or are part of care and support arrangements, a further 18% are accessing early levels of support through Resilient Families programme.
- School is organised so that half of pupils attend each day in one of two bubbles, organised according to siblings, wider family members (ahead of relaxation of rules) and where possible, geographical proximity to each other.

Pupils will attend:

- Bubble 1 – Monday, Wednesday face-to-face
- Bubble 2 – Tuesday, Thursday face-to-face

- This is to ensure pupils are seen at regular intervals and if they are 'ill' and need to be off for 48hrs, they will there is greater chance of them attending at least one session of school.

- Fridays are for deep cleaning and teachers PPA. This is ahead of the launch of the following week's learning on Friday afternoon that families can have time to prepare over the weekend, this will be especially important where parents may still be working. All pupils will distance learn on Fridays, completing their weekly tasks and starting on their new ones.

- Teachers will be available during set times for correspondence with parents and pupils. This time will ensure pupils have support while at home, while the precious time for face-to-face teaching is not disturbed.

- Whole-school topics to allow for teachers to differentiate accordingly, by stage of development as well as age-appropriateness for 'project work'.

	Bubble 1	Bubble 2
Monday	**Face-to-face learning** • Wellbeing check-in • Lit: Sharing home learning task • Lit: New school-based activities	**Distance learning** School and parent to draw up an agreed outline of home-based learning days, this should include the following:

	• Hand washing and hygiene routines • Num: Sharing home learning task • Num: New school-based activities • Hand washing and hygiene routines • Lunch • Hand washing and hygiene routines • Project: Sharing home learning task • Project: New school-based activities • Next steps in learning & on-going independent reinforcement task outlines • Hand washing and hygiene routines • Correspondence with teacher	• Literacy activity • Numeracy activity • Project work and research • Reading time • Other refining tasks, such as handwriting, keeping maths skills sharp • Exercise or outdoor activity (such as walking the dog or to the local shop) • Something enjoyable! • Correspond with teacher during the allocated time, if needed. Parents to ensure their child engages and does not spend excessive time in front of a screen doing 'school' work
Tuesday	**Distance learning** School and parent to draw up an agreed outline of home-based learning days, this should include the following: • Literacy activity • Numeracy activity • Project work and research • Reading time • Other refining tasks, such as handwriting, keeping maths skills sharp • Exercise or outdoor activity (such as walking the dog or to the local shop) • Something enjoyable! • Correspond with teacher during the allocated time, if needed. Parents to ensure their child engages and does not spend excessive time in front of a screen doing 'school' work	**Face-to-face learning** • Wellbeing check-in • Lit: Sharing home learning task • Lit: New school-based activities • Hand washing and hygiene routines • Num: Sharing home learning task • Num: New school-based activities • Hand washing and hygiene routines • Lunch • Hand washing and hygiene routines • Project: Sharing home learning task • Project: New school-based activities • Next steps in learning & on-going independent reinforcement task outlines • Hand washing and hygiene routines Correspondence with teacher
Wednesday	**Face-to-face learning** As for Monday	**Distance learning** As for Monday
Thursday	**Distance learning** As for Tuesday	**Face-to-face learning** As for Tuesday
Friday	AM: Independent tasks (eg. Reading, handwriting etc) PM: Start on 'ignite' aspect of topic Designated correspondence with teacher time	AM: Independent tasks (eg. Reading, handwriting etc) PM: Start on 'ignite' aspect of topic Designated correspondence with teacher time

Topic: Metal Monsters

LLC	Maths	Health & Wellbeing
School – strong oracy focus, support for reading and comprehension skills, exploration of words collected, deconstructing and modelling wiring genre, planning writing, peer-assessing, responding to teacher feedback **Home** – independent reading and writing tasks, research, planning and practising oracy activities for delivery in class, collecting words and phrases, self-assessing, responding to teacher feedback	**School** – Driven by progressive maths SoW, but numeracy linked to project work where possible **Home** – reinforcement of newly acquired maths skills and opportunity for numeracy activities, such as Costs of buying appliances, compare prices. Rank necessity of products if you had to purchase items within a set budget – what would be necessity, what would be luxury? Share thoughts with family members	**School** – Focus on dealing with issues presenting to ensure pupils are 'learning ready' Opportunities to explore current affairs items pupils may be struggling with, eg Covid-19, black lives matter campaign Project linked – (older pupils) the treatment of Alan Turin over his sexuality, despite his life-saving work on the Enigma machine. Opportunities to explore how music and art can lift our mood. **Home** – Research into machines that help us in our daily lives, eg vacuum

Science & Technology	Humanities	Expressive Arts
		cleaners, machine that help us when ill – eg. ventilators
School – exploring electrical circuits, applying knowledge to own creative models, share home-base research **Home** – drawing what has been learned when constructing a circuit, auditing the home for electric devices, particularly those which help our daily lives, investigate inventors and their products.	**School** – Refine presentations before performing them. Opportunities to self and peer assess. Reflection based on teacher feedback. **Home** – Research into inventors, plan a presentation, collaborate with a peer (this can be during a set time with a peer in class or one in the same bubble)	**School** – Listen to a piece of music pupils have worked on at home. Talk about responses and what the music tells us. Explore is we all feel the same – can we have different responses? Discuss. Can music lift our mood? (H&WB) **Home** – Listen to topic related music (I like driving in my car – Madness, Tubular Bells – Mike Oldfield ect) make notes about thoughts, ideas, feelings, draw pictures related to these as a response/appreciation.

Example of a literacy focus: Descriptive writing, lower KS2
(using the yellow/school and blue/home model)
Ignite the learning – at home, watch the animated clip of Ted Hughes 'The Iron Man' https://www.bbc.co.uk/bitesize/clips/z9ftb9g At home, prior to attending the face-to-face teaching, pupils will be expected to watch the video clip and create a back story for the Iron Man. What does he look like? Where did he come from? What kind of 'person' is he? What does he like? Dislike? What does he think of our planet/country? How does he feel now he has taken his tumble? Can he move? Is he scared? Pupils can draw pictures to illustrate their ideas. Listen to the clip and 'steal' interesting words and phrases to use in a class display of collected words for the topic.
In class, talk about the clip they have heard. Discuss the language used. How many onomatopoeia did they detect? Group the collected words? What do these words ad to the text? Are they useful in our writing? Read together the extract in the book used. Discuss the quality of writing – and the poetry within the prose as it was written by a poet laureate (possible home extension research task) Share responses – this may help to reinforce to those who have not done the hoe learning aspect that it is important and they will miss out. Write a short description of what the Iron Man can see. Think-pair-share ideas before individually completing the planning stage of the task. Take a photo and sent it to learning account so it can be accessed at home. Set the criteria for assessment.
Task 1: Using the stimulus of the plan created in school, write the description of what the Iron Man could see. Take a photo and send to learning account for the teacher to assess or self and peer assessment against set criteria. Task 2: Read chapter 1 of the Iron Man
In class, explore the chapter together. Discuss what happens as comprehension. Talk bout how the Iron Man has ended up in bits and he will need to be put back together. Focus on instructional writing by deconstructing a set of instructions and evaluating them and how successful they are. Talk about the features of the test the 'bossy' imperative verbs used. Write a simple set of instructions, such as how to wash your hands safely.
Writing instructions to put the Iron Man back together. Using the extract from the story as a support, pupils should consider the order in how he is put back together. Whilst sequencing how to put him back together, think about how writing meets the criteria decided in class for an instructional text while making it engaging at the same time.

Return to models

Return to KS2 example approaches

Model 3 blended learning: Year 4

A model for blended learning

School Context

English medium – 2 form entry – 14 classes + Nursery - Pupil roll 420 – 20% FSM – 25% EAL – 20% SEN

School Operations

Using the guidance provided by Welsh Government, each local authority has provided guidance to their schools.
• Schools should refer to their Local Authority guidance for further support.

Model for reopening AnyTown Primary school – September 2020

Based on guidance allowing 50% attendance with continuation of social distancing, the school will be open Monday, Tuesday, Thursday and Friday. The school will be closed on Wednesday for staff to work more productively on tasks at home (PPA etc).

Classes will be split into 2 cohorts with 15 pupils in each cohort. C1 will attend school on Monday and Thursday and C2 will attend on Tuesday and Friday. Cleaning will take place early mornings and evenings, with a deep clean taking place each Wednesday.

Children to attend morning sessions only to allow teachers to support online learning during afternoon sessions. Additionally, teacher and support staff professional learning will continue during afternoon sessions. We will continue to offer online sessions to parents, building on their existing 'teaching craft' practised with their children during lockdown. This model allows for flexibility and expansion. For example, pupils could move to attending school all day when appropriate.

Our school vision for blended Learning

Our vision for blended learned is that **purposeful instruction** is supported through technology and **pupils both drive and own their learning though collaboration. Blended learning will allow us to provide an equitable learning environment for all.** Our pupils will become active participants in their education by incorporating choice, individualised pace, and target setting into our teaching. **Our** teachers will be empowered and supported through engaging and meaningful professional learning and have the ability and confidence to facilitate, encourage and support exploration, taking risks and making meaning. They will use formative assessment, alongside their pupils, to plan, design and coach to best meet the needs of all our learners. We will encourage and support all our families to be active and engaged participants in the learning process.

Vision Principles

Set the Rhythm - Effective blended learning will ensure a natural rhythm between in-class and out-of-class components, each complementary and synced with one another. For example, a model of learning that allows pupils to attend school for F2F time on a Monday/Tuesday should ensure that activities for the Wednesday/Thursday online/home sessions will build on what happened previously and preview what is to come the following week.

Differentiate content from mode - When designing blended learning it is important to differentiate content, reading, tasks etc from mode, the method through which content is delivered such as, textbooks, videos, and discussion boards. This allows teachers to determine what the best mode to deliver a specific content is. For example, a lesson where content can be delivered either in-class and/or online, a teacher might opt for in-class delivery, which involves pupil engagement activities, collaboration, peer interaction.

Define when learning happens - Blended learning reduces in-class time. It is important to plan what learning happens then. Any learning that benefits from the immediate feedback from pupils and that requires social/emotional connections among learners is better done synchronously in-class or through Teams/Zoom. All other learning, homework tasks, reading, research can be delivered asynchronously online. As with any

new approach to teaching, gather feedback, make adjustments, and refine. Involve pupils to provide feedback at key intervals and use the feedback to make adjustments moving forward.

Teaching and learning - Guidance for teachers

Returning to School

The following guidance aims to provide curriculum guidance and suggestions for our school
On our return to school all staff will be focusing on reconnecting with children and reminding them of what it means to be a part of Anytown Primary School Community.

We will be refocusing on our Anytown Primary Star behaviour expectations and learner capacities. We will be providing space and time for children to reform relationships and above all creating the conditions for all our children to thrive.

The three weeks prior to the summer holidays were focussed around a 'check in and catch up with learners' and we aimed to 'develop their readiness for learning' for September. Welsh Government guidance states that 'Practitioners should not attempt to 'cover' or 'catch up' on activity that they would have done in the time that learners were away from settings'.

Remember – Our Key principles when planning activities for our return to school:

- Reflection
- Reconnection
- Encouraging a sense of belonging within our school environment
- Developing our learner capacities
- Maintaining agency and control for us all

Please consider the following key aspects of our 'Star Curriculum' when preparing for our return:

- Anytown Primary Star rules
- Learner capacities
- Our 5 Ways to Wellbeing
- Our vision and principles for blended learning
- Our whole school mission statement

What will our planning look like?

Following on from the 3 week period (June 29th - July 17th) our weekly learning overview format will continue, this will support our parents and provide consistency. You will however, need to add an additional section entitled ' **Face to Face** ' at the bottom of the overview where teachers will briefly outline what they plan to do with the group of children who do attend school. You may want to consider ways in which you can maintain links between children who are attending school and those who are not returning to school. e.g. posting pictures of ideas from certain groups. As well as ways to enable different groups of children to collaborate with each other (google classroom) e.g. joint research work, writing letters / emails to one another.

What will face to face sessions look like?

Below we have outlined an approach using headings from our 'Star Curriculum' design to structure the face to face sessions with the children. This overview aims to reflect the vision and key principles outlined above as well as important elements of our Curriculum. We need to get back to normal and we are building on our catch-up prior to the summer holidays.

As always at Anytown Primary, you as teachers have autonomy over what you deliver in the classroom - you know the children best. We know that you will endeavour to maintain our 'APS' school culture for learning in all that you do. Remember that we will use F2F sessions for any new learning and initially, reinforce the skills pupils will need to be effective distance learners.

Return to KS2 example approaches

Explore and experience

- The first sessions back may be spent simply talking. Gathering and exploring the children's experiences of lock down and the summer holidays both positive and negative, and the teacher sharing their own experiences. These discussions could provide opportunities to make links between home and school e.g. how did you apply your learner capacities at home? How did you follow Anytown Star rules at home?
- Prior to our return, class teachers may wish to gather photos of the children during 'lock down' and the summer to be used as talking points (especially for younger pupils). Use the assignment given out before our return to school asking parents to provide a photo(s) of their child during lockdown.
- Key Stage 2 children could reflect on their time during lock down/summer prior to their return through an assignment on Google Classroom.

Create and express

- Record and capture these in some way. This could be a page in their Learning Journal? A collaborative piece as a group which then forms a whole class piece? Or a recording in your class Star book?
- Use the links to useful resources which could be used to guide discussions and reflections, particularly for those pupils who are returning to school for the first time.
- Carefully consider your use of the outdoors - Welsh Government guidance stipulates that we plan for appropriate opportunities for time outdoors.
- As stated above, please ensure that everything you plan incorporates elements of our Key Principles and our Star Curriculum.

Respond and reflect

- At some time in the first week, you may want to provide pupils with the opportunity to respond and reflect on their (rather strange!) year as a learner – consider which learner capacities have they really had to draw upon? Do their learner capacities look different at home? How will they need to use their learner capacities in different ways from September (taking into consideration what our 'new normal' looks like)?
- Consider the year ahead, involve pupils in deciding the direction of travel and emphasise the great learning experiences that lay ahead.
- Discuss what it looks like to be an effective distance learner – give examples - model

Example of face to face session time:

09:00 –0 9:15	– Time to check in, quick catch-up mindfulness activities	
09:15 – 09:45	– Circle time discussions, use various media as talking points	
09:45 – 10:15	– feedback/pupil learning reviews/reflection time	
10:15 – 11:00	– Break time (staggered)	
11:00 – 12:15	– new learning/model home learning tasks/outdoor activities	

Resources bank:

Memory Bank - Lockdown
Back to School after Coronavirus Story
Coronavirus: wellbeing activity ideas for schools
Coronavirus and Me Results
Animated Short Film - The Wishgranter
(Could be used in the first week to discuss wishes and hopes for the new-year)

Sample weekly learning overview for KS2/Y4 – this will be issued to parents/carers

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The overview below is a suggested list of learning for your child to undertake over the week. It has been put together to help and guide you and your child in their learning and is by no means a list of compulsory activities for you to undertake.

Maths	Literacy and Languages
This week's Maths focus is: **Continuing with Measurement** **Use these links to support your learning:** Worksheet *Please see your Google Classroom assignment *TT Rockstars - please access TT Rockstars as many times as possible this week to complete your garage and studio games. Don't forget to mark as done when you've completed it. **Explanation video** * https://www.youtube.com/watch?v=pdW1X8nxuKc * https://www.youtube.com/watch?v=kOJFSH_Bn9U **Websites** * https://www.bbc.co.uk/bitesize/topics/zcpnb9q	This week's Literacy focus is: Party in the Park Every year, we have a Party in the Park. Due to the current circumstances, this year our Party in the Park will be online and will have a literacy/Hay Festival type theme. Your task this week is to read/listen to Cressida Cowell's How to Train your Dragon book. You can listen to the audiobook here: https://www.youtube.com/watch?v=DWOSp8wpUUk The video is 3.5 hours long so I am not expecting you to listen to it all in one go. This task will be ongoing for the next 2 weeks so you could listen to 20minutes a day (Mon-Fri) for the next 2 weeks to finish the book. When you have finished the book, your task is to design your own dragon. How you complete the task is up to you! You may want to make your dragon out of junk modelling, paint, or make a collage. You could simply draw your dragon or create it digitally. When you have created your dragon, please upload a photo to the class 'MyDragon' powerpoint and complete the dragon statistics/description with as much detail as possible! – Pwb lwc! Use these links to support your learning: Worksheet - *Google Slides 'My Dragon' **Explanation video** **Websites** *Look on www.pinterest.com for inspiration
Daily Maths Challenges TTRockstars - 5 Studio games and 3 Garage games per day * '5-a-day' Maths Questions - The website below has '5-a-day' Maths questions, just click on the date and it will take you to the 5 questions for that day. You can choose your own level of difficulty (watch out though as Platinum will be equivalent to Extra Hot maybe even Extra, Extra Hot at times! Ouch!) These sheets can't be shared with me unfortunately, but there are separate answer sheets at the bottom of every 10 days' worth of 5-a-day questions - just click on the matching date to get the correct answer sheet.	**Weekly Spellings** Practise these 5 spellings: 1. Health 2. Environment 3. Nature 4. Inspiration 5. Impact **Tips for practising spellings** **Weekly reading:** * GetEpic! (accessible 9am-3pm) * ReadTheory * Elevenses with The World of David Walliams * Audible stories

https://corbettmathsprimary.com/5-a-day/

Addition ideas and useful websites to support generic Maths learning	Additional ideas and useful websites to support generic Literacy learning
* TTRockstars * Topmarks maths games * Maths ideas and resources * Maths help and games * Maths playground * Maths games * BBC Bitesize maths lessons * Mathsframe - maths games * The Maths Factor * Maths videos and worksheets	* English resources (word, sentences, fiction & non-fiction) * English resources (SPAG and genres of writing) * English quizzes * Literacy games * BBC Bitesize literacy lessons * Writing inspiration and ideas * Pobble 365 writing inspiration

Welsh

Use your language pattern card or placemat to practise sentence patterns at home. These are useful websites and apps to support Welsh language development -

Learn-Welsh
Duolingo
Clic-It Cymru - Welsh Reading

Theme Research Project

Look at the questions below and complete your own research. You can present your findings in your own way - be creative!

'The Great Outdoors'

This week I want you to think about how the outdoors has impacted on your wellbeing during the summer/lockdown. Your task is to take photographs of 'the great outdoors' and upload them to our collaborative slides assignment called 'The Great Outdoors during Lockdown'. It could be of some gardening you've completed, a plant/flower that makes you smile, a walk that you've been on or an activity you've done outside - the choice is yours! Try to be creative with your photographs - can you capture a close up or add a filter? Maybe you could use an old photoframe to 'frame' the outdoors. The next part of the task is to research artists/artwork that is inspired by 'The Great Outdoors' and upload them to our collaborative slides assignment called 'The Great Outdoors Art Inspiration'.

We will be using the slides during week 2 of our 'face to face' sessions.

Health and Well being	Expressive Arts
NEW Kids HIIT workout * Joe Wicks HIIT workouts * Cosmic Yoga * Dragons Rugby - Learn through rugby * You are awesome wellbeing book & activities * 3 Yoga videos * Assembly every Friday * Premier League Primary Stars Challenge	JPPS Virtual Art Gallery Don't forget we are creating a Anytime PS virtual gallery to showcase all of the incredible artwork you have made throughout lockdown and the summer holidays, if you would like your artwork to feature in the virtual gallery, please could you upload a picture of it via Twitter using the hash tag #APSExpressiveArts and tag @MrBeecher

Why not try some of these Daily Mile Challenges? (click on the link below) Daily Mile Challenges	You may add your first name and age onto your artwork; however, if you do so, the photo you take of your artwork should not identify you in any way (e.g. a picture of you holding your artwork). Please could all entries be submitted by Friday 3rd July. * Draw with Rob * Draw with Jim Field * National Gallery Virtual Tour * KS2 Art and Design * KS2 Music * Art and Design KS2 Quiz
Science & Technology	**Humanities**
These are useful websites and ideas to support Science & Technology - **Science Experiment ideas** * Science experiment ideas * Twinkl's Science experiment ideas **Coding** * Code.org * Code Club * Micro:bit * Science quizzes * Science Museum	These are useful websites and ideas to support Humanities - * Woodland Trust nature activities * Nat Geo Discovery (you can sign up for free to access different areas). * Wildlife Trusts nature activities

Overview of your 'face to face' sessions in school

The following activities are for those of you who will be returning to school during the first week commencing in September. They will be completed with Mrs xxxx during your face to face session in class. If for any reason you are not returning to school then please complete the theme research activity each week as normal - these will link in with the face to face sessions so that nobody misses out. Remember we are still a team whether we are in school or at home!

Throughout the morning we will complete a range of activities which will focus on reconnecting with each other and supporting you with your return to school. As this is our first session back, here is a snapshot of what your morning could look like:
★ Time to check in and reconnect
★ Focus task
★ Break time - please bring in your water bottle and a healthy snack
★ Focus task
★ Reminders about home learning

This week's 'Face to Face' focus task:
This week, we will be having class discussions based on these questions:
❖ What have you done to help the environment during lockdown/the summer holidays?
❖ How have our behaviour/habits changed? Have they had a positive/negative impact on the environment? What are the local/global effects?
❖ How has the outdoors impacted on our wellbeing during lockdown/summer holidays?

You'll be recording your thoughts in your learning journal.

An Exemplar Approach to Blended Learning
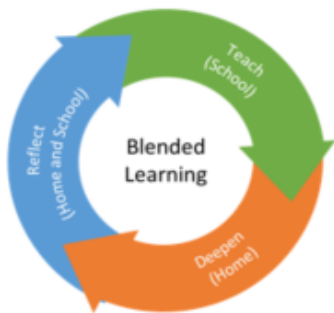
This exemplar assumes that 50% of pupil will be accessing the classroom at any one time. It is a model that uses approaches recognised to enhance learning. These include formative assessment, spaced learning, cognitive load, dual coding theory and social learning theory.

Teaching in School will:

- be direct, and focus on the key skills and knowledge pupils need
- revisit key concepts regularly in a variety of contexts to embed learning.
- explicitly develop learning to learn skills (metacognition) to support pupils in their home learning.
- create time for reflection and feedback to determine and adjust the direction of learning.

Home learning tasks will flow naturally from school based learning and in **a timely manner**, they will:

- Have clear objectives and success criteria which are understood and can be followed by pupils.
- Allow pupils to practice and apply key skills and knowledge. Wherever possible ensuring pupils recall and apply their learning from the day before in the classroom.
- Be supported by well modelled examples and resources. For example, video tutorials, animations, instructions.
- Include peer to peer support. For example, a member of staff will link small groups of pupils together and model how they can support each other's learning.
- Ensure members of staff are available to feedback and support pupils learning during home learning sessions. For example, providing feedback on Google classroom, office 365.
- Increase in scope and complexity over time as pupils become more capable of independence and self-regulation

Reflecting on the learning process will be regular and continuous:

- Classroom sessions will always start with a reflection of the learning carried out at home. This is to ensure pupils have opportunities to respond to feedback and teachers are able to address misconceptions and ensure mastery of key skills and knowledge.
- Activities in class model and practise effective peer feedback and this approach is further developed and applied during home learning support sessions. For example a teaching assistant supports small groups of learners using Microsoft teams to support each other's learning.
- Teachers will regularly engage pupils and parents in reviewing the effectiveness of the current approach to blended learning. Teachers will need to know what is working well and what is not. For example, technical issues, home learning environments, engagement and addressing specific pupil needs.

Year 6 – A Model

School term to start with a planning week for all staff, use INSET days to establish logistical approach, prioritise curriculum and design preliminary home learning tasks and supporting material.

Following this, a two week phasing in approach would allow routines to be established and begin to develop those skills pupils and staff will need to ensure ongoing engagement. For example, learning to learn skills, peer assessment, approaches to using technology and investigating barriers to learning.

Weeks 3 and 4 will then begin to build up the challenge for pupils as they adapt to this new way of working. This model assumes that:

- All pupils will be in school for two full days a week.
- Pupils will be organised into smaller learning support groups enabling them to support each other and to be supported online by school staff during their 'home learning' days. This will include one session fortnightly with their class teacher (Friday Morning) to reflect on the Thursday home learning task.
- After the initial two weeks, a similar model will be used, but the amount of work set for home learning will increase as pupils develop their individual learning skills. This will be continually monitored to ensure there is a 'quality' rather than 'quantity' approach.
- Monday Home Learning Tasks will be project based / Challenges for pupils to research, create, investigate, based upon the theme for the half term / term.
- Regular opportunities for reading are included, including individual and group reading sessions as well as the teacher reading directly to the class.
- Regular opportunities for outdoor learning and physical activity will also be included within school based sessions.
- Friday is kept clear for a 'deep clean' in school with staff PPA either in the morning or afternoon, flexible depending on arrangements for 'pupil check in' times.

Return to KS2 example approaches

Timetable Week 1 and Week 2 – Phasing in Week

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
School	**Group A** Well Being Blended Learning Outdoor Learning / PE Home learning and Reading Meeting with Parents	**Group B** 1. Well Being 2. Blended Learning 3. Outdoor Learning / PE 4. Home learning and Reading 5. Meeting with Parents	**Group A** Reflection, feedback and improvement of home learning task Core Skills Teaching Outdoor Learning / PE Home learning and Reading	**Group B** 1. Reflection, feedback and improvement of home learning task 2. Core Skills Teaching 3. Outdoor Learning / PE 4. Home learning and Reading	**Group A** Teacher online feedback session for home learning task
Home		**Group A** 1. Home Learning Task 2. Learning support group 'check in'	**Group B** Home Learning Task Learning support group 'check in'	**Group A** 1. Home Learning Task 2. Learning support group 'check in'	**Group B** 1. Home Learning Task 2. Learning support group 'check in'

Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
School	**Group B** Reflection, feedback and improvement of home learning task Core Skills Teaching Outdoor Learning / PE Home learning and Reading	**Group A** 1. Well Being 2. Blended Learning 3. Outdoor Learning / PE 4. Home learning and Reading	**Group B** 1. Reflection, feedback and improvement of home learning task 2. Core Skills Teaching 3. Independent Project Planning 4. Home learning and Reading	**Group A** Reflection, feedback and improvement of home learning task Core Skills Teaching Independent Project Planning Home learning and Reading	**Group B** 1. Teacher online feedback session for home learning task
Home		**Group B** 1. Home Learning Task 2. Learning support group 'check in'	**Group A** Home Learning Task Learning support group 'check in'	**Group B** 1. Home Learning Task 2. Learning support group 'check in'	**Group A** 1. Home Learning Task 2. Learning support group 'check in'

Exemplar Plan

Week 1

Monday

Group A: School Based

Session 1 - Welcome back, wellbeing session, talk centred around children's experiences.

Session 2 – Blended Learning and Metacognition

- What will it look like, what will be expected of the pupils and school staff.
- Barriers to learning at home – What can we do to make it easier?
- Learning to Learn – Explicit teaching of metacognition strategies to support home learning E.g. using success criteria, thinking about previous learning, asking yourself questions / testing yourself, peer support, reflecting on your learning etc.
- Organise pupils into learner support groups (groups of 3 to 4) which will be used to support home learning and for 'check in sessions'

Session 3 – Outdoor Learning / PE / Games

Session 4 – Home Learning Task and Reading

- Set a 'simple' home learning task for pupils to complete the following day, ensure it has clear success criteria, is engaging and well modelled. E.G. Write a list of questions and interview a parent / friend about their experiences of lockdown. (Give success criteria, show a good example, make this available online for them to look at, perhaps create a video to briefly explain the task again for them to access in the morning.
- Reinforce metacognition strategies discussed earlier and timetable a 'check in' session for each learner support group.
- Finish the day by reading to the class – For example, chose a novel to read at the end of each day over a period of time.

After School Session - Meeting with Group A parents

- Inform them of the approach the school will use and what is expected of them, their children and the school.
- Explain why this approach has been chosen (relate to the blended learning principles)
- Give an overview of skills and knowledge to be covered this half term.
- Explain how they can contact school for support
- Discuss future feedback arrangements, how their opinions will be vital in the future to further develop blended learning approaches. For example, online forum, fortnightly face to face meetings or questionnaires.

Tuesday

Group B: School Based As Day 1

Group A: Home learning

- Pupils complete ask using modelled examples and support materials, e.g. google classroom, videos etc..
- Will include a group check in with a member of staff. For example, a teaching assistant meets online with each learning support group between 11.00am – 12.30pm to discuss how they are getting on, share some work, reinforce metacognition strategies, provide some feedback for improving work, model peer feedback.
- A member of staff also available throughout the day to respond to pupil messages through digital platforms such as google classrooms and email.

After School Session - Meeting with Group B parents

Wednesday

Group B: Home Learning as Group A, Day 2

Group A: School Based

Session 1 – Evaluation of home learning task to model learning to lean and feedback strategies.

- Discussion about the task, what did children find difficult, what strategies did they use, which resources did they find most useful. How effective was the home learning environment in helping you learn?
- Chose one piece of work to share with the class (Or one you've created) and get pupils to feedback how it could be improved based on the success criteria.
- Pupils work in pairs to 'mentor' each other to improve their home learning work.
- Share results with the class.

Session 2 – Core skills Direct Teaching

- Learning Activity (Literacy or Numeracy)

Session 3 – Outdoor Learning / PE / Games

Session 4 – Home Learning Task and Reading

- Set home learning task, based on deepening the skills and knowledge within the 'core skills direct teaching' session 2
- Brief refresh of learning to learn strategies and how to access resources.
- Read Novel to the class.

Thursday

Group A: Home Learning

Group B: School Based (As Day 3 Group A)

Friday

Group A: Online Support from Class Teacher to review home learning from Day 4. For example, class teacher meets with each learning 'triad' to discuss, feedback on their home learning from the day before.

Group B: Home Learning, with support from TAs

Week 2

As Week 1 but swapped between Group A and B and included a 'preparing pupils for independent project learning' session on Day 3 and 4:

Day 3 – Group B: Session 3 - Introduction to individual research project

- Discuss theme for the term and 'questions', 'research' or 'activities' that children will be doing during their Monday Home learning sessions. Children can set their own questions for research e.g. Newport – Famous landmarks, people, geography and history.
- Discuss how this work will be presented, reviewed, and supported.

Day 4 – Group A - As Day 3 for Group B

Week 3 and 4

The purpose of Week 3 and 4 is to build up the amount being taught in school and increase the number of learning activities at home to two or more, as well as continuing to develop pupils' independent learning skills.

It will include:

- Regular reflections on home learning, including discrete teaching of learning to learn skills. However, over time these will be shorter and sharper to ensure space is freed up in the day to move forward with learning.
- Weekly check-ups on pupils' progress in their individual projects.
- Continued peer and staff support during home learning sessions.
- Flexibility in approach for home learning activities which can support either 'core' learning or more thematic approaches.
- Regular reading sessions throughout the week.

Return to KS2 example approaches

Timetable Week 3 and 4 – Further developing blended learning approaches

Week 3	Monday	Tuesday	Wednesday	Thursday	Friday
School	**Group A** 1. Core Skills (Maths) 2. Core Skills (Lit) 3. Thematic 4. Group Reading then Class Reading 5. Home Learning Task	**Group B** 1. Project Work Check up 2. Core Skills (Maths) 3. Core Skills (Lit) 4. Thematic 5. Group Reading then Class Reading 6. Home Learning Task setting	**Group A** 1. Brief Reflection on Home Learning Task. 2. Core Skills (Maths) 3. Core Skills (Lit) 4. Outdoor / PE 5. Group Reading then Class Reading 6. Home Learning Task	**Group B** 1. Brief Reflection on Home Learning Task. 2. Core Skills (Maths) 3. Core Skills (Lit) 4. Outdoor / PE 5. Group Reading then Class Reading 6. Home Learning Task	**Group A** 1. Teacher online feedback session for home learning task
Home	**Group B** 1. Independent Project Work	**Group A** 1. Home Learning Task (Core) 2. Home Learning Task (Thematic)	**Group B** 3. Home Learning Task (Core) 4. Home Learning Task (Thematic)	**Group A** 1. Home Learning Task (Core) 2. Home Learning Task (Thematic)	**Group B** 1. Home Learning Task 2. Learning support group 'check in'
Week 4	Monday	Tuesday	Wednesday	Thursday	Friday
School	**Group B** 1. Core Skills (Maths) 2. Core Skills (Lit) 3. Thematic 4. Group Reading then Class Reading 5. Home Learning Task	**Group A** 1. Project Work Check up 2. Core Skills (Maths) 3. Core Skills (Lit) 4. Thematic 5. Group Reading then Class Reading 6. Home Learning Task setting	**Group B** 1. Brief Reflection on Home Learning Task. 2. Core Skills (Maths) 3. Core Skills (Lit) 4. Outdoor / PE 5. Group Reading then Class Reading 6. Home Learning Task	**Group A** 1. Brief Reflection on Home Learning Task. 2. Core Skills (Maths) 3. Core Skills (Lit) 4. Outdoor / PE 5. Group Reading then Class Reading 6. Home Learning Task	**Group B** 1. Teacher online feedback session for home learning task
Home	**Group A** 1. Independent Project Work	**Group B** 1. Home Learning Task (Core) 2. Home Learning Task (Thematic)	**Group A** 1. Home Learning Task (Core) 2. Home Learning Task (Thematic)	**Group B** 1. Home Learning Task (Core) 2. Home Learning Task (Thematic)	**Group A** 1. Home Learning Task 2. Learning support group 'check in'

Other areas for staff and leaders to consider:

- Build in reflection weeks at the end of half term to 'celebrate' work and review the effectiveness of the approach.

- Listen to feedback from parents, pupils and **other staff** on a regular basis, for example fortnightly, to evaluate if this approach is manageable and effective?

- The curriculum needs to be carefully prioritised to ensure the essential aspects of each of learning and experience are planned for. The success of the teaching and learning of these key skills and knowledge must be assessed regularly and future planning and approaches adjusted as a result.

- Arrangements for pupils with SEN must be well considered, particularly when using learning support groups and teaching assistants both online and in the classroom.

- Ensure home learning includes a balance of 'paper based' work and is not limited to, or distracted by the use of technology.

- Ensure staff have time to create the online resources pupils will need during their home learning sessions.

Capsiwl Amser ⏳ Time Capsule

I gael y profiad gorau o'r wefan hon, rydym yn awgrymu defnyddio Chrome wrth fewngofnodi i Hwb.

Cymraeg / Welsh

English / Saesneg

For the best experience of this site we suggest using the Chrome browser whilst logged into Hwb

[Time Capsule](#)

Home

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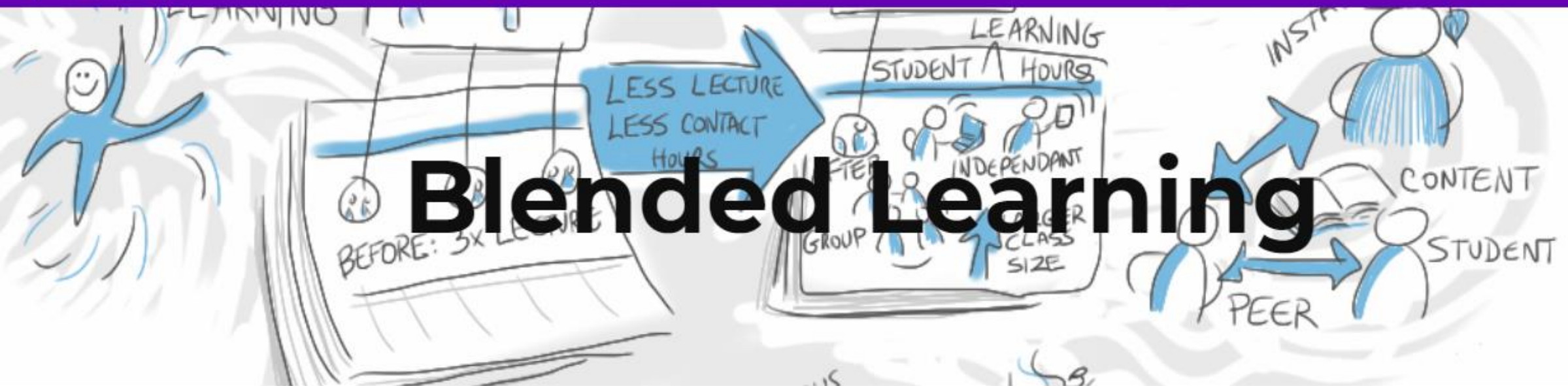
Blended Learning

As schools begin to partially re-open to students, teachers will no doubt be asking themselves, 'What can I do to make sure every child gets what they need, when they need it?'

A blended learning approach allows all students whether at home or in school to make progress in their learning at their own pace.

Blended Learning

Home

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THE BOOK OF HOPES

Follow this link to find the full collection of stories and poems in 'The Book of Hopes' on the National Literacy Trust website:

https://literacytrust.org.uk/family-zone/9-12/book-hopes/

Each slide has a selection of activity suggestions linked to at least one of the texts featured in the online collection. I have tried to ensure that listening and speaking tasks feature heavily and I have recorded myself reading the texts, to promote the value in reading stories aloud and to support a range of readers. The tasks are mostly very open-ended and hopefully, provide some ideas to save you some time.

Feel free to use, adapt or pass on to colleagues in our region. Other resources can be found, with this, on Thinqi:
https://thinqi.easmysid.co.uk/repository/browse?sort=recommendation&language=en&category=Primary%20English&tags=Primary%20English

Online tools used in the development of this resource:

Loom – screen recording tool, free to use https://www.loom.com

Hwb – Thinqi (EAS) Playlist, Log in to HWB https://thinqi.easmysid.co.uk/

Audacity – Free, open source, cross-platform audio software https://www.audacityteam.org/

Classroomscreen – an easy to use free tool, accessible to teachers worldwide, including teachers who might be less confident in using educational software in class. https://classroomscreen.com

Quizlet.com – a free tool for creating vocabulary-related quizzes https://quizlet.com/

For further information, please contact Catherine McMahon, EAS LLC Professional Learning Adviser - Catherine.mcmahon@sewaleseas.org.uk

Return to KS2 example approaches

Would You Rather?

Here's a game to play with someone…listen to the 'Would you rather…? questions and say what you think!

Would you rather GURGLE.mp3

Illustration Challenge

Choose your favourite part of the story and create an illustration that could accompany it.

Radio Advert

The Tooth Fairy advertised in the 'Dentists' Weekly' magazine for someone to do her job for a short while. Can you record an advert for the job that could be used on the radio? It must be less than 30 seconds long and should include:

- The key tasks that the job requires
- The dangers of the job
- The reason why the job is so enjoyable

Follow this link to find the full collection of stories and poems in 'The Book of Hopes'.

https://literacytrust.org.uk/family-zone/9-12/book-hopes/

A collection of ideas connected to the short story…

GURGLE

BY SIBÉAL POUNDER

Follow this link to find the story of 'Gurgle' (p193).

https://www.loom.com/share/a06215ed6bd94d3c8cc9962a3886fe34

Read/listen to the story and then choose from some of the activity ideas here!

EAS
Education Achievement Service

Odd One Out

Play this game with someone else and see how many ways you can find to agree and to disagree!

Microsoft Word Document

Talk Taboo

This is a talk game for you and a friend or family member. Can you describe the key word without using the **TABOO** words?

Microsoft Word Document

Is that a fact?

In the story, Gurgle builds something with the teeth that she collects. Use the link here to find out all the types of teeth she could have used!

https://school.eb.co.uk/levels/foundation/article/teeth/441851?opensearch=teeth&.pc=CDSM&.pid=cdsminteractive&.ts=1589449966&.sig=tA6KC7LqkDHvqB%2fveV5XA%2bvQ1CY%3d

Think about it!

I wonder what you think of the story and the poem. Often, different people have different ideas, which is what the writer wants. Can you think about the questions and record your ideas?

Document

Follow this link to find the full collection of stories and poems in 'The Book of Hopes'.

https://literacytrust.org.uk/family-zone/9-12/book-hopes/

Rainbow ART

Can you create your own rainbow using things that you can find in your own home? Maybe you have a red T-shirt, some green socks or a purple tooth brush to get you started? Take a picture and send it to someone to brighten up their day!

A collection of ideas connected to the short story…

S E A R C H I N G   F O R   T R E A S U R E

B Y   A N N A B E L   P I T C H E R

and the poem…

S A Y   S O M E T H I N G   N I C E

B Y   A . F .   H A R R O L D

Follow the link to listen to/read the story of 'Searching for Treasure'

https://www.loom.com/share/e43155f8763e4638ac567011599d756f

P43) and the poem 'Say Something Nice'

https://www.loom.com/share/4e067bf35a52492b8ed19d1aa91ea068

(p36). Read/listen to the texts and then choose from some of the activity ideas here!

It's the way you say it!

In the story, one of the characters says "What are *you* doing?"
The italics make you emphasise the word when you read it aloud. Try putting the emphasis on a different word in the sentence. What difference does it make to the meaning? Try reading the sentence in different ways to someone at home. What do they notice?

Guess the word

Click on the link and choose a picture card. Your challenge is to describe what's on the card to someone else, without using the word. They have to 'Guess the word'.

Microsoft Word Document

True or false?

Click on the link below. Can you work out which of the statements are true or false and tell someone how you can PROVE IT using the words in the story?

https://thinqi.easmysid.co.uk/go/t35trf

Say Something Nice

The poem by A.F. Harrold includes several lines where he uses *italics* to show the kinds of things someone might say to someone else. Can you make up your own lines, things that you would say to different members of your family and your friends?
Why don't you read the poem to them and use your own new lines!

EAS
Education Achievement Service

What's in a name?
In this story, the cat has a French name that, when translated, describes how the writer feels about him. Use the link below to find some more French names that might suit the story's cat!
https://translate.google.com/

Drawing Challenge
Here are some step by step diagrams for you to use to instruct someone how to draw one of the main characters from the story. You describe, they draw…try to be as descriptive and specific as possible.
GOOD LUCK!

Microsoft Word Document

Kennings Poem
Use the link below to find out how to write a fun kennings poem.
https://www.loom.com/share/a6664bc48f1a42c697f38fdbf773f497

Follow this link to find the full collection of stories and poems in 'The Book of Hopes'.
https://literacytrust.org.uk/family-zone/9-12/book-hopes/

A collection of ideas connected to the short story…

THE NAUGHTIEST CAT I HAVE EVER KNOWN
BY SF SAID

Follow this link to find the story
https://www.loom.com/share/218304cf7c0948afaddd7f15ca25a2d7
(p68). Read/listen to the story and then choose from some of the activity ideas here!

Switch it
This is a word game that you can play with some at home or even by text! You start with the word 'cat' and you then take it in turns to change or add one letter in the word to create a new word. *For example*, if we started with 'pot', the next might be 'pet', then 'pen', then 'pent', and so on.
See how far you can get!

I'm so sorry…
Imagine that you are the writer and your Mum has made you write a letter to apologise to your cat-hating relative. I wonder what excuses you might be able to provide for the cat's behaviour. How will you persuade them that the cat is really perfectly harmless?

The naughtiest cat…
Go back through the story and pick out all the things that the cat did that might be considered 'naughty'. Make a list of them all and add a couple of naughty activities of your own…perhaps you draw an illustration of your favourite?

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Writing a Recipe

Click on the link to see a recipe for 'Alien's Omelette'.

https://docs.google.com/document/d/1B-EPwhc3fEt-pEbZ7BumyEsv-Qg7ww-Y-ESGxLOizN4/edit?usp=sharing

Why don't you have a go at creating your own recipe for a dish that an alien would really enjoy? What weird and wonderful ingredients would you include?

Alien illustrator

Many people have imagined what aliens may look like. Click on the link here to see just a few.

Microsoft Word Document

Create your own alien illustration. You might use some ideas from the images of design something completely from your own imagination!

The BIG question

In this story, someone asks 'the big question'. Can you find the answers that were given and then think about the answers that you might give to that same question?

Follow this link to find the full collection of stories and poems in 'The Book of Hopes'.

https://literacytrust.org.uk/family-zone/9-12/book-hopes/

A collection of ideas connected to the short story…

HELLO

BY POLLY HO-YEN

Follow this link to find the story (p213).

https://www.loom.com/share/0ea1ff4cfffb4acf8367a1ecdfd0d7ea

Read/listen to the story and then choose from some of the activity ideas here!

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Would You Rather?

Here's a game to play with someone…listen to the 'Would you rather…?' questions and say what you think!

Would you rather HELLO.mp3

Crossword puzzle

Click on the link to find a crossword puzzle. Solve the clues to find the words, all of which are found in the story.

https://crosswordlabs.com/view/hello-by-polly-ho-yen

Alien language

You do wonder if aliens would have their own language? What if it was similar to English, but the first and last letter of every word were swapped.

'Yes' would become '*sey*', 'teacher' would become '*reachet*' and 'alien' would be '*nliea*'!

Can you practise saying something using this alien language? How about having a conversation with someone at home?

Doog kucl!

True or false?
Click on the link below. Can you work out which of the statements are true or false and tell someone how you can PROVE IT using the words in the text?
https://thinqi.easmysid.co.uk/go/knumdw

Fact Check
Click on the icons to check the facts from the story. Do they have the characteristics that put them in the Top Five?

Animal characteristics
Chose one of the animals and draw a diagram of the creature, labelling it's characteristic features.

Follow this link to find
the full collection of stories and poems in 'The Book of Hopes'.
https://literacytrust.org.uk/family-zone/9-12/book-hopes/

A collection of ideas
connected to the short text…

THE WAGATHA CHRISTIE CONUNDRUM
BY SHARNA JACKSON

Follow this link to find the story
https://www.loom.com/share/3e1f7db10dea45789e9ebac657a3c49a
(p241). Read/listen to the story and then choose from some of the activity ideas here!

Collective nouns
I bet you know that a group of lions is called a 'pride'. Pride is the collective noun for a group of lions. Click here to investigate some more collective nouns:
https://www.loom.com/share/7d343 57d32f640d8946896aff5bb4630

Quiz-time
Play 'Match' and 'Gravity' of just test your knowledge here!
https://quizlet.com/gb/509049440/the-book-of-hopes-collective-nouns

Animal Similes
I bet you know how to use a simile to compare one thing to another, don't you? 'He was as slow as a snail' or 'She was running as fast as a cheetah'. Can you create similes using the animals mentioned in 'The Wagatha Christie Conundrum' using their fantastic capabilities and characteristics?

CAN A POEM TELL A STORY?

THE JUMBLIES IS AN EXAMPLE OF A CLASSIC CHILDREN'S POEM, A NARRATIVE POEM BY EDWARD LEAR THAT COMBINES NONSENSE WORDS AND IDEAS TO TELL THE JOURNEY STORY OF THE JUMBLIES. IT HAS A CLEAR FOCUS ON THE LITERATURE STRAND OF LLC WITH RICH OPPORTUNITIES FOR LISTENING, READING, SPEAKING AND WRITING.

THIS IS A MODEL FOR THREE WEEKS OF BLENDED LEARNING FOR A LKS2 CLASS ALTHOUGH THIS COULD BE SHORTENED OR EXTENDED. A SELECTION OF ACTIVITIES ARE SUGGESTED, SELECTION WILL DEPEND ON THE PREVIOUS EXPERIENCE AND INTERESTS OF THE CLASS.

• HOW YOU USE THE MODEL IS DEPENDENT ON THE BLENDED LEARNING PLAN/ TIMETABLE THAT YOUR SCHOOL HAS ESTABLISHED AND THEREFORE ADAPTATION OF THIS MODEL WILL BE NECESSARY.

• THIS SHOULD BE ADAPTED TO BE USED IN WHICH EVER DIGITAL PLATFORM YOUR SCHOOL IS USING AND CATERS FOR THOSE LEARNERS FOR WHOM DIGITAL ACCESS IS LIMITED.

• THE ATTACHED POWERPOINT SLIDES PROVIDE EXAMPLES AND SUGGESTIONS FOR RESOURCING THIS PLAN.

Presentation

Return to KS2 example approaches

WEEK 1

Activate
- Play the game 'Odd one out' to give an opinion with a supporting reason. Use sentence stems to support.
- Play the game 'Would you rather…' to choose from two ideas and giving supporting reasons.
- Find out the meanings of these words: sieve, veil, crockery and be ready to explain to someone else https://kids.wordsmyth.net/we/

Explain
- Teacher read first verse of poem aloud, modelling poor fluency, expression and pace. Invite pupils to identify weaknesses and generate success criteria.
- Teacher responds to feedback and re-read with improvements. Show shared version of first verse and re-read.
- Pairs of pupils to consider/predict possible titles for the poem after hearing, giving reasons and using sentence stems practised previously. Reveal title.
- Teacher model the use of the 'Extract examination' task to note findings from exploration of the first verse.

Document

Practise
- Choral reading of first verse, using cloze versions to support pupils to learn the first verse.
- Pupils to practise reading first verse with increasing fluency and expression to be able to perform from memory. Record, listen, practise, improve.

Review
- Quizlet review of vocabulary knowledge from the poem.
- Peer review of performances of first verse.

Return to KS2 example approaches

The Big Question: Can a poem tell a story?
Learning objective: To explore, read, understand, enjoy and perform a classic narrative poem.

Activate

Microsoft Word Document

- Generate questions about the remaining verses, using a Q chart.
- Listen to/read remaining verses of the poem (recorded by teacher).
- View animated version of the poem and give opinion on which version is preferred, giving reasons to support that opinion, using sentence stems. Record and share. https://www.youtube.com/watch?v=3_7jHCEMxZY&t=5s
- Make a collection of words which rhyme with: sieve, veil, riband.

Explain

- View Michael Rosen's performance of the poem and identify what is good about the way in which he does it. Refer again to SC identified in previous week. https://www.youtube.com/watch?v=RB_5tGsvEBQ
- In small groups, allocate each with a verse to practise reading to present to others.
- Teacher support for each group to choose key words of importance, creating actions to use in performance.
- Explore use of rhyming couplets. Investigate alternative second lines.
- Share a selection of illustrations by the poet, Edward Lear.

The Jumblies.pdf

Practise

- Reading aloud the allocated verse with agreed actions. Record, listen/watch, practise.
- Extract examination with the group's verse.
- Create illustration for the verse and label the illustration with relevant words/phrases from the poem.
- Write additional examples of rhyming couplets that could be added to the poem/verse.
- Reading response: 'True or false'.

Review

- Groups perform their verse- peer review. Record each verse and share with all to view.
- Share additional rhyming couplets.

Return to KS2 example approaches

The Big Question: Can a poem tell a story?
Learning objective: To respond creatively to a classic narrative poem.

Activate
- Read verse five and list all the items taken on the journey.
- Pupils list their own top 3 meals, top 3 deserts, top 3 drinks.

Explain
- Shared read of verse five to explore the use of adjectives to describe nouns. Model oral rehearsal of replacing adjectives and adjectival phrases to alter the verse.
- Groups share their favourite foods lists and use these to generate suggestions for food items to be taken on the Jumblies' journey.
- Model creation of alternative lines for the verse, using ideas from the groups. Model adjectival phrases and refer back to rhyming couplets.

Practise
- Write group/ own versions of verse 5, describing modern day food-stuffs taken on the journey. Choice of simple scaffold to support with line openers or open-ended writing task.
- Practise reading with fluency, expression and accompanying actions, aiming to perform from memory, using previous SC.
- Create new chorus to accompany the modern day verse.

Review
- Writing peer-review
- Performance review

Return to KS2 example approaches
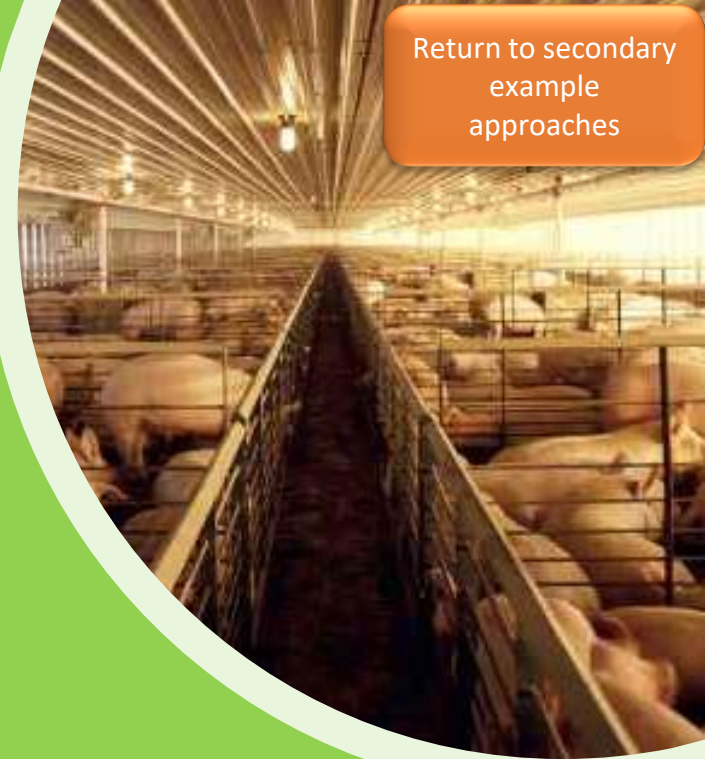
Animal Rights

This is a planning framework for four weeks of blended learning for a **Year 9 class**. It is not designed to be *the* model, but provides scope and ideas for planning a blended learning approach.

How you use the planning framework is dependent on the blended learning plan / timetable that your school has established and therefore adaptation of this model will be necessary.

This should be adapted to be used in which ever digital platform your school is using and also caters for those learners for whom digital access is limited. Collaboration between pupils can be facilitated through Teams channels and Google hubs.

Distance learning: this is not a checklist but aspects of good pedagogy that could be adapted for individual groups to ensure a continuum of learning across school and home

The Big Question:
Learning objective:

Activate: (before the school lesson)
Pre-lesson activities to establish knowledge and build on prior learning – make links and connections (reading, film clips)
The big question could be launched through a pre-recorded or live lesson
Retrieval practice - opportunities for learners to review their learning, to establish what they already know about the topic / learning and to revisit and retain knowledge
Opportunity for collaborative enquiry
Use of graphic organisers to summarise and synthesise information

Explain: (in school lesson)
Opportunity for in class discussion and clarification of knowledge
Direct teaching
Skills development
Modelling with teachers 'thinking aloud' - I do, you do, we do
Scaffolding: checklists, writing frames and anticipating errors and misconceptions

Practise: (after in school lesson)
Learners apply, practise and master skills independently or collaboratively
Opportunity for recorded teacher 'talk-over' PowerPoints to recap on skills / success criteria

Reflect and Review:
Opportunities for teacher assessed, peer or self assessment against success criteria
Reflection and improvement time via online platform

Based on the EFF planning framework:
https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Resources_for_schools/Home_learning_approaches_-_Planning_framework.pdf

Activate   **Explain**

Station Rotation

Home: Online direct instruction

School: Teacher-led instruction

Home: Collaborative and independent activities
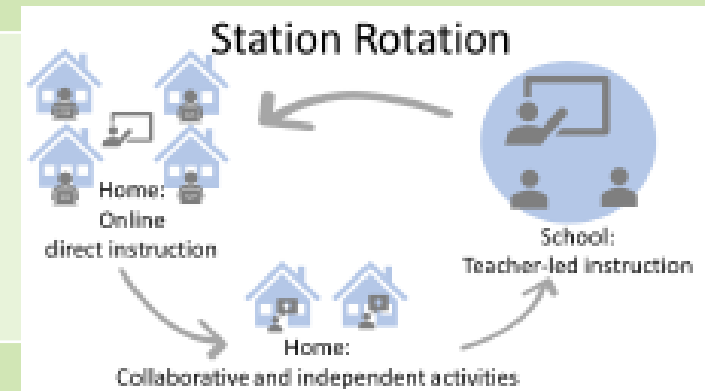
Practise   **Review**

Return to secondary example approaches

Year 9 English Example – Animals Rights – Week 1

The Big Question: Vegetarianism
Learning objectives: To appreciate that others may have differing, even conflicting, points of view or perspectives; To begin to consider persuasion and bias in a range of texts.

Activate: Read the article and info sheet, watch the film clip and complete the opinion chart.
10 ways vegetarianism can save the planet The Guardian' https://www.theguardian.com/lifeandstyle/2010/jul/18/vegetarianism-save-planet-environment
Info sheet *Vegetarianism – should we all eat green?   (Embedded document)*
Animal Aid video on animal cruelty: https://www.animalaid.org.uk/the-issues/our-campaigns/animal-farming/
Complete the opinion chart: https://www.animalaid.org.uk/wp-content/uploads/2020/04/What-do-you-think-about-animals-x10.pdf
Can you define vegetarianism? Do you know anyone who is a vegetarian? Contact them and ask them for their reasons for becoming a vegetarian. Pupils to make notes. Be prepared to discuss this when in class. (Teams Channels and Google Hubs can be used for pupil collaboration here)

Document

Explain: Discussion/debate on what vegetarianism means, using background reading for stimulus.
Focus on discourse markers and sentence starters in discussion using placemat.
What language is used in the articles and films? Are they biased or emotive? Further discussion on bias and persuasion.
Model first page of leaflet source square analysis, talking through the thought process clearly. https://www.animalaid.org.uk/wp-content/uploads/2016/12/savealife.pdf Blank source square provided – insert front of leaflet from link
Develop success criteria for completion of second source square and leaflet analysis questions.
Focus on reading strategies and skills – skim, scan, location, prediction

Document

Document

Practise: Pupils complete source square 2 on the leaflet and answer the extended questions focussed on persuasion.
Blank source square provided – insert back of leaflet from link

Document   Document

Review: Peer and self review source squares. Turn in questions for teacher feedback. Individual close the gap task completed.

Be aware that some images used for this work might be upsetting

Year 9 English Example – Animals Rights - Week 2

The Big Question: Is using animal fur for clothing an acceptable fashion accessory?
Learning objective: To evaluate the effectiveness of persuasive language

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Activate
Look around the house and see if you can find items made from different materials such as fur, leather, silk wool. Are these acceptable as clothing? - Give reasons. Record your thoughts in a graphic organiser or map.
Watch: 'What kind of person steals a guy's coat?' Ricky Gervais and Pink: https://www.youtube.com/watch?v=AWcM_jxW90Q
What persuasive devices are used in the films?
Read **Animals Are Not Ours to Wear** on the People for the Ethical Treatment of Animals
website: https://www.peta.org.uk/issues/animals-not-wear/
Look at the images on https://www.peta.org/living/personal-care-fashion/7-times-peta-showed-the-best-look-at-fashion-week/
and the infographic https://visual.ly/community/Infographics/animals/leather-global-killer
Be prepared to discuss these in class.

Explain
Discussion based on the big question using background reading prior to the lesson. Pupils to give their opinion and reasons using 'because'.

Document

Model completion of analysis chart using the *Are there skeletons in your closet?* Article: https://www.peta.org/blog/skeletons-closet/.
Develop success criteria for 'How' questions.
I do, you do, we do: How does the writer persuade the reader to use luxurious faux or warm synthetic alternatives to fur?

Practise: Written response: How does the writer persuade the reader to use luxurious faux or synthetic alternatives to fur?

Review: Peer and self assessment on the written response. Close the gap task completed by pupils.
Be aware that some images used for this work might be upsetting

Return to secondary example approaches

Year 9 English Example – Animals Rights - Week 3

The Big Question: Is using animal fur for clothing an acceptable fashion accessory?
Learning Objective: To understand how to use a range of techniques to write a lively article for a teen audience presenting a clear opinion on a subject

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Activate
Look at the image of Lady Gaga wearing a meat dress with the question 'Is this real meat?':
https://www.syracuse.com/entertainment/2010/09/was_lady_gagas_vma_dress_made.html
Read the response from PETA on: https://www.peta.org/blog/lady-gagas-meat-dress/
Read the letter from Lady Gaga – proof read the article. Identify and correct the errors.
Watch: https://www.youtube.com/watch?v=g7TNw2g5MOE
Read the article: https://www.animalaid.org.uk/wp-content/uploads/2016/12/Fur-factsheet-2019-WEB.pdf

Document

Explain
Discuss initial responses to the content of the image and open letter. See discussion mat.
Pupils generated list of success criteria for an effective article. (Content and written accuracy)
Explode the question: audience, purpose, teen audience, clear opinion. What information from last lesson can pupils use when expressing their opinion?
Teacher models planning and writing an opening paragraph. During the modelling, teachers should make explicit the thought process as they write – allowing pupils to understand that a constant reference to the success criteria is required. Focus on ensuring layout is appropriate, purpose and audience are clear and the tone of the article is appropriate.

Document

Practise
Pupils to plan and draft their initial article. Scaffolds and writing frames should be available if required.

Review
Peer and self assessment of the pupils' responses using the success criteria for the article. Close the gap task.

Return to secondary example approaches

Year 9 English Example – Animals Rights - Week 4

The Big Question: Do you believe that zoos exist for education and conservation?'
Learning objective: To revise and justify their opinions of zoos as educational / conservational

Activate

Have you ever visited a zoo or safari park? Write briefly about your experience and be prepared to share this in class.
Watch: https://www.youtube.com/watch?v=vLicOp5GJ4g; https://www.youtube.com/watch?v=Tcg3ana4Psk
https://www.youtube.com/watch?v=n4cD3OXWtx0; https://www.youtube.com/watch?v=2II80Zp-RIk and https://www.zsl.org/science/news/urgent-action-needed-to-protect-wildlife-as-global-populations-halve-in-40-years

Read**:** *Zoos and aquariums in Wales vow to fight by* Andrew Forgrave and *All zoos should be closed* by Philip Hoare
Read the CAPS web page extract and collaborate to complete the PISA style questions.
Read the blog by Will Travers on the Born Free Foundation website and complete the PISA style questions independently.
Use the example cartoon 'Zoos teach us…' Pupils write their own statement
Research a local zoo – collaboration using Google docs or Teams. Find 5 facts about its involvement in education and/or conservational issues.
Extension activity: pupils could explore another opinion on animals in captivity by reading Virginia McKenna's poem 'Reflections.'
http://www.bornfree.org.uk/get-involved/wildlife-poetry/virginias-poetry/

Explain

Present pupils with the cards. Ask pupils to read the cards and to discuss the points and why they agree or disagree either in small groups or as a class. Q & A on their thoughts in relation to the big question.
Develop success criteria for exposition writing.
Model planning and writing exposition 'Do you believe that Zoos exist for education and conservation?' I do, We do, You do.

Practise Exposition writing: Do you believe that Zoos exist for education and conservation?'

Review Peer and self assessment of the pupils' responses using the success criteria for the article. Close the gap task.

Return to secondary example approaches

Example Blended sequence of learning –
Can we always trust what we see and hear in the media?

The following outline example sequence of learning based around the 'Station Rotation' model. This model includes a mix of face to face teacher instruction in school, home instruction online as well as home-based collaborative and individual work. The exact planning of the blended learning will depend on your school blended learning plan, and associated timetable.

The sequence of learning is focused on the role of the media in democratic societies. Learning intentions for this sequence of Learning will be linked to information and media literacy knowledge and skills. Learning intentions could relate to:

- The knowledge and understanding that enables students to actively verify their own social media and media content.
- Empowering learners with the critical thinking and information literacy skills to recognise and resist misinformation, mal-information and dis-information.
- The knowledge and skills to check and evaluate media sources, using tools and checklists.
- The ability to apply their skills to evaluate and verify whether news or media claims were reliable or not.

Return to secondary example approaches

Background and rationale

This example sequence of learning supports the key principles of the Curriculum for Wales:

- It supports the realisation of the four purposes by providing opportunities for learners to develop as ambitious and capable learners who 'find and analyse information' and 'undertake research and evaluate critically what they find' in the context of the media. It provides opportunities to develop as ethical, informed citizens who 'find, evaluate and use evidence in forming views' and who are able to think critically in order to 'understand and exercise their human and democratic responsibilities and rights'. Media and information literacy are important aspects of informed citizenship.

- Film and digital media is a subject area in the Expressive Arts AoLE and includes TV, radio, print and social media. This sequence of Learning would focus on these types of media. It would particularly support development of learning linked to the first statement of What Matters by providing opportunities to explore how the media shape ideas and feelings, how the media can be used to shape and express personal, social and cultural identities and how it can question and challenge viewpoints and be a force for personal and societal change.

- This sequence of Learning also supports learning in Humanities, particularly through Social Studies. The second Humanities statement of What Matters include a focus on how and why different perspectives and Interpretations are formed, the fourth focuses on the factors that influence societies and individuals, and the fifth focuses on citizenship, including making choices and exercising democratic rights and responsibilities. A critical understanding of the media and information literacy, and the role and nature of the media in a democratic society, as developed in this sequence of learning, would support progression in relation to these statements of What Matters. Social Studies in the Humanities AoLE includes a focus on citizenship and includes the concepts of governance and rights.

- This sequence of Learning also supports learning in Languages, Literacy and Communication. The second Languages, Literacy and Communication statement of What Matters examines reliability and the impact of what is read with a focus on how learners develop the skills to become unbiased and critically-aware interpreters of that they hear, read and see in order to interact as capable informed citizens of Wales and the world. This sequence of learning would support appropriate progression in the 'Understanding, response and analysis' element of the reading strand of the LNF.

- This sequence of Learning would support appropriate progression in many aspects of the development of digital competence. The context of learning would support understanding of the citizenship strand of the DCF, particularly digital image editing and the rights and responsibilities of media organisations as creators of digital content.

- This sequence of learning would support development of Integral skills, particularly critical thinking.

- This sequence of leaning provides valuable opportunities for authentic learning experiences, and opportunities to focus on careers and work-related education.

This example sequence of learning provides an example of an integrated approach to curriculum design. An integrated approach as defined by Beane (1997) is one that takes a real life, genuine issue or problem as the starting point for curriculum design and draws on content and skills from relevant subjects as appropriate. Interdisciplinary and integrated curriculum design approaches are often seen as particularly valuable when considering complex issues, such as those posed in this sequence of learning. The Curriculum for Wales encourages a more integrated approach to curriculum design and suggests links and connections should be made between areas of learning and experience in order to make learning authentic and to support learner progression.

This example sequence of Learning is framed by a big question. This is an approach commonly used in many curriculum areas to frame learning as it encourages the conceptual development of higher level and transferable concepts.   A range of practitioners from relevant subject areas could collaborate to develop this approach, and particular specialisms could be used to lead the face to face or online content as appropriate.

Can we always trust what we see and hear in the media?
Outline possible sequence of learning.

School based instruction phase	➢ Sharing learning intentions and co-constructing success criteria for this sequence of work. ➢ Develop advance organisers so learners have a high-level overview of what will be learnt during the sequence of learning and how this links to their prior learning. ➢ Direct teaching of key vocabulary including misinformation, mal-information and dis-information. ➢ Explanation and structured discussion of the types of media people of different age groups use to get their information from. A short online survey could be completed to show the learners use of media sources. ➢ Explanation and structured discussion of the role of the media in society, drawing on learners' prior knowledge and learning in a range of subjects, such as historical examples and contemporary events. Development of conceptual understanding of media literacy. ➢ Modelling of the process of evaluating a media source, using an appropriate framework, using example from learners' prior experience or prior study. One such model is the REVIEW model from ACT (Reputation, Evidence, Verify, Intent, Emotions, Weigh it up)
Online instruction phase	➢ On demand video summary of the teacher explanations and modelling provided in the school-based phase should be made available and revisited by pupils, as they develop their learning further. ➢ Further online instruction should enhance learning by providing examples of teacher explanation relating to a wider range of media types and examples, explaining concepts such as the misuse of science in the media, and the dissemination of pseudoscience. ➢ Online instruction should also demonstrate the methods of fact checking information, and methods of searching for valid and reliable information. It should also cover issues related to algorithms that control search results. ➢ Online instruction should tackle and anticipate common misconceptions and errors.

Home based individual study phase	- Independent practise of the process of critically evaluating media articles. This provides opportunities for learners to apply knowledge and understanding gained from the face to face session. Media articles chosen should be rooted in familiar contexts in order for learners to have the contextual knowledge to support effective evaluation and analysis. - Individual work should be supported and scaffolded through provision of worked examples, writing frames or question prompts. - Teachers and/or peers should provide feedback on learners' work to check and reflect upon their conceptual understanding and their ability to analyse and evaluate media stories. - Home based work should also include opportunities for learners to regularly review their learning, through quiz activities for example.
Home based collaboration phase	- Learners collaborate online in a group project that further extends their learning. For example, using all of the media examples learners have analysed, a group could create a group presentation on which media sources they most trust and rely on, giving reasons for their decisions. Presentations could be live online presented to the teacher through MS Teams or similar platform. Learners could collaborate on a citizenship focused social action project such as a campaign to raise awareness of media political bias. - Online collaboration could also use various platforms to undertake a competitive collaborative activity. For example, in groups learners create a media promotion campaign about an issue. They develop a series of statements about the issue – some true and some are mis or disinformation. Each group pitches their campaign to the class (online or in class). Each group tries to work out which statements are true, and which are mis/dis information.

References
Beane, J. (1997) Curriculum Integration. Designing the core of Democratic Education. New York: Teachers College Press.

Introducing the Learning Together approach for KS3

- GwE team have developed the 'Learning Together' approach to support the distance and blended learning models for KS3 pupils.

- The approach has a multi-disciplinary content with a focus on developing skills.

- It also focuses on developing wider skills such as interpretation, evaluation and coming to a conclusion.

- The approach exemplifies a multi -disciplinary method of planning.

- The approach builds reading skills by using extended texts.

- It encourages children to apply their numeracy skills in real life contexts.

- This approach to planning supports the thinking behind the new Curriculum for Wales.

- It draws on parents' / carers' own skills and experience

- The example is set in engaging, real life situations.

- It supports families to develop their child's independent learning skills.

- Schools can use the approach to develop their own ideas within a range of contexts, as well as use this example as it is.

- Materials can be differentiated to stretch the more able and to support less able learners.

- During time at school, pupils should be taught new knowledge and skills. Teachers can also take this opportunity to correct common misconceptions and to provide feedback to pupils on their prior learning.

- Activities planned for distance learning at home should be based on opportunities to practise and apply these new knowledge and skills.

- Schools can use the approach to develop their own methods of planning and delivery for blended learning e.g. teams of staff to work collaboratively to plan and deliver different materials within units.

Learning together

Pushing the limits

Nelson Mandela

"Education is the most powerful weapon which you can use to change the world."

TASK 1 —Look at the worksheet attached to explore the issue of apartheid and the impact it had on the people of South Africa

Click the link to open the worksheet

TASK 2—Note down as many words you can think of which you associate with the apartheid and the impact it had on people (segregation; discrimination….). Present these words in the form of a mindmap/ wordle or any other creative way.

Challenge

TASK—Complete the activities on the famous activist Nelson Mandela
Click to open the worksheet

Extension

Extension—Click to read the book

Malala Yousafzai

"When the whole world is silent, one voice becomes more powerful"

TASK 1— Complete the proof reading activity on Malala Yousafzai . Click to open the activity

TASK 2— Explore Malala's Nobel Prize acceptance speech and answer the questions. Use the support sheet to help you.
Click to open the speech   Click to open the support sheet

Challenge

Barack Obahma

"Keep exploring. Keep dreaming. Keep asking why. Don't settle for what you already know. Never stop believing in the power of your ideas, your imagination, your hard work to change the world"

In 2009 Barack Obahma was awarded the Nobel Peace Prize for his "extraordinary efforts to strengthen international diplomacy and cooperation between people".

TASK—Click to watch the video of his acceptance speech

What are the similarities and common messages in both speeches?

Michael Phelps

''There will be obstacles. There will be doubters. There will be mistakes.   But with hard work ………
THERE ARE NO LIMITS''

Michael Phelps

Joe Simpson

"Life can deal you an amazing hand. Do you play it steady, bluff like crazy or go all in?"

Joe Simpson is an English mountaineer and author. While climbing in Peru in 1985, he suffered severe injuries and was thought lost after falling into a crevasse. However, he survived and managed to crawl back to his base camp. The film 'Touching the Void' was made based on his journey.

Watch the following film trailer. How does the director create tension and drama?

TASK 1 –Read the extract and complete the activity included

TASK 2– Using the image as a stimulus write your own paragraph using language and sentence structure for effect

Extension—watch the following clip which outlines the 10 most dangerous mountain pursuits

Charles Darwin

"It is not the strongest of the species that survives, nor the most intelligent, but the one most responsive to change"

TASK— watch the video

- What is Natural selection? Use an example (e.g. The Peppered moth, Giraffes) to demonstrate your understanding.
- Complete the worksheet on Natural selection

Challenge

Adventurer and naturalist Steve Backshall was given a mission; to travel the globe in search of 60 of the world's deadliest animals. He bravely tracks down the creatures that others spend a lifetime avoiding!

TASK—Watch some of the episodes of the TV programme

Choose one of the animals, and **explore** how it is adapted to survive in its habitat. Find out about the features it has, that help it survive, and why it is one of the most deadliest animals.

Neil Armstrong

"That's one small step for man, one giant leap for mankind"

TASK – Visit the NASA website

Read the text, watch the video, play the sound files – listen to the sound of the landing. If you listen carefully you can hear the small retro rockets firing outside the lunar module before the ''Eagle'' Lunar Module lands.

TASK 1—Complete the questions on the First Moon Landing.

Click to open the worksheet

TASK 2—Complete the research task. Click to open worksheet

Challenge

Former NASA Astronaut Dr Kathy Sullivan, has once again pushed the limits and has achieved another giant leap. and first for women.

TASK— Read the newspaper article and fact file on Kathy Sullivan, then complete the worksheet to show your understanding.

Click to open the article   Click to open the worksheet

TASK—Between them Neil Armstrong and Kathy Sullivan spent over 738 hours in Space, looking down at our big blue planet.

Read the poem ''Do you think we'll ever get to see Earth, Sir?'' – by Sheenagh Pugh

What do you think is the main message behind the poem?

If you were to describe Earth, what would be your top five highlights?

Michael Johnson

"Life is often compared to a marathon, but I think it is more like being a sprinter; long stretches of hard work punctuated by brief moments in which we are given the opportunity to perform at our best"

The 400m

When we look back at the 400m races there are some remarkable people. Here are a few that have interesting stories.

Click on the links to access information about them:

Michael Johnson		Eric Liddell	
Tanni Grey-Thompson		Cathy Freeman	
Marie-José Pérec		Wayde van Niekerk	

TASK—Use chalk outside your house to measure the stride length of each of these 400m runners. What observations can you make? How do these compare with your stride length?

Challenge

TASK—Plot the stride length versus height on a scatter diagram for all of these athletes. What conclusions can you come to from this information?

This link will help you with plotting a scatter diagram:

TASK—Plot a line graph for each athlete showing the distance covered over time (use their interval times for this and include all athletes on the same axis).

This link should help you with plotting a line graph:

Challenge

Find the data for a 100m sprinter, 200m sprinter and an 800m runner. Plot the data on the same axes and compare findings.

What does this tell you about the running style for the different races?

Can you write a scientific hypothesis linking stride length and race length?

Is it fair to compare results for male and female athletes?

Why has the athlete Caster Semenya gained so much interest?

Christine Ohuruogu

"For me, faith is a 24/7 thing."

Christine Ohuruogu won the gold medal in the 400m race at the World Championships in Moscow in 2013. She believes that God "wants to help us go out and do the best we can".

TASK 1– How does Christine's faith influence her life as an athlete.? Read the article.

TASK 2—Other athletes have spoken about their faith. Read about:

   Eric Liddell   Khadijah Diggs

Challenge

An Equality Assessment Report for Wales (2018) has noted that 'Religious needs must be understood, respected and Managed'. List the questions that a sporting organisation should ask their local faith groups in order to encourage more people to participate in sport.

"We do not have to become heroes overnight. Just a step at a time, meeting each thing that comes up, seeing it as not as dreadful as it appears, discovering that we have strength to stare it down"

Eleanor Roosevelt

Chariots of Fire

"Harold M. Abrahams: If I can't win, I won't run!

Sybil Gordon: If you don't run, you can't win."

Chariots of Fire is a 1981 British historical drama film. It is based on the true story of two athletes in the 1924 Olympics: Eric Liddell, a devout Scottish Christian who runs for the glory of God, and Harold Abrahams, an English Jew who runs to overcome prejudice.

Eric Lidell and was the inspiration for the film 'Chariots of Fire'. This film begins with a piece of music composed by Vangelis.

TASK— Listen to this piece of music, Chariots of Fire by Vangelis.

TASK—Use the software Garageband, Sibelius or Logic Pro X to compose a multi-layered piece of music yourself with the instruments/objects that you have at home. Use the title 'Inspiration' for your piece of music.

Performing Task: Perform the music 'Chariots of Fire' by Vangelis. This is the score.

Lowri Morgan

"I don't fear failure, I fear low aim"

Lowri is an extreme athlete and adventurer, who has taken on some of the World's most difficult challenges.

In 2016, and coinciding with the Welsh Government's "Year of Adventure" , Lowri competed in the 333 Challenge which saw her run three ultra marathons over three of Wales' most iconic Peaks in 3 days. She completed it in 60 hours and holds the Fastest Known Time of the challenge on two feet.

Click on the link to read the article and watch the video clip of Lowri's challenge   and visit her website to find out more

TASK—Create a fact file or timeline displaying her achievements

Challenge

TASK—During the 333 Challenge Lowri climbed the 3 highest peaks in Wales, Snowdon, Cader Idris and Pen –y –fan.

Create you own website using Google sites (access through the Hwb platform) on the 3 peaks. Include a home page and a page for each of the peaks.

Include information on the local areas, maps identifying locations, images, other interesting facts that you uncover.

There are lots of video tutorials and support available from Google to get you started. Here are some useful links.

Google support web links   video tutorial

Banksy

"If you get tired, learn to rest, not to quit."

Banksy is an anonymous England-based street artist, vandal, political activist, and film director.

Watch the video clip or visit the Banksy website to see some of Banksy's most prolific pieces

Click to watch   Click to visit the website

TASK—Is Banksy an artist or a vandal? You decide. Click to watch

Challenge

TASK— Create your own TAG of your name/nickname using graffiti style lettering. There are lots of video tutorials on YouTube, and this website is a great place to start

I AM

Ernest Henley

"Life is worth living through every grain of it"

William Ernest Henley was an influential English poet of the late Victorian era in England. He wrote the famous poem 'Invictus'

TASK 1— Click to listen to the poem 'Invictus' being read

TASK 2—complete the reading activities on the poem

TASK 3—Select 5 words from the poem that have made a real impression on you. Convey this in whatever form you wish. For example:

- You could illustrate he words on a mindmap
- Find images to go with the words and produce a collage
- A video clip /a paragraph of writing/music

Challenge

The Invictus Games

The Invictus games set up by Prince Harry in 2015 were also inspired by the poem.

TASK—Click to watch the clip attached were Prince Harry discusses his motivations behind the games

Find out all you can about The Invictus Games and produce a factsheet to inform people about the games.

Be inspired

What makes a person inspirational? Rank order the qualities from most to least important in a human being.

Then, share your judgements with a partner. Be prepared to justify your choices.

Time for reflection

Now that you have explored these inspirational figures and the values that make them great, summarise your findings by answering the following questions.

- Who inspires you? (this could include family members, friends, people from the past, sporting heroes, people from the entertainments industry, politicians etc.) Some ideas can be found here   and in the be inspired
- What are your favourite inspirational quotes and who said them?
- What are your aspirations? How have you pushed the limits?
- Can you write your own inspirational/motivational quote?

Use Adobe spark to create a post of your quote. This video will help you get started

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Foo Fighters

"It's times like these you learn to live again"

Listen to the Charity version of the Foo Fighters song 'Times like these'

TASK—Write your own verse for the song, reflecting on your own experiences during the lockdown.

Challenge

TASK—Create you own playlist of music/songs that are positive, hopeful and uplifting. Share this music with your family, friends and peers in school.

"Never give up on what you really want to do. The person with big dreams is more powerful than one with all the facts"

"In the middle of difficulty lies opportunity"

Albert Einstein

Brilliant Physicist who worked to crack open the mysteries of the universe

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Marcus Rashford

"I don't even know what to say. Just look at what we can do when we come together "   16th June 2020

The Premier League striker grew up poor and hungry, but is now using his fame to fight for children going hungry during the lockdown.

TASK—Watch the videos and read the articles to follow the story BBC   Newsround

Click to read the letter

Pick out important words or phrases that he uses to make his point. How have his experiences influenced his behaviour?

Challenge

Debate—Marcus Rashford an exception or an inspiration?

Simone Biles

"I'm not the next Usain Bolt or Michael Phelps. I'm the first Simone Biles"

The American artistic gymnast., has a combined total of 30 Olympic and World Championship medals.

TASK—compare and contrast the achievements of all three athletes identified in the quote. Is it possible to draw a conclusion as to who is the better athlete? Remember to back up your conclusion/opinion with facts and evidence.

Simone Biles   Usain Bolt   Michael Phelps

Challenge

Can you keep up with Simone? Try out one of her workouts and see if you've got what it takes to be the next……..YOU

Workout 1 : Circuit Training	Workout 2 :Endurance Training
5 Rounds	High intensity interval training
30 Mountain Climbers	for 20-30 minutes
30 Lunges (15 per side)	Options—bike/run/row
30 Sit Ups	One minute on (sprint)
30 Burpees	One minute off (slow & steady)
30 Squats	Repeat for the 20-30 mins
1 minute plank	
Rest for 2 minutes & repeat	

Evaluate your performance—what do you need to work on, and what can you do to improve your own fitness?

TASK—create a Personalised exercise plan to follow over the coming weeks. There are lots of examples online to draw inspiration from..

NHS 12 week plan   BBC bitesize guidance on PEPs

Supporting Learning

Developing Perseverance

Help your child to become 'unstuck' by asking questions such as:

- What do you know already that might help you?
- What do you need to know/find out?
- How could you learn about….?
- Could someone else help you?

Blended Learning Guidance

GwE

Contents

June 2020

Introduction

The Welsh Government has implemented a sustainable strategy based on blended learning for all learners. This will enable schools to build on the progress made with distance learning since March and on the time learners are spending in school to 'check-in, catch-up and prepare' in June and July. The autumn term will, however, be a very challenging time for school leaders and teachers. The basics of good teaching and learning remain the same but the context is very different. Expectations of schools, not least from parents and learners, will be raised. The quality of learner engagement with distance learning has varied widely and the disadvantaged gap has widened .Exam requirements are also still unknown. Operational guidelines including the crucial 2m distancing rule may change and schools also have to be prepared for a return to a form of business as usual at some stage next academic year. In these circumstances, the effective planning and delivery of blended learning from September will be crucial and preparations will need to be completed before the summer break.

This guidance aims to be a concise, practical guide to blended learning for teachers and leaders. It will provide clear definitions of the terms associated with blended learning; help to identify the opportunities and challenges through strategic questions for consideration and support teachers in developing provision and practice.

Definitions

Blended learning is an approach that combines in-school opportunities for face to face learning (and potentially online via live streaming) with distance learning usually at home. The former, where all learning takes place with the teacher at the same time, is known as synchronous learning. The latter, where learning is neither in the same place nor at the same time, is known as asynchronous learning.

Blended learning consists of a range of approaches:

- In school face to face time with learners. Based on current (2m) distancing rules this is likely to be about 25% of a learner's time. Should 1m social distancing be introduced this will rise to about 50%.

- Home distance learning. Again based on current social distancing this is likely to be about 75% of a learner's time reducing to 50% should 1m social distancing be introduced. Online learning at home can be asynchronous via resources and activities delivered through Google Classrooms, Teams, HWB email etc. or via recorded lessons. It can also be synchronous via live online lessons.

Home distance learning need not involve a digital device and internet connection. It can also be based on physical resources such as textbooks, work booklets or the resources needed for projects and activities. So far, this has largely been seen as a means of overcoming difficulties with digital access but it can be an essential approach in subjects such as DT, art, and music.

Blended Learning – Common Principles

- Blended learning should be grounded in the best of current teaching practice.

- Provide a broad and balanced curriculum to enable all learners to make progress.

- Consider the implications for staff and learner wellbeing.

- Take account of the unique school context and any barriers faced by learners.

- Make best and complementary use of the strengths of all its various aspects including face-to-face teacher time.

Preparing for Blended Learning – Key June and July Tasks for Senior and Middle Leaders

In such a short period of time, with the focus on pupil wellbeing, schools need to be realistic about what can actually be achieved.

The completion of five important tasks are the basis of preparations for the autumn term.

Successful completion will mean involving middle leaders in a subject by subject approach.

- Review of the effectiveness of distance learning so far. What has worked and what hasn't? Listening to learners should be part of the review to ensure that any of their difficulties with distance learning are properly addressed. Good practice should be shared and training needs addressed. These training needs, together with those associated with blended learning approaches, should be central to the training programme.

- Completion of all the usual timetable processes. Some aspects, such as option groups, will be operationally useful in the autumn term and the school will be prepared for the full return of all learners.

- A clear idea of the level and quality of each learner's engagement with distance learning so far. Begin to plan effective interventions.

- Review the impact of the school's current operational guidelines on the curriculum offer e.g. practical lessons. Model the likely impact of reduced (1m) social distancing.

- Consider using the blended leaning models and approaches outlined below to plan learning for at least the initial period in the autumn term.

Planning Blended Learning – Key Considerations for Senior and Middle Leaders

The context of every school is different and decisions will be made locally. There are, however, a number of key considerations that will help all schools to identify opportunities and challenges when planning for blended learning.

This will be a very challenging period as current curriculum plans are not designed for blended learning. Teachers who are used to planning for the classroom with some distance learning will now have to do the reverse. However, despite lack of preparation time, teachers are increasingly able to deliver distance learning and existing plans can be adapted for blended learning. Moreover, as recent EEF research highlighted, teaching quality is more important than how lessons are delivered (Rapid Evidence Assessment, Distance Learning, EEF, April 2020)

A number of important considerations are likely to inform planning for the autumn term.

1. How to deliver blended learning in the circumstances of the new normal. At this stage, the focus should be on developing an approach to *how* which can be applied to all subjects whatever content is decided. A whole school approach to *how* will improve planning by enabling collaboration and the sharing of good practice as it develops .

- A single curriculum approach is the basis of all planning
- Best use of classroom time to support home learning.
- The balance of subject and thematic project based learning at each key stage
- How will the learners be grouped? Effective blended learning will require greater flexibility in the autumn term to provide access to specialist accommodation, intervention groups, sets and option groups.
- Ensuring the progress of learners unable to attend school
- How best to develop the learning skills learners will need
- How to increase and ensure learner engagement
- Differentiating and scaffolding in the context of blended learning
- Role of support staff
- How to make best use of the full range of the new digital learning tools to support teaching
- Teacher use of live streaming. There are clear obstacles (availability of learners, inequality of access, union concerns, two staff rule, GDPR) but potential benefits particularly at KS5 and KS4.

2. How to continue support for pupil wellbeing.

3. How to narrow the growing disadvantaged gap. Potential for additional intervention sessions for vulnerable learners? What will effective literacy and other skills' interventions look like? Use of support staff capacity could be key here.

4. How to approach and structure blended learning to accelerate the delivery of new learning. In light of the continued need for a broad and balanced curriculum should subject options be narrowed or the content of all subjects slimmed down? What to do about learning lost during what is effectively a third of the school year. How to decide what to cover, what to abandon and how to avoid the loss of further ground in the autumn. These decisions are further complicated by currently unknown exam requirements and the wide variations in pupil engagement in the summer term.

5. The use of formative assessment in blended learning. In-school time widens assessment options considerably. Summative assessments will have to be introduced at some stage or we will lose all ability to evaluate the effectiveness of provision or to award exam grades.

6. How to make best use of the new Curriculum for Wales guidance and continue to prepare for its introduction.

7. How best to monitor and evaluate the quality of blended learning and learner engagement. What is quality provision in the new normal?

8. Providing guidance to parents on their role in blended learning- reassurance, managing expectations and how to support home learning.

9. Training for leaders and teachers in planning and delivering blended learning.

10. How best to collaborate with other schools and GwE in developing good practice and sharing it

Blended Learning – Particular Strengths

The effective planning and delivery of blended learning requires that in-school face to face and home distance learning complement each other in a single curriculum approach. This involves the identification and use of the particular strengths of each.

Many of the features below can be part of asynchronistic distance learning but they are particular strengths of face to face learning:

- Direct relationship between teacher and learners support wellbeing and engagement.
- Routines and structures of classroom learning can compensate for a lack of learner skills and resilience.
- Learners are more accountable for engaging in and completing tasks.
- A wider variety of assessment opportunities can be employed.
- Teacher is better able to introduce and model new content and skills and check for understanding.
- Teacher has the opportunity to provide immediate feedback.
- Teacher is better able to identify gaps in knowledge and understanding.
- There are more opportunities for peer to peer interactions to improve learning and provide motivation.
- Teacher is better able to differentiate and scaffold learning.

The particular strengths of home distance learning are:
- Learners can work at their own pace and revisit materials, skip and pause.
- Learners can access work when they want and take breaks as needed.
- There is the potential for deeper learning as learners apply and practise learning using models shown in class and research as guided.
- Learner preparation in the flipped learning model improves classroom learning.

Models of Blended Learning

Schools have a choice of blended learning models and there are several ways of organising the learning within each. There is no right model to cover all circumstances. Decisions should be made on the basis of the school's own context; the content and the needs of learners.

<u>Classroom-led Blended Learning</u>

This model utilises the already established principles of blended learning that inform curriculum planning in some schools and universities across the world. Essentially, it begins with face-to-face teacher instruction, input and feedback, which is then combined with distance learning or application. This model can be adapted to take account of any changes to the amount of time learners are able to spend in school in the autumn term.

In school, face-to-face teaching can be used to:
- Remind the learners of content they already know.
- Re-introduce and reinforce the skills required for the learning.
- Reiterate key ideas, connections, approaches and explore potential pitfalls.
- Recover where there are gaps in knowledge or skills.
- Introduce new ideas and skills.
- Guide learners through new content and skills by linking to previous learning as much as possible.
- Encourage short application of learning tasks.
- Provide real-time feedback to address initial misunderstandings and remove obstacles.
- Demystify the outcome by using a range of models to show the learning that needs to be achieved.
- Closely guide and teach the route through the new learning.

Following from and working with this face-to-face time, distant, home-based learning can use the internet or be based on physical resources. It can be used to:
- Enable learners to work at their own pace on a range of clear and guided tasks already explained by the teacher.
- Extend their knowledge through research and other tasks using skills modelled and acquired in the classroom.
- Complete work that can be assessed by the teacher or by using online assessment methods such as multiple choice
- Peer work or co-work using applications such as MS teams or Google slides.
- Contact the teacher for further support.
- Consolidate and extend the learning by viewing lessons recorded by the teacher.
- Participate in synchronous learning opportunities via live teacher lessons.

Within this model it is important to remember that learning can be organised in a number of different ways. There are two examples below.

The first is based on providing all members of the class with the same learning experiences.
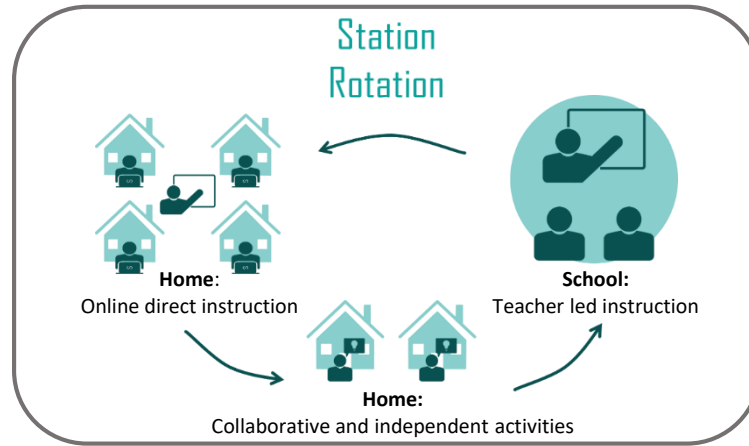
The second enables the teacher to provide each learner with their own route through the learning. learners do not necessarily rotate to each station – they rotate only to the activities scheduled for them.
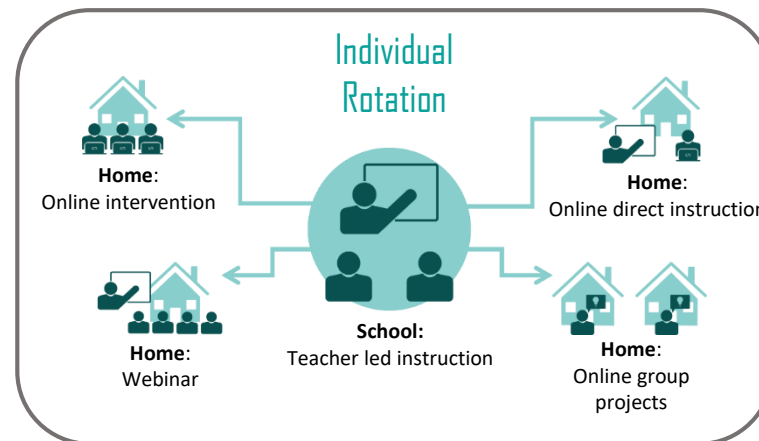
The Flipped-learning Model

This second approach is essentially what the name implies and is again a recognised approach especially in teaching older year groups and more able learners, although it is by no means only useful for the more able. As always, the quality of the teaching and planning is the most important element.

The basis of the flipped learning approach is that the face-to-face time with the teacher *follows* the learning, rather than *is* the learning stage. In the flipped learning approach, learners would initially spend time at home, distance learning. They would be accessing learning provided and directed by the teacher. It might again be recalling work, re-visiting skills, developing and building on understanding, or accessing new ideas that they connect with already known ones and learning about new content. This would be best done in highly visual, audible and interactive ways such as through You Tube clips; pre-recorded lessons and responsive quizzes and tasks.

This would then be followed by time in school receiving face-to-face contact with teachers. During the lessons, learners would be applying the work they have learnt or revisited during their distance learning week. This could be socially distanced group work; discussions about the work they had completed at home or applying the knowledge into a new task.

This model flips what the teacher and learner would expect to happen in class with what would happen at home.

This approach has a number of potential benefits:

- Potential for deeper learning as the learner has more control ,and if sufficiently engaged or prompted to, may find out a greater breadth and depth of ideas.
- Good approach for introducing new material as long as it is done in a stimulating and accessible way.
- Learners can skip and pause; take notes; watch again and search for additional resources all under their own control.
- Once they are in the classroom learners are better able to apply learning to a task.
- Classroom time can be used for active work rather than passive listening.
- Teacher and learners are more able to identify gaps in knowledge and understanding so they can be addressed quickly when the learner is applying knowledge in class.
- Teachers can give feedback immediately when learners are applying the knowledge, optimising teacher feedback.
- Group interactions about the work and peer support can be more effective.
- Mitigates somewhat against the impact of absence from school as the 'teaching 'aspect is available on demand.

There are, however, important considerations when adopting this approach:

- As an approach it is reliant on the learners using their time at home to access and complete the work.
- It requires careful planning and realistic expectations of what learners will do, and are able to do, during the distance learning element. Teachers know best what their learners can do.
- Lack of access to working online will need to be assessed and compensated for.
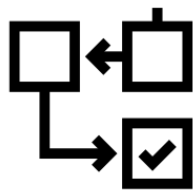
Planning
for
Blended Learning

- Overview

- Model for blended learning

- Specific Guidance
  - ❖ Define and Clarify
  - ❖ Review and Retrieve
  - ❖ Connect and Challenge
  - ❖ Personalize and Engage
  - ❖ Communicate and Collaborate
  - ❖ Assess and Feedback

- Practical Subject Examples for Blended Learning

"Teaching quality is more important than how lessons are delivered. learners can learn through remote teaching. Ensuring the elements of effective teaching are present – for example clear explanations, scaffolding and feedback – is more important than how or when they are provided. There was no clear difference between teaching in real time ("synchronous teaching") and alternatives ("asynchronous teaching"). For example, teachers might explain a new idea live or in a pre-recorded video. But what matters most is whether the explanation builds clearly on learners' prior learning and how learners' understanding is subsequently assessed."

Rapid evidence assessment - Distance learning EEF, April 2020

The aim of this section is to provide school leaders and classroom teachers with guidance regarding the planning of teaching and learning for effective blended learning to occur. Models of delivery and curriculum plans will look different in each school context . However, the principles of effective blended learning remain common across all schools. This section presents schools with a planning model which can be used or adapted to drive the professional learning which will be required.

The guidance has three parts:
1) The ' Principles of Effective Blended Learning' model.
2) Further guidance on each of these aspects. Consideration is given to what particular teaching method may look like in the classroom and then what it could look like outside of the classroom. Links are included to direct practitioners to 'how to' guides and videos which may be useful.
3) After each aspect , there is a 'How can I find out more?' section that directs leaders and teachers to further reading and research.

Planning for Blended Learning

- Define and Clarify
- Review and Retrieve
- Connect and Challenge
- Personalize and Engage
- Communicate and Collaborate
- Assess and Feedback

Dysgu Cyfunol
Blended Learning

GwE
Tuag at Ragoriaeth
Towards Excellence
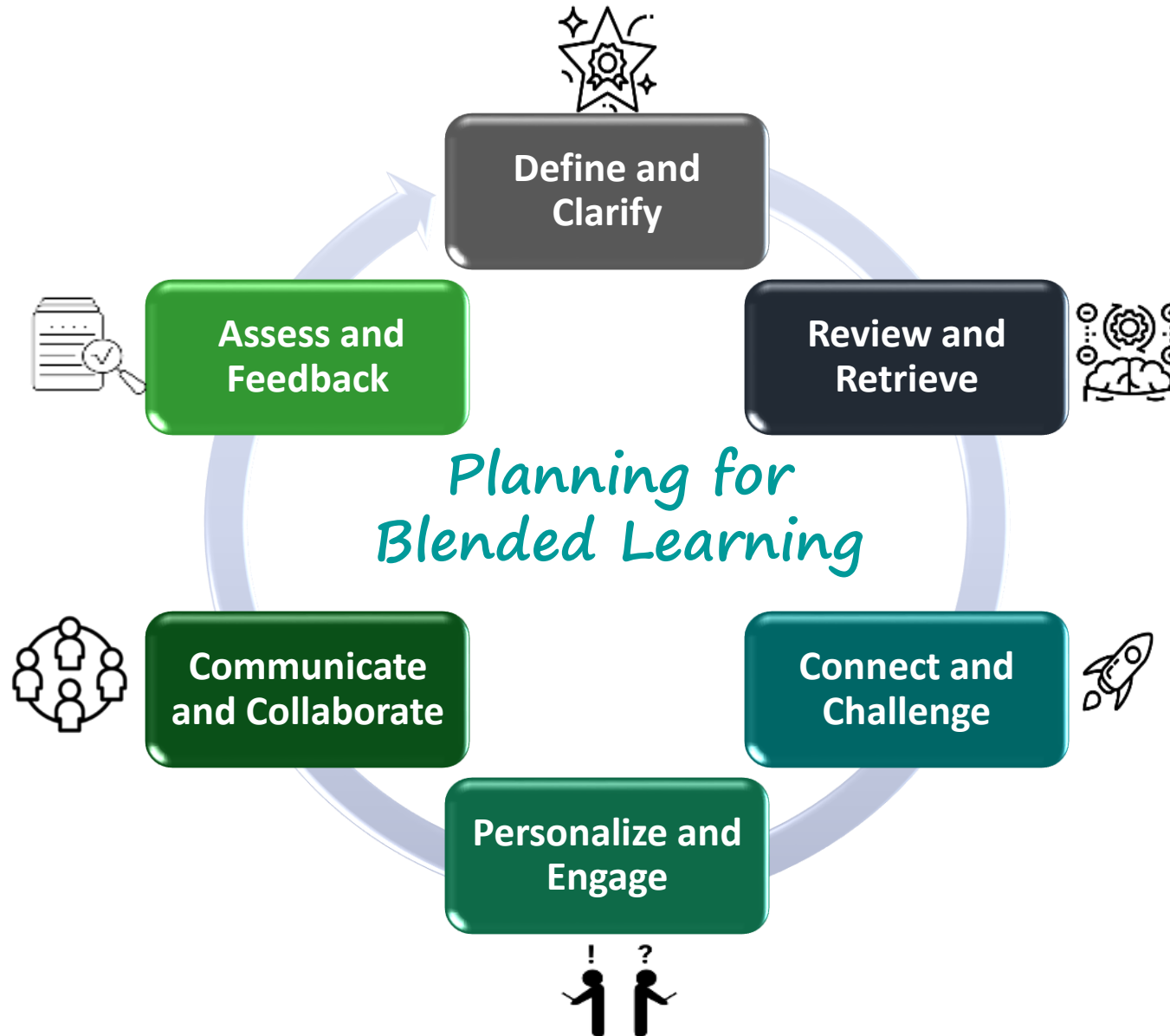
Digital tools
Available here

Subject models
Available here

What is it?

Defining and demystifying the destination (Mark Burns & Andy Griffith)

Clarifying the learning goals and setting the standards for the work that will be completed, and defining what excellence looks like in the work that learners will produce.

Why is it important?

Unless we know where we are going we will never get there.

If learners do not know what excellence looks like, and are not aiming high, they are unlikely to reach it, but if we let them know how to succeed in the classroom and at home they will.

When learners have clarity they become more confident, can plan better, ask themselves and others better questions, and give more accurate feedback.

(Mark Burns & Andy Griffith – Teaching backwards)
(Tom Sherrington – Teaching Walkthrus)

Define and Clarify

What does it look like?	What could it look like in the classroom?	What could it look like outside of your classroom?
Defining what excellence looks like , identifying clear success criteria and planning how this will be understood by learners	• Class/group discussion about the nature of excellence, e.g. excellent writing, a completed science practical, a performance in drama or PE • Models shared and presented on the whiteboard or using a visualizer • Annotation of models identifying excellent features live whilst reviewing and discussing • Using models for co-constructing success criteria with the learners prior to them starting a task	• Upload examples of excellent models for learners to review and provide video clips of what excellent looks like in performance subjects – flipgrid, screencastify. • Collect collaborative feedback on what makes it excellent using google docs or Microsoft teams/365 apps, Padlet • Sharing annotated models with learners (online or paper resources) • Use of live chat in Microsoft teams or Google hangouts etc. to discuss excellent features of work that is modelled and for co-constructing success criteria • Flip the learning – provide an excellent example / correct answer and have learners identify what they think is the success criteria . This can form discussion in class
Identify and specify what learners will need know, understand and experience and plan learning experiences accordingly	• Establishing clear learning goals – identify what knowledge and skills they should be aiming to acquire through completing the work • Using of multi-sensory explanations e.g. use words and images, dual coding, constructing and explaining your diagram with the learners • Using precise language • Giving learners opportunities to recount the instructions or explanations to a partner or the class • Using questioning (including closed and probing questions/dialogue to check for understanding	• Clear instructions and explanations will give learners clarity about what is expected of them • Provide clear time limits for tasks • Providing voice over presentations/videos/sound files containing key instructions and explanations are well as written instructions – Flipgrid video could quickly capture understanding • Use of online quizzing involving multiple choice questions to check understanding e.g. using Microsoft or Google forms, Seneca learning, Quizlet • Providing success criteria and check lists for learners to use to during each task

Define and Clarify

Dysgu Cyfunol
Blended Learning

GwE

What does it look like?	What could it look like in the classroom?	What could it look like outside of your classroom?
Specify and define the key words and new words that are identified	• Saying the words - Modelling pronunciation – (I say, we say, you say) • Making sure learners hear the words and repeat the words. This can be as a group, in pairs or through questioning of individual learners • Reading the words - Provide opportunities for learners to read the words. This could include reading aloud in class • Writing the words – tasks requiring the use of words, cloze activities • Matching word and definition tasks e.g. card sort • Mini white boards	• Providing voice over presentations/videos/sound files containing the key vocabulary. • Learners could teach key words to their family, they could send a video clip of them using them correctly (Flipgrid etc.) • Providing reading material containing the words and a comprehension quiz/task to access understanding • Online quizzes such as Microsoft or Google forms • Vocabulary tests using flashcards or online using Quizlet
Use you knowledge and experience and that of others to identify common errors and misconceptions	• Presenting misconceptions to the class and discuss why it is wrong/not fully correct – use a visualizer to annotate and talk through the errors/corrections • Provide models of work containing errors for learners to assess and provide feedback • Direct teaching of the correct information/conceptual models and link back to the misconceptions and why they must be wrong • Use questioning to check for understanding of both the correct information and the misconceptions – use strategies such as cold calling, talk partners, mini white boards, probing questions	• Pre-recorded/video/voiced over presentations identifying the common misconceptions and why they are incorrect, that learners can refer to at different stages in the learning • Flipped learning – learners to research/learn about the topic in advance (clear guidance and resourcing will be needed), then introduce the misconceptions and use online/written quiz to check for understanding (useful platforms for Flipped learning - Nearpod, YouTube videos, Adobe spark presentations, text books)

Things to consider when planning

• What will learners be able to do, know and have experienced at the end of the unit of work?
• How will they demonstrate this understanding?
• Keep focussed on what we want them to learn and why we want them to learn this rather than on an activity
• Where do learners often go wrong or get stuck?
• What is the big picture and how do ideas connect?
• What will the learners find most difficult in the unit of work?

Key principle	Where can I find out more?
Defining what excellence looks like	• [Teaching Backwards](#) – Mark Burns and Andy Griffith • [Knowing the Standards to Set the Standards](#) – Tom Sherrington • [Define and Demystifying destinations](#) - sketchnote • [Lyn Sharrat's model for success](#)
Identify and specify what learners will need know, understand and experience	• [Explaining](#) – Tom Sherrington • [Using Dual coding](#) – Oliver Caviglioli • [Dual coding to organise ideas](#) – Oliver Caviglioli @ ResearchEd Home 2020 • [Dual coding for teachers](#) – CPD by Seneca learning • [How to teach remotely using Padlet](#) -
Specify and define the key words	• [One word at a time : Teaching vocabulary](#) – Alex Quigley • [Literacy and Language in Science](#) – Amanda Fleck
Identify common misconceptions	• [Misconceptions](#) - Learning Science 101 • [Flipped classroom](#) – YouTube clip
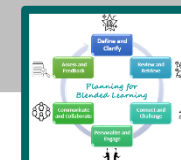
Return to model

What is it?

Revisiting prior learning after a gap to ensure that previously learned material is not forgotten.

Why is it important?

Unless we review what we've learned, our memory of that information diminishes; we remember fewer details, fewer connections and find it harder to retrieve what we previously learned.

Frequent revisiting of a range of material allows learners to improve the fluency of their recall and build connections in their understanding.

Reviewing and retrieving information helps to build their long term memory and their fluency of recall.

(Tom Sherrington - Rosenshine's principles in action)

Review and Retrieve

What does it look like?	What could it look like in the classroom?	What could it look like outside of your classroom?
Identification of the knowledge learners will need in order to engage with new learning and test pre-requisite knowledge	• Oracy based activities such as group/ paired discussions which lead to the production of a mindmap/ concept map • Cold writing tasks where assessment drives direction of learning • Teacher intervenes to re-teach key aspects where necessary	• Online activities to ascertain what learners already know remotely and submit before the lesson to direct the learning. • Exit tickets using Microsoft or Google forms
Constant reviewing and linking of prior learning	• Start each lesson/session with a short review of previous learning • Provide or ask learners to produce their own revision resources, that they can use to study in advance • Use low stakes/engaging assessment opportunities such as quizzing to check that the learners have learned the material that you want them to know. Use feedback to direct teaching.	• Pre-recorded video clip (Flipgrid, screencastify); PowerPoint slide with voice over to recap key points, • one page summary PowerPoint slide with voice over recapping key points, reviewing key definitions (matching activity) • Learners produce own revision resources, notes, flask cards etc. to review the learning completed that week. • Use of Quizzable - a knowledge organiser/revision material could be provided along with Microsoft or google forms quiz to assess understanding. • Teacher assigns Flipgrid task to summarise main points of what they have learned orally
Build the big picture - learners need to know, for example, why they are learning what they are learning.	• Identify where the learning connects to other units, subjects and the real world , explore the connections by asking Why?, How? and What happens next? Questions (oracy based activities) • Use images to promote thinking – what connects .. • Use questioning to find out more about the learners interests etc. and use this to build connections	• Provide the context – explain why are we learning this. Materials Google Classroom. • Learning building on what they know • Assessments and tasks are meaningful and linked to learners experiences and their community e.g. exploring habitats, local Geography. • Flip the learning – learners to research and report findings on real word example of the learning in action. • Opportunities to connect online with experts- Skype, etc. • Discussion with peers through Chat etc. on the relevance and purpose of the learning- Question in google classroom, Stream in google classroom, chat in teams. • Online questionnaire to find out what the learners care about, their interests and aspirations –Questions in google classrooms, google forms, Microsoft forms,.

Review and Retrieve

What does it look like?	What could it look like in the classroom?	What could it look like outside of your classroom?
Build fluency of recall through repeated and spaced practice – the more often we complete successful practice/retrieval (e.g. times tables) the more fluent we become in that area of learning	• Planned time allocated to look back and review the learning covered previously. This could be from last week, last month or much further back • More oracy based strategies to provide learners with opportunities to collaborate which they may miss through remote learning. For example: paired quiz; tell the story ; explain it to a partner; summarise concept into 10 words • Assessments and tests to contain questions covering range of learning not just the most recent • Retrieval roulette toolkit used to randomly select questions from learning past and present	• Recall quizzes online e.g. using retrieval roulette • Colour coded questions (Red, amber, green) from different time periods. Points awarded depended on timeframe • Online practice testing e.g. TT rock stars, Mathletics, • Starter and plenary tasks (exit tickets) based on prior learning completed online and used by the teacher to direct learning – google forms, kahoot, socrative, quizlet. • Assessments and tests through Microsoft or Google forms containing questions from past and present learning (cumulative)

Things to consider when planning

• What prior knowledge and skills do learners need to access this area of the curriculum ?
• How will you assess this understanding prior to moving the learning forward?
• What questions will you ask ? Questions should be pre-planned to check for understanding
• How will you address any gaps in the knowledge and skill needed?

Key principle	Where can I find out more?
Identify and test pre-requisite knowledge	• [27 ways to test and assess background knowledge](#) • [Assessment strategies](#) – Dylan William
Constant reviewing and linking of prior learning	• [Become a retrieval practice master](#) – Gemma Singleton • [Retrieval practice](#) – CPD by Seneca learning • [Cognitive Science for teachers](#) – CPD by Seneca learning • [Cognitive Load Theory](#) - Learning Science 101 • [Retrieval Practice](#) –Kate Jones • [Make it stick](#) - P. Brown, M.McDaniel & H.Roediger III
Building the big picture	• [Educating for the Big picture](#) • [Advance organiser](#) – Evidence based teacher network • [Seeing the bigger picture](#) – Alex Quigley • [Science Capital](#) – UCL • [Clarity](#) – Lyn Sharrat • [20 tips on how to plan for the big picture](#) – Sara Briggs
Build fluency of recall through repeated and spaced practice	• [How to remember anything forever](#) - Daisy Christodoulou • [What is spaced practice](#) – Learning Science 101 • [Top tips for stimulating memory](#) – Matt Bromely
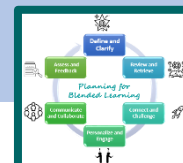
What is it?

Planning that draws on the science of learning in order to ensure a high success rate.

Why is it important?

We need to take into consideration how our brains acquire and process information and appreciate the limitations of our working memory if learning is to be accelerated. When planning, we should consider how we can link new content to prior knowledge in order to maximise learning time.

"Learn from yesterday, live for today, hope for tomorrow. The important thing is to not stop questioning." –
Albert Einstein

Connect and Challenge

What could it look like?	What could it look like in the classroom?	What could it look like outside of your classroom?
New information given in small chunks and is linked to prior learning	• Teacher questioning for clarification and application. • Mini plenaries • Think, Pair, Share and other oracy activities to gather responses , • Varied activities to keep learners engaged • Experiments and practical activities	• 'Do now' and 'Pause Points' planned into pre-recorded lessons to support concentration and reduce stress on working memory. • Set re-call or application activities after a new chunk of material has been introduced • Flipgrid tasks for learners summarise main points of what they have learned orally . • Online activities to ascertain what learners already know remotely and submit before the lesson to direct the learning i.e.. Poll everywhere https://www.polleverywhere.com/
Careful questioning used to identify learners' understanding and common misconceptions	• Lessons designed around a small amount of **hinge point questions** to gauge understanding • Pose , Pounce , Bounce and other techniques to develop the quality of answers. • Open / higher order questioning (create , apply, evaluate) to extend thinking and explore learning in more depth • Talk partners to rehearse answers and improve quality • Whiteboards or 'show me' boards • 'Cold Calling' with extended thinking time • Process questions to explore how answers were acquired • One to one conversations with learners to elicit understanding	• In remote lessons teacher questioning could focus on remembering, understanding and applying • Multiple choice questions are well suited to remote learning as they provide learners with a basis and increase motivation • Embed 'hinge questions' into remote lessons using branching questions on Google Forms. Learners can be directed to different resources/ questions which suit their level of understanding • 'Flipped' approach - learners answer questions remotely using - Google Forms/ https://kahoot.com. Use analysis to plan contact time which addresses misconceptions • Planned opportunities for self explanation which are then explored in classroom – posing 'why' or 'how' after a series of statements • Google Classroom - open questions can be posed on the stream to elicit answers from multiple learners. Alternatively the private comment section of the Classwork tab can be used to probe learners further • Exit tickets **on Google forms** • Include more meta-cognitive (process) questions in order to check how learners arrived at their answer/s

Connect and Challenge

What could it look like?	What could it look like in the classroom?	What could it look like outside of your classroom?
High levels of engagement through clear instruction	• Teaching in small steps • Reading student responses and behaviour and adapting accordingly • Clarifying instructions • Varying tasks to increase engagement • Preventing distractions • Use of dual coding to support instruction – linking verbal instruction to images	• Common / whole school structure for remote lessons to reduce strain on learners. Consider Rosenshine's 10 Principles • Clear and actionable instructions to increase student connection – STEPS learners need to take. Screencastify – small steps shared in a video to model an examination question. • Clarify everything – time spent/ amount of sentences your expecting. • Common subject templates for resources and simple familiar tasks. • Tier 2 vocabulary identified and defined • Time indicators for tasks and plan short term goals rather than longer term projects
Planning opportunities to challenge learners' thinking to a deeper level	• Defining excellence and sharing clearly with learners • Planned opportunities for higher-order questioning • Planning activities which encourage critical thinking • Project/ independent study with clear expectations identified • 'Think it, say it, teach it' – learners lead on presenting material to class • Starter activities to challenge thinking • Supporting learners to develop an academic style to their writing and speaking • Debate and planned group discussion activities	• Structured group tasks with clear goals and roles • Extension reading or study of specific resources identified by teacher • Plan 'enquiry questions' to deepen learners understanding. Ensure learners have a checklist of expectations to guide them • Open response tasks where learners choose how to showcase their learning • 'Think it, say it, teach it ' activities using Flipgrid to share with peers

Things to consider when planning
• How does new learning link to prior learning?
• How can we use questioning and resources to challenge thinking?

Key principle	Where can I find out more?
High levels of engagement through clear instruction	Tom Sherrington on learning - https://teacherhead.com/2020/03/10/a-model-for-the-learning-process-and-why-it-helps-to-have-one/ The Science of Learning - https://teachinghow2s.com/blog/the-science-of-learning
Dual Coding	Dual coding for teachers who can't draw – Adam Boxer- https://youtu.be/16SBht2iF_k
New information given in small chunks and is linked to prior learning	"Chunk it, don't flunk it" Leading & Teaching a memorable curriculum- researched talk : https://youtu.be/x-fvdSg4mGM?list=PL-y-8wn6dL1UaVoSwAvE8QjhDeunacUcK
Planning opportunities to challenge learners' thinking to a deeper level	Dylan William - https://youtu.be/029fSeOaGio Tom Sherrington - https://teacherhead.com/2018/08/24/great-teaching-the-power-of-questioning/

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Return to model

What is it?

Planning the types of cognitive support required to help learners learn and apply their learning to a high standard. Consideration is also given to how we can maximise engagement in blended learning.

Why is it important?

Cognitive support strategies such as models, scaffolds, prompts and worked examples help learners so that they can focus on applying what they have learnt rather than concentrating on the form of the answer. They also allow learners to see very clearly what your expectations are and allows you to set the bar high. These strategies are gradually withdrawn as mastery and confidence develops.

What could it look like?	What could it look like in the classroom?	What could it look like outside of your classroom?
Planning identifies high quality models or worked examples to demonstrate a new concept or approach to learning	• Teacher instruction dissects worked examples to identify strengths and weaknesses / how a problem was solved • Live modelling - learners hear teacher "thinking aloud" and the thought process is modelled • Use of visualizers to demonstrate thinking • Teachers model mistakes • 'I do, We do, You do' – as an approach to scaffolding learning • learners work collaboratively to identify strengths / weaknesses against success criteria • learners work collaboratively to emulate the model shared and apply what they have learned • 'Talk for Writing' – talk is scaffolded to mirror the demands of writing tasks . Class time is given to supporting this approach and learners complete a plan and topic sentences together	• Short pre –recorded of live tutorial sessions which specifically focus on modelling the practice they are going to undertake – YouTube can be a useful platform for this • Use Screencastify to explore and dissect high quality models • Models colour coded against success criteria and shared with learners digitally before any task/ question is attempted • Offer two types of models – what I want to see and what I don't want to see- with clarity on what is good and less so • Use face to face contact to focus on 'I do, we do'. 'You do' activities are followed up at home • Tasks and activities where learners have to re-work / improve responses in light of success criteria will suit remote learning as learners have a basis to work with • For extended writing tasks , create an online gallery of excellent examples for learners to refer to • Convert models into scoring rubrics where the features you want to see are converted to points • Plan opportunities for learners to put what has been modelled into practice straight away – *Guided Practice* • Extended writing can be more engaging if learners work collaboratively on the task using a shared document in Google Docs

Personalise and Engage

Dysgu Cyfunol
Blended Learning

GwE
Tuag at Ragoriaeth
Towards Excellence

What could it look like?	What could it look like in the classroom?	What could it look like outside of your classroom?
Scaffolding refers to a variety of instructional techniques used to move learners progressively towards stronger understanding and, ultimately, greater independence in the learning process. The scaffolds can then be gradually removed as learner competency grows	• Teacher explanations are broken down into small, manageable chunks. • Teachers qualify explanations in light of misconceptions • Close exercises may be used initially in order to help learners focus on incorporating the key information • Structure slips and writing frames guide learners through the writing process • Vocabulary lists / sentence starters are used to improve style and register • Patterns of sentence structures are introduced to learners and they are challenged to use these • Success criteria is specific and is used to lead learning or completion of task • 'Talk for Writing' – talk is scaffolded to mirror the demands of writing tasks . Class time is given to supporting this approach and learners complete a plan and topic sentences together	• Plan more 'worked examples' into *lessons (a completed response to a problem or task that learners study before and during the initial teaching of a new skill or process.*). When used effectively, they should be gradually withdrawn so that learners gain independence • Populate structure strips with prompts to support extended writing to support extended writing • Concept cartoons can be useful ways to present views of others on particular topics • Knowledge organisers to set out key facts- learners add to these • Partially completed answers with gaps to fill in • Consider using checking prompts in PowerPoints or pre-recorded lessons - *Have you checked full stops and capital letters?* • When using 'Google Forms' construct a 'branching question' which will direct learners to to different questions/ tasks depending on their responses • Padlet is an excellent tool for scaffolding responses outside of the classroom– learners can all post a sentence / thought / viewpoint on a wall and these can be used to scaffold learners' extended answers

Things to consider when planning
• How can we support learners to achieve there best when learning remotely?
• What aspects will learners find difficult and how can we address these?
• How can we ensure learners remain engaged?

Key principle	Where can I find out more?
Scaffolding	Useful articles : https://www.tes.com/news/scaffolding-are-you-using-it-properly https://www.teachermagazine.com.au/articles/the-importance-of-instructional-scaffolding https://www.teachertoolkit.co.uk/2019/02/10/i-do-we-do-you-do
Modelling Learning	Modelling Instruction: I Do, We Do, You Do – Teachertoolkit Effective teacher modelling – Seced Mastering Modelling - Durrington Research School

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Return to model

What is it?

Learners should have all possible opportunities to communicate and collaborate effectively as this enables them to reinforce their learning.

Why is it important?

Collaboration gives learners the chance to work through complex concepts and to help each other learn. It also offers opportunities for dialogue which teaches learners to position their points with facts and hard evidence. Collaboration should occur in the classroom and online ensuring all learners have the opportunity to be fully engaged.

Communicate and Collaborate

Dysgu Cyfunol

Blended Learning

What could it look like?	What could it look like in the classroom?	What could it look like outside of your classroom?
Designing tasks/activities where learners can make shared contributions to the overall tasks – as appropriate within the classroom, within the school, across schools.	• Part answers to the whole, e.g. sharing of answers as a carousel around the classroom. • Learners answering a part of the whole questions and presenting to the class using video recording / screen recording to create a whole class answer with everyone's contributions. • Learners submit a sentence/ paragraph which is just to form a whole answer	• Using technology such as google sheets- inputting water usage from all households and feeding into overall sheet for class, flipgrid, Google site – completed website on novel reviews by a class, that can be shared on school twitter account, adobe spark page – url can be shared with others for feedback / celebration of learning to increase collaboration between learners • Home learning time used for learners to reflect on questions raised by teacher–creating extended thinking time. • Learners create an animation of their part of the whole and share with class teacher. Class teacher to create a whole answer using software such as 'stop motion studio', thinglink – create a hotspot on a picture to explain further details – e.g. picture of a body – if I press on arm, an x-ray of arm shows up.
Collaboration between curricular subjects and within subjects to ensure learners receive high quality instruction	• Maths teacher could present creating a scatter diagram within a science lesson to model common methods • Using teachers as 'specialists' within a subject, e.g. Mr A is the expert on cells in biology whilst Mrs B is the expert on photosynthesis • Carousel and rotation system using teachers' strengths	• 'Specialist' could be projected to many classrooms to share information e.g. leading researcher on cancer cells could send a message to the learners to share vital knowledge needed to understand concept –could input this contribution with supporting materials within book creator to create an information book on topic, could create a webpage • Use of streaming clips from theatres so that learners can analyze this part of the play from a 'live' performance. • Teacher/member of staff or school community reading relevant texts out as audio/video clips • Teachers working collaboratively and teaching across teaching groups using pre-recorded or live lessons

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Communicate and Collaborate

What could it look like?	What could it look like in the classroom?	What could it look like outside of your classroom?
Teacher practice that extends flexibility , voice and choice for learners . learners will have been used to working at their own pace/ choice for a number of months	• Allowing learners to choose which task they would prefer to take part in from a selection. • Allowing learners' voice to influence pace of learning. • Giving learners a choice of dates for the deadline of a set piece of work.	• Learners able to access further information/presentations at their own pace to develop knowledge/understanding. • Pre-recorded lessons used to enable learners to work at their own pace • Learners given ability to set own work programme electronically and share with their teacher – using chat function on a live streaming session / via messages on google documents.
Peer interaction used to motivate and improve learning outcomes	• Peer- supported retrieval - asking learners to test each other's knowledge and to provide corrective feedback, supported by resources such as success criteria to ensure the feedback is accurate. • Talk partners	• Make greater use of 'home' learning time to increase collaboration • learners work collaboratively on Google docs • Padlet walls to share learning • Sharing examples of excellent wok on live streams or Padlet walls
Increases student engagement and ownership	• Opportunities for learners to contribute as a whole within classroom – MWB, A/B/C/D cards, thumbs up, etc. • Learners to choose answer they most agree with from a selection within classroom and to explain reasoning for this within group of peers. • Learners to choose presentation method for work submitted, e.g. use of graphics / diagrams / artwork / sculpture	• Varying the methods of learners providing feedback/answers – voting system, multiple-choice, flipgrid, padlet, chat function within live streaming, use of 'hands up' function within live stream,

Things to consider when planning
How can opportunities for collaboration be used to help learners learn?
How can we ensure everybody shares a belief in the vision for in our blended learning approach?

Key principle	Where can I find out more?
Designing tasks/activities where learners can contribute to the whole should be designed as a learning experience.	Collaborative learning – Education Endowment Foundation Collaborative learning - @teachertoolkit 20 Collaborative Learning Tips And Strategies For Teachers – Teach thought 15 Free Online Collaboration Tools and Apps
Teacher practice that extends flexibility , voice and choice for learners.	'Pupil voice' benefits learners and helps schools to improve - Estyn Why we should give learners choice - Creative Educator
Peer interaction can provide motivation and improve learning outcomes .	Collaborative learning – Dylan William Why we need group work in Online Learning – Debbie Morrison
Increases student engagement and ownership including regular opportunities for learners to reflect, clarify thinking.	Powering up learners – Guy Claxton and Graham Powell
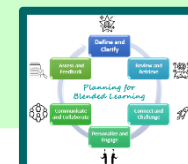
What is it?

Assessment and feedback has two purposes. It provides information to inform the teaching and learning, and supports learners to make the best possible progress.

Why is it important?

Feedback plays a central role in securing learning; supporting learners to know and deepen their knowledge and understand and improve their performance.

The more-effective teachers frequently check to see if all the learners are learning the new material. This check provides some of the progression that is needed in order to move new learning into the long-term memory. This check also lets teachers know if learners are developing misconceptions.
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(Tom Sherrington - Rosenshine's principles in action)

Assess and Feedback

What could it look like?	What could it look like in the classroom?	What could it look like outside of your classroom?
Assessment with low stakes testing and feedback that is instant and accurate.	Using the following methods: • mini whiteboards, with verbal feedback. • multiple-choice diagnostic questions, using common misconceptions as the 'wrong' answers and addressing these as a whole class. • Learners to organise information within a task, discussion with peers for feedback.	Using the following methods: • using of Microsoft forms, 'quizzes', diagnostic questions website – maths or similar to provide learners with instant feedback of quick-fire questions. • using of 'padlet/polls/quizlet' to collect learners' answers. Feedback provided individually to improve answers before sharing on the class platform. • Using the 'stream' section in Google classroom to provide feedback • Software for sequencing of events – wordwall.
Feedback to an extended answer which requires action	• This could be done by teachers collecting learners' answers and providing feedback (H&S schools guidance to be followed). • Learners could provide each other with peer-feedback using success criteria • Structure in-school experiences. • Teachers providing individualised feedback and remembering that learners respond in different ways	• Using voice recordings to provide personalised and meaningful feedback - Vocaroo or written using a tablet. – e.g. 'Explain Everything', • Learners to provide feedback to each other's work via sound clip, video clips. • Using of platforms such as Class Dojo or Seesaw. As a link between home and school. Learners can photograph work and feedback can be submitted . Increases parental engagement
Whole class feedback to address misconceptions and reteach key areas	• Teacher assess work and shares class feedback addressing key issues • High quality examples are shared • Learners improve work in light of feedback	• Providing pre –recorded or live lessons focussing on whole class feedback • Group learners based on misconceptions and provide , short pre-recorded videos to address these • Using remote learning opportunities for learners to re-draft and repair

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Assess and Feedback

What could it look like?	What could it look like in the classroom?	What could it look like outside of your classroom?
Feedback should enable learners to make progress in their understanding and general skills. *Providing feedback part-way though learning, using*	• Framing responses in positive language. • Giving feedback part-way through the learning cycle in order to address misconceptions/ difficulties at an earlier stage	• Software for multiple-choice questions with the common errors/misconceptions as the wrong answers. They could be followed with learners submitting reasoning to teacher and sharing on a 'padlet' and then to address all misconceptions to class as a video.
Feedback, when framed as an instruction to 'do' and be more useful and easier to understand.	• Sharing of examples of work from the class to the whole class including verbal or written feedback. • Demonstration of using feedback to improve a piece of work to the whole class.	• Providing an example of a common misconception to the class with feedback and an improved response as a video clip. • Providing worked examples to questions –explaining the reasoning as a video clip.
Feedback to the whole-class has its role when delivering timely, detailed formative feedback whilst reasoning teacher workload.	• Verbal feedback provided to whole class. • Summary feedback provided to the whole class to address common areas of improvement needed.	• Audio clip of feedback to the whole class (Vocaroo) / live streaming feedback and responses to learners' questions within the chat function. • Summary feedback video to class with key points shared with learners, e.g. feedback point 1 – relevant to you, ignore feedback point 2, etc.
High quality formative assessment (against learning intentions and success criteria shared) **including Cumulative Assessment** .	• Recognising learners' achievements for learning – over time. Using paper-based tests with teacher marking. • Recognising learners' achievements for learning – paper-based and self-marking within the classroom. • Providing learners with pre-created feedback sheet/form, and stating which is appropriate verbally. • Providing learners with a suitable intervention programme as a result.	• Assessment tasks from 'Microsoft Forms', 'Google Forms', • Using a supportive intervention programme for learners that are not making and maintaining progress. BBC Bitesize, GCSE Pod, • Feedback provided with links to video clips / sound clips

Things to consider when planning

• What will be the key feedback points in this unit?
• How can we use our resources to ensure high quality feedback?
• Does feedback allow learners to move forward with their learning?

Key principle	Where can I find out more?
Assessment with Low stakes Testing and Feedback that is instant and accurate.	• [Assessment as Learning: The case for calling low-stakes tests 'retrieval practice'](#) – Kingsbridge research school • [Strengthening the student toolbox –](#) John Dunlosky
High quality formative assessment (against learning intentions and success criteria shared) **including Cumulative Assessment**	• Dylan William – Embedded Formative Assessment. • E.C. Wylie and D.William – Diagnostic Questions: is there value in just one? http://www.dylanwiliam.org/Dylan_Wiliams_website/Papers_files/DIMS%20%28NCME%202006%29.pdf • N.C. Soderstorm and R.A. Bjork, '[Learning versus Performance:](#) an integrated review' p. 176-199 • https://www.amazon.co.uk/Visible-Learning-John-Hattie/dp/0415476186 • [The power of feedback](#) - John Hattie – Visible Learning - • [But that is not assessment](#) – Rob Coe
Feedback should enable learners to make progress	• [Distance Learning through the Lens of a disadvantaged student ;](#) https://researchschool.org.uk/unity/news/distance-learning-through-the-lens-of-disadvantaged-learners/ • [Visible Learning: Feedback](#) – John Hattie & Shirley Clarke • [7 things to remember about feedback](#)

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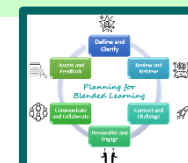
Return to model

Science

Planning templates

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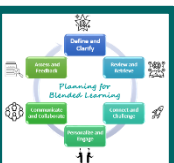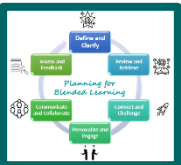
Digital tools to support blended learning

Kahoot!

Flipgrid

Sp

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Microsoft | Enter a Flip Code | Remote Learning | Resources | Educator Login | Educator Signup

Empower every voice.

Flipgrid is 100% free for all educators, learners, and families. Engage and empower every voice in your classroom or at home by recording and sharing short, awesome

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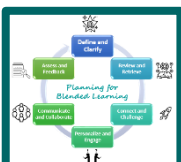
Neuroscience | AI | Data Science

SENECA

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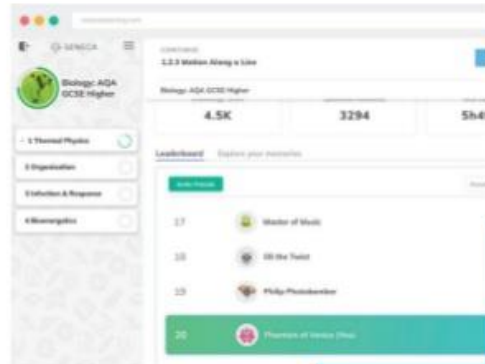
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Return to model

Quizlet
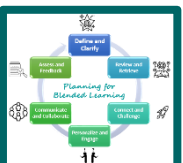
Nazi Germany

STUDY

- Flashcards
- Learn
- Write
- Spell
- Test

Play

- Match
- Gravity

The Austrian born leader of the NSDAP (National Socialist German Workers Party) otherwise known as the Nazi party. He fought in WWI, was dissatisfied with the Treaty of Versailles and rose to power on the back of his ability to speak to an audience, and promises to fix the problems faced by Germany. The author of Mein Kampf, he was responsible for the beginning of WW2 in 1939, and also the Holocaust, the attempted genocide of European Jews.

Click again to see the term 👆

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Quizlet

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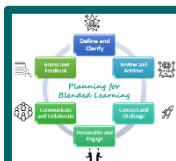
Return to model

Adobe Spark User Guide Canllaw Defnyddwyr Adobe Spark
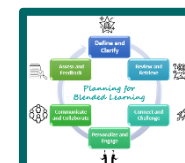
Return to model

Google Forms-Exit tickets

Link to a video on Google forms – Exit Ticket
Linc i fideo ar Docynnau Gadael – Google forms

Exit Ticket

Before you leave class today, answer the following questions.

*Required

Name *

Your answer

Email

Your answer

EXIT

Exit Ticket

Last Name

Your answer

First Name

Your answer

Enter your response based on the directions given by the teacher or in Google Classroom.

Diolch
STAFF ADDYSGU CYMRU SCHOOL STAFF
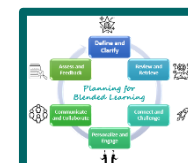
Return to model

Screencastify

CONTENTS

Flipgrid

Screencastify

Adobe Spark

Jamboard

Hwb

Enclyopaedia Britannica

Screencastify

How to download Screencastify as an extension to Google Chrome
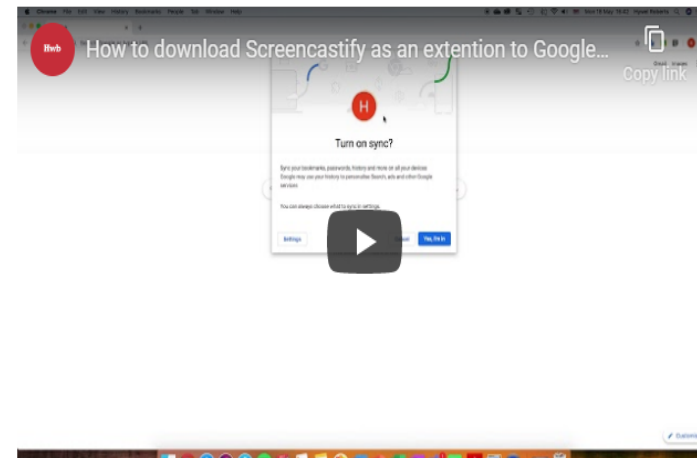
Link to a Hwb guide on Screencastify
Linc i adnodd Hwb ar Screencastify

Hwb

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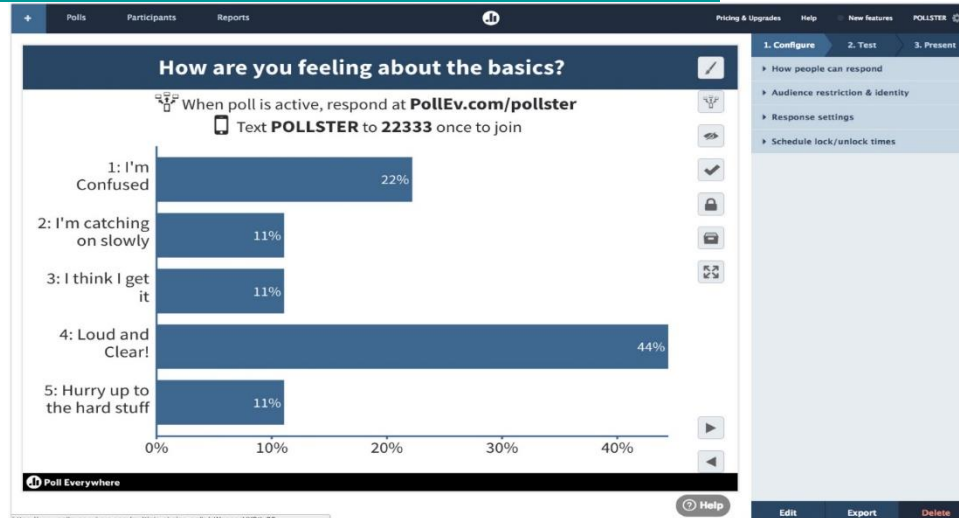
Poll Everywhere

Link to a tutorial on Poll Everywhere
Linc i diwtorial ar Poll Everywhere

Return to model

Diolch
STAFF ADDYSGU CYMRU SCHOOL STAFF

Get out your calculators!

Solve:
1024 x 768 = ?

118   0 Answers

▲ I'm finished! That was easy!
◆ Done! Interesting challenge!
● Complete! I broke a slight sweat
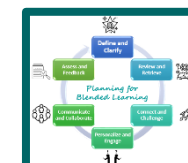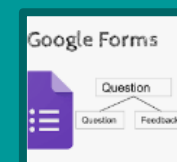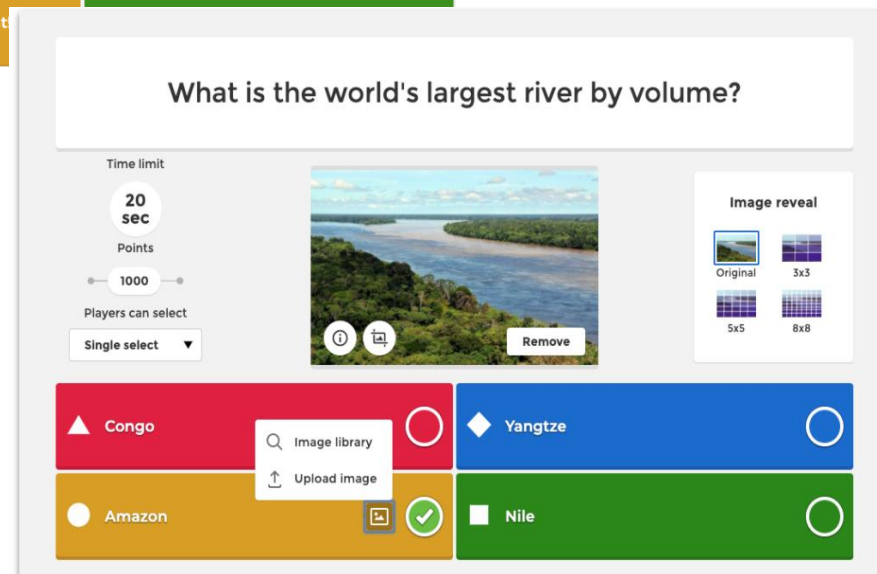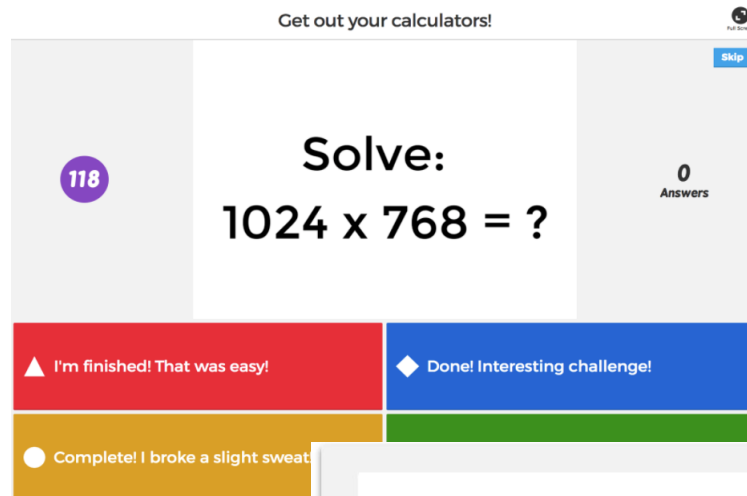
Link to a tutorial on Kahoot
Linc i diwtorial ar Kahoot

Kahoot!

What is the world's largest river by volume?

Time limit
20 sec

Points
1000

Players can select
Single select ▼

Image reveal
Original   3x3
5x5   8x8

Remove

▲ Congo   ○
🔍 Image library
⬆ Upload image
● Amazon   🖼 ✓
◆ Yangtze   ○
■ Nile   ○
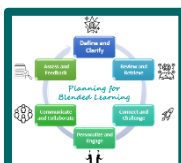
Return to model

Microsoft Forms

Link– userguide for Microsoft Forms
Linc - canllaw defnyddwr Microsft Forms

Return to model

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STAFF ADDYSGU CYMRU SCHOOL STAFF

Vocaroo

Link– userguide video on Vocaroo
Linc - fideo defnyddwr ar gyfer Vocaroo

Return to model

Principles of Instruction

Research-Based Strategies That All Teachers Should Know
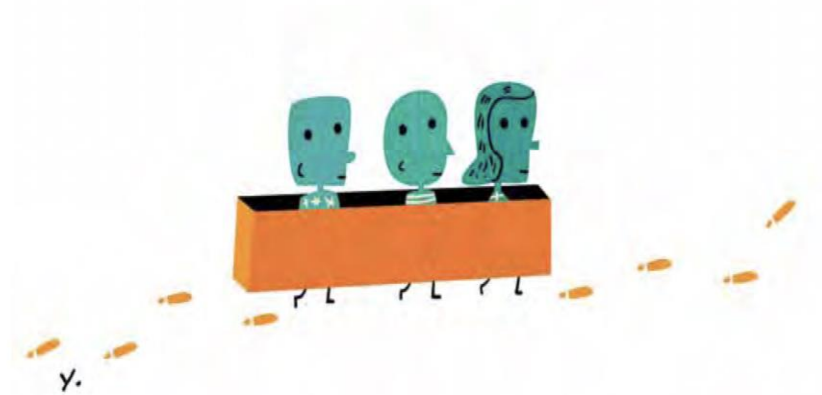
This article presents 10 research-based principles of instruction, along with suggestions for classroom practice. These principles come from three sources: (a) research in cognitive science, (b) research on master teachers, and (c) research on cognitive supports. Each is briefly explained below.

A: Research in cognitive science: This research focuses on how our brains acquire and use information. This cognitive research also provides suggestions on how we might overcome the limitations of our working memory (i.e., the mental "space" in which

Even though these are three very different bodies of research, there is *no conflict at all* between the instructional suggestions that come from each of these three sources. In other words, these three sources supplement and complement each other. The fact that the instructional ideas from three different sources supplement and complement each other gives us faith in the validity of these findings.

Education involves helping a novice develop strong, readily accessible background knowledge. It's important that background knowledge be readily accessible, and this occurs when knowledge is well rehearsed and tied to other knowledge. The most effective teachers ensured that their students efficiently acquired,

**Link to Rosenshine's Principles of Instruction
Linc i 'Rosenshine's Principles of Instruction'**

Return to model

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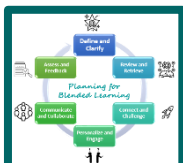
Structure Strips

Structure Strip Creator for A4 Paper from KnowledgeOrganisers.com

Go to File, Download As and save as a Word Document. Then edit your copy.

Replace this text with your 1st prompt for students. When all prompts are finished, copy this whole **column** of cells and paste into the cells on the right. Then Print.	Copy 1st Column here	Copy 1st Column here	Copy 1st Column here
Replace this text with your 2nd prompt for students			
Replace this text with your 3rd prompt for students			

Link to knowledge organiser templates
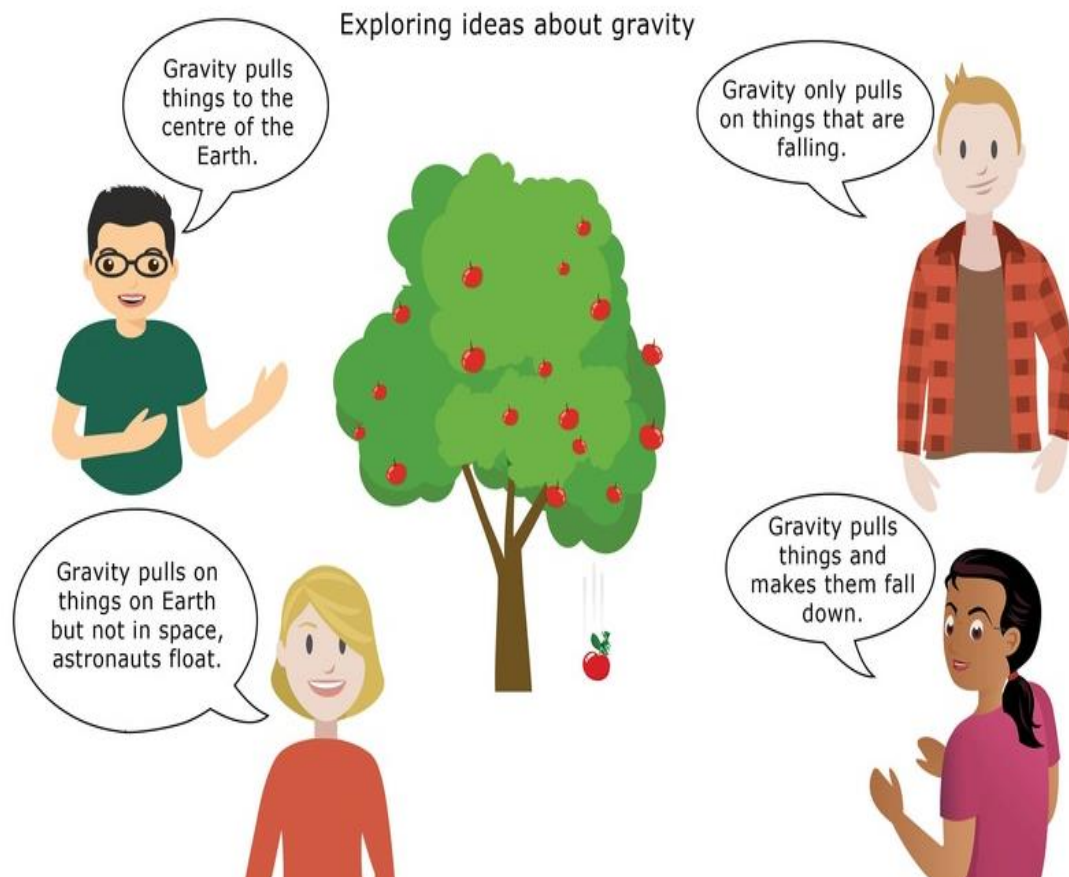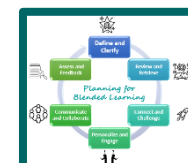**Linc i dempledi trefnu gwybodaeth**
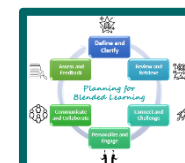
Return to model

Concept Cartoons

Exploring ideas about gravity

Gravity pulls things to the centre of the Earth.

Gravity only pulls on things that are falling.

Gravity pulls on things on Earth but not in space, astronauts float.

Gravity pulls things and makes them fall down.

Link to how to use concept cartoons
Linc i sut i ddefnyddio cartwnau cysyniad

Diolch
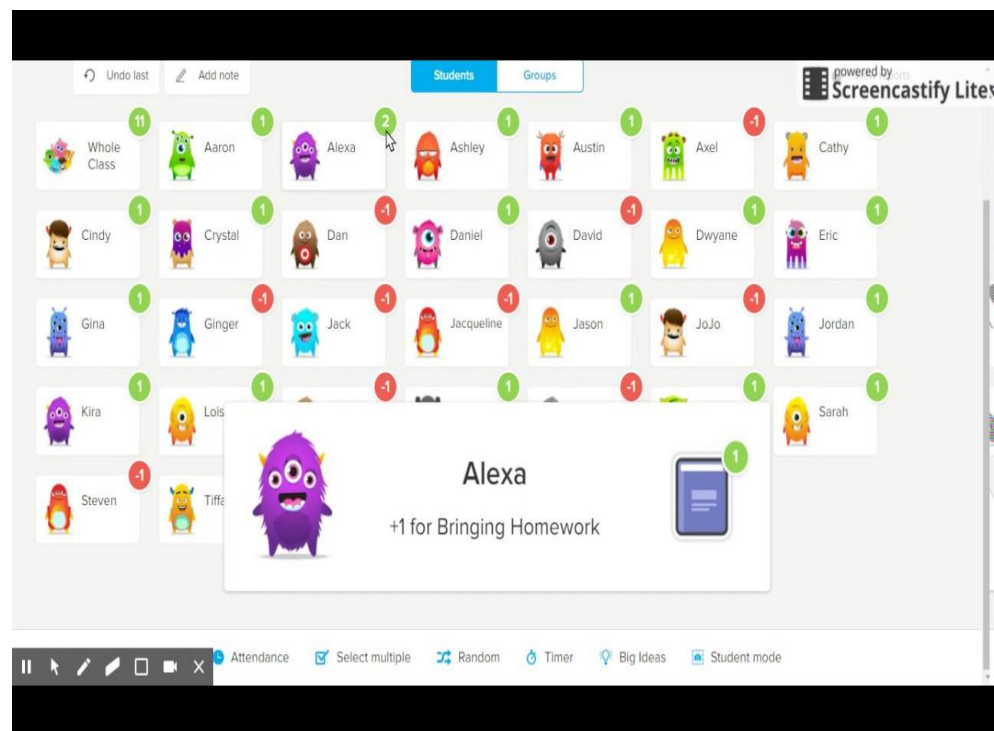
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Padlet
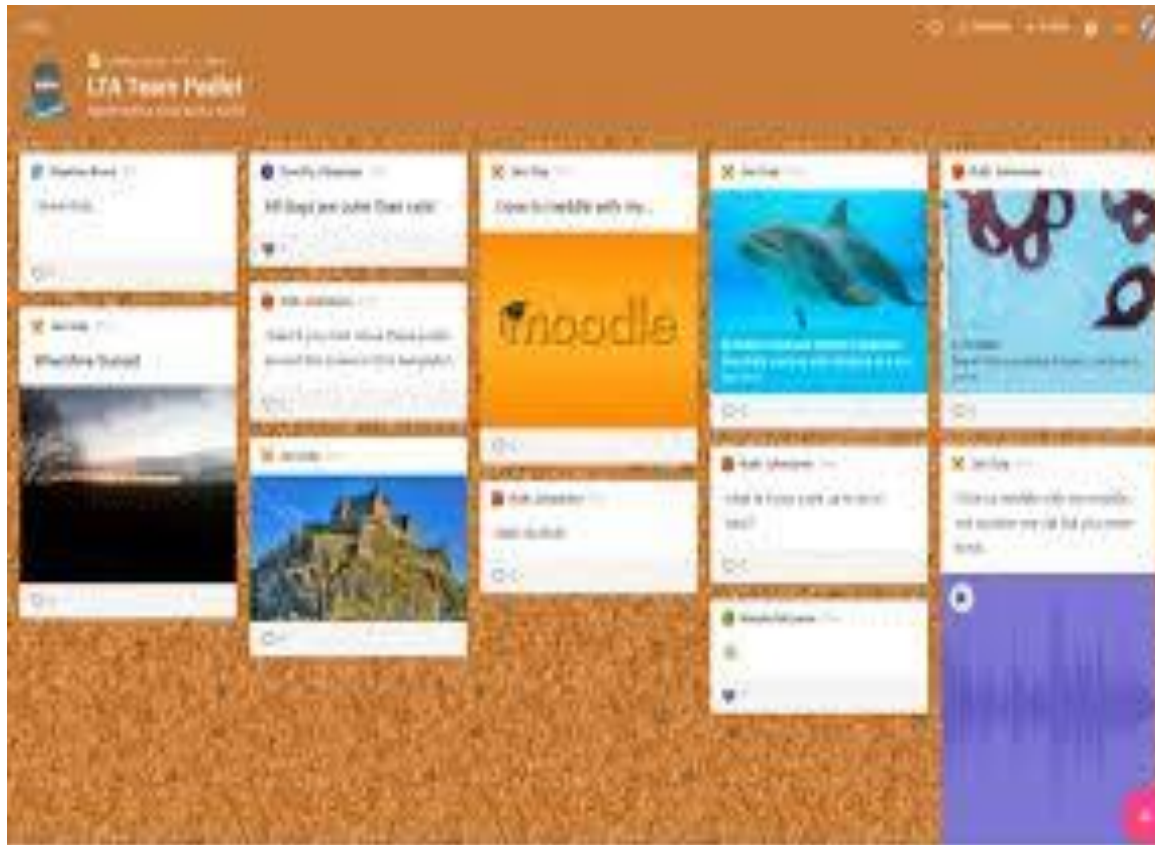
Link – how to set up Padlet Linc - sut i gychwyn defnyddio Padlet

Link – how to use Padlet Linc - sut i ddefnyddio Padlet
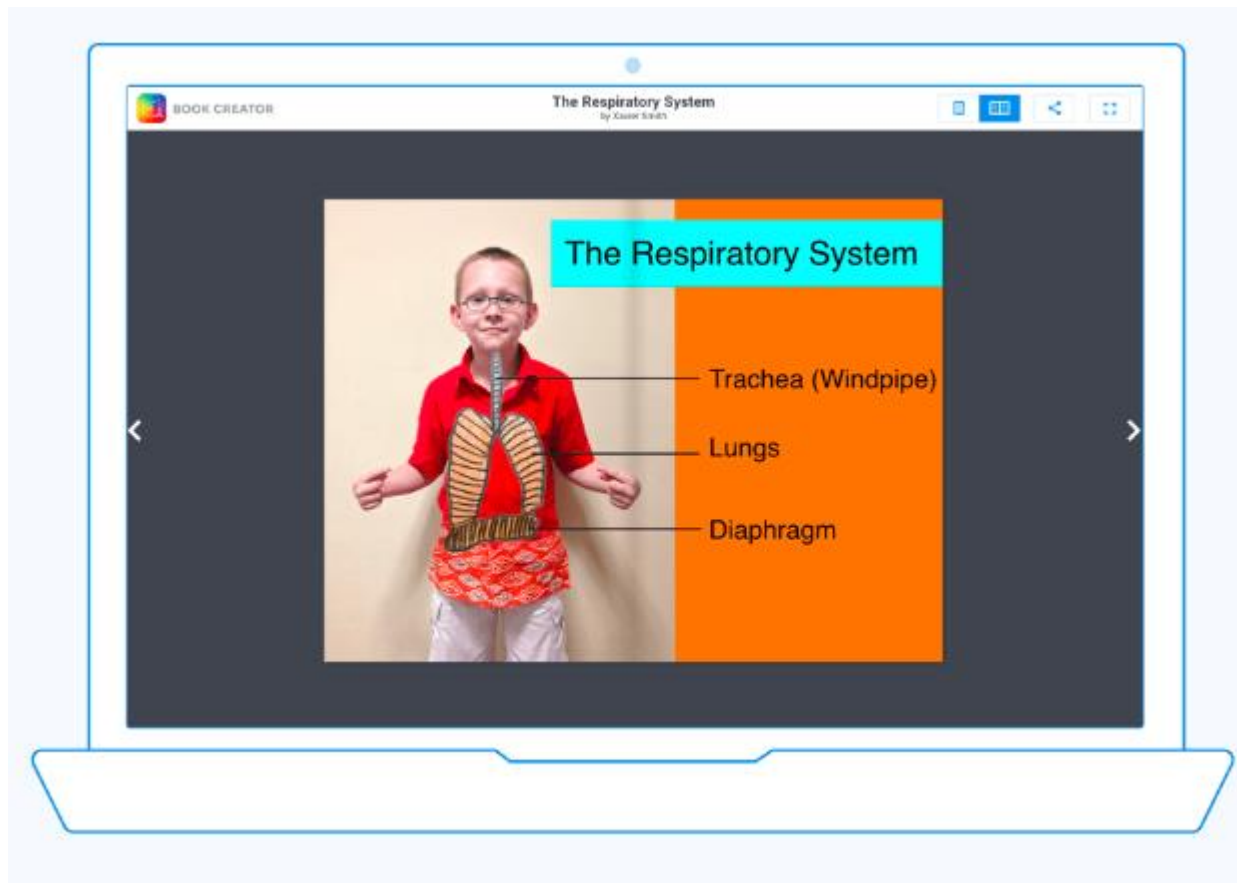
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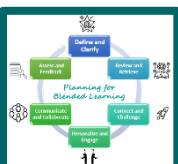
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Classdojo

Link to Classdojo
Linc i Classdojo
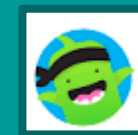
Return to model

**Link to Book creator
Linc i Book creator**

Return to model

Socrative

socrative

A fun and efficient way to engage students and track classroom learning.
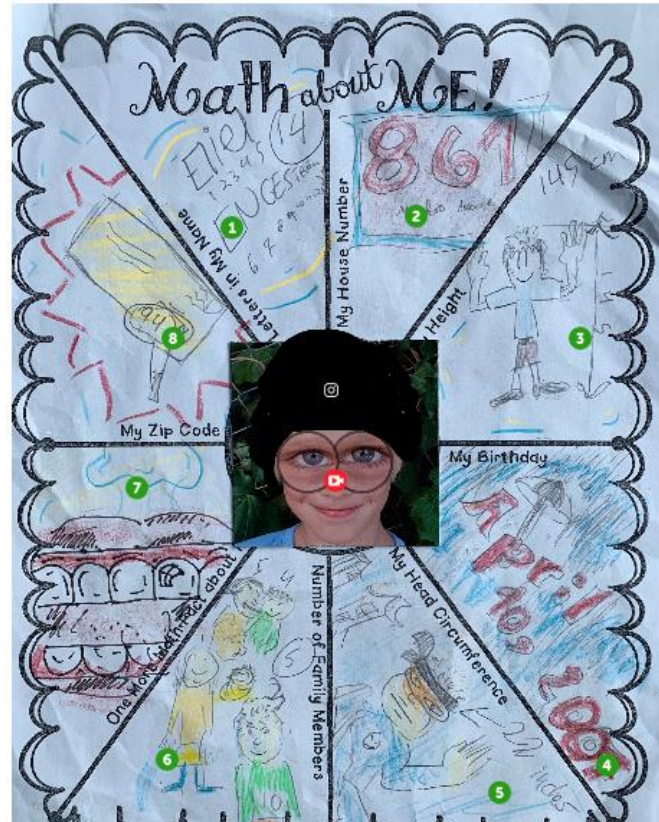
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socrative

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Link to Thinglink
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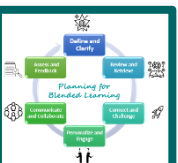
Making the real world accessible

Tools for Blended Learning

The following tools are available to all learners and teachers through Hwb.

Office 365

Tool	Description	Suitable for
Outlook	E-mail platform	All learners Staff
One Drive	Cloud storage	All learners Staff
Teams	Platform to facilitate discussion, sharing and collaboration. Can be used to manage learner workflow or to facilitate collaboration between staff including the ability to enable video meetings	Learners – KS2 / KS3 / KS4 / KS5 Staff collaboration and online meetings
One Note	Designed to function as an electronic version of paper notebook – manage, share and organise information	Learners – KS2 / KS3 / KS4 / KS5 Staff collaboration
MS Word	Word processor – web based	All learners Staff
MS PowerPoint	Presentation software – web based	All learners Staff
MS Excel	Spreadsheet and data analysis – web based	Learners – KS2 / KS3 / KS4 / KS5
Sway	Microsoft Sway is a professional digital storytelling app that helps express ideas using an interactive, web-based canvas.	All learners Staff
MS Forms	Microsoft Forms allows you to quickly and easily create custom quizzes, surveys, questionnaires, registrations, and more.	All learners Staff

Just2easy
Create · Share · Learn

Tool	Description	Suitable for
JiT	7 simple tools for young learners	Learners – FPh
j2e5	Digital paper	Learners – KS2 Staff – create learning materials
j2code	Learn to code	Learners – FPh / KS2 Staff – ready made lesson plans
j2data	Data handling resource	Learners – FPh / KS2 / KS3 Staff – sharing tasks with learners
j2homework	Set and assign activities to a class	Learners – FPh / KS2 / KS3 Staff – managing workflow
j2blast	Learn your times tables and practice your spellings	Learners – FPh / KS2 / KS3 Staff – access learners performance data

Flipgrid

Tool	Description	Suitable for
Flipgrid	Online community to facilitate discussion, sharing opinions and experiences or to capture fun activities through the use of videos.	All learners Staff

Tool	Description	Suitable for
Google Classroom	Workflow management – set tasks, assignments, share resources, facilitate discussions	All learners Staff collaboration
Google Drive	Cloud storage	All learners Staff
Google Docs	Word processor – web based	All learners Staff
Google Sheets	Spreadsheet and data analysis – web based	Learners – KS2 / KS3 / KS4 / KS5 Staff
Google Slides	Presentation software – web based	All learners Staff
Google Sites	Website design software	Learners KS2 / KS3 / KS4 / KS5 Staff – sharing information
Google Meet	Online video meeting app	Staff

Tool	Description	Suitable for
Screencastify	Screen recording software that allows you to create recordings to model, discuss and assess work, resources and activities	Staff

20 tips on how to plan for the Big Picture

Make assignments and/or projects meaningful.- assignments emotionally, morally, or intellectually salient.

Tie new lessons in with old lessons. - One of the best ways to help learners understand the whole picture: fill in the gaps between old and new.

Relate details to big concepts. - Don't teach concepts and details separately. They are inextricably related, so make sure you present them that way.

Use technology wisely - Don't use tech for the sake of tech. You'll just bog yourself–and your learners–down in details. Use tech to reach a wider audience, for example, or to illustrate big concepts efficiently.

Assess problem-solving skills, not just problems - Too much time is spent assessing problems without any regard for the skills used to solve them. Don't just assess the accuracy of a solution; grade the quality of thinking behind those solutions.

Talk openly about the big picture - Have a conversation with your learners about why the big picture matters.

Find out what your leaners care about.- It doesn't mean you have to cater your lessons to each learner's personal concerns; it simply means they have thought about what's important to them and you have shown that you care.

Expose learners to "big picture" texts - It's equally important to practise making meaning out of detail-oriented texts, but don't forget that you are what you read. There's nothing wrong with a little BBC for tonight's assigned reading.

Make writing assignments about the big picture - Even in the context of creative writing, learners should be thinking about the larger idea behind their narrative, whether it's fiction, poetry, or memoir.

Connect all lessons to real world situations – This is not easy, spending the extra time exploring will significantly support the learners

Present events and situations without passing judgment - Without realising it, we sometimes colour a topic or concept with judgment before learners can form their own opinions about it. Instead of talking about "great inventors in history," present the inventors and their achievements first, then ask what learners think.

Let learners assess each other's work - Nothing could be better "real world" practice than working with other people and offering feedback. Why must you always be the authority on quality learner work?

Connect your subject to other subjects - An interdisciplinary lesson is the best kind of lesson. Plus, it will help learners remember the material you're teaching them because they'll form more connections to serve as retrieval cues.

Provide background and context to new topics - The brain likes being gradually introduced to new concepts. It helps us see how the parts fit together into a whole.

Encourage metaphorical thinking - Nothing represents the relationship between detail and big picture quite like a metaphor. You don't need to define it as a literary device, either; it's really just a "thinking device,"

Study the nature of cause-and-effect relationships - We often ask learners to identify the cause and effect in a situation, but how frequently do we ask them to analyse different types of cause-and-effect relationships or imagine alternative scenarios?

Encourage metacognitive thinking - When learners start thinking about their own thinking, that's when the big picture learning really begins.

Don't just reference examples; create and model examples - The best way to illustrate a big picture concept is to replicate it from beginning to end, right in front of your learners. Set aside some time to "show" rather than just "tell" them about important topics.

Connect learned material with informed decisions - When we learn something new, ideally we don't just throw it into our brains for safe keeping; we use it. Make a point of demonstrating how new information can impact future decisions.
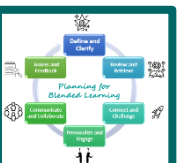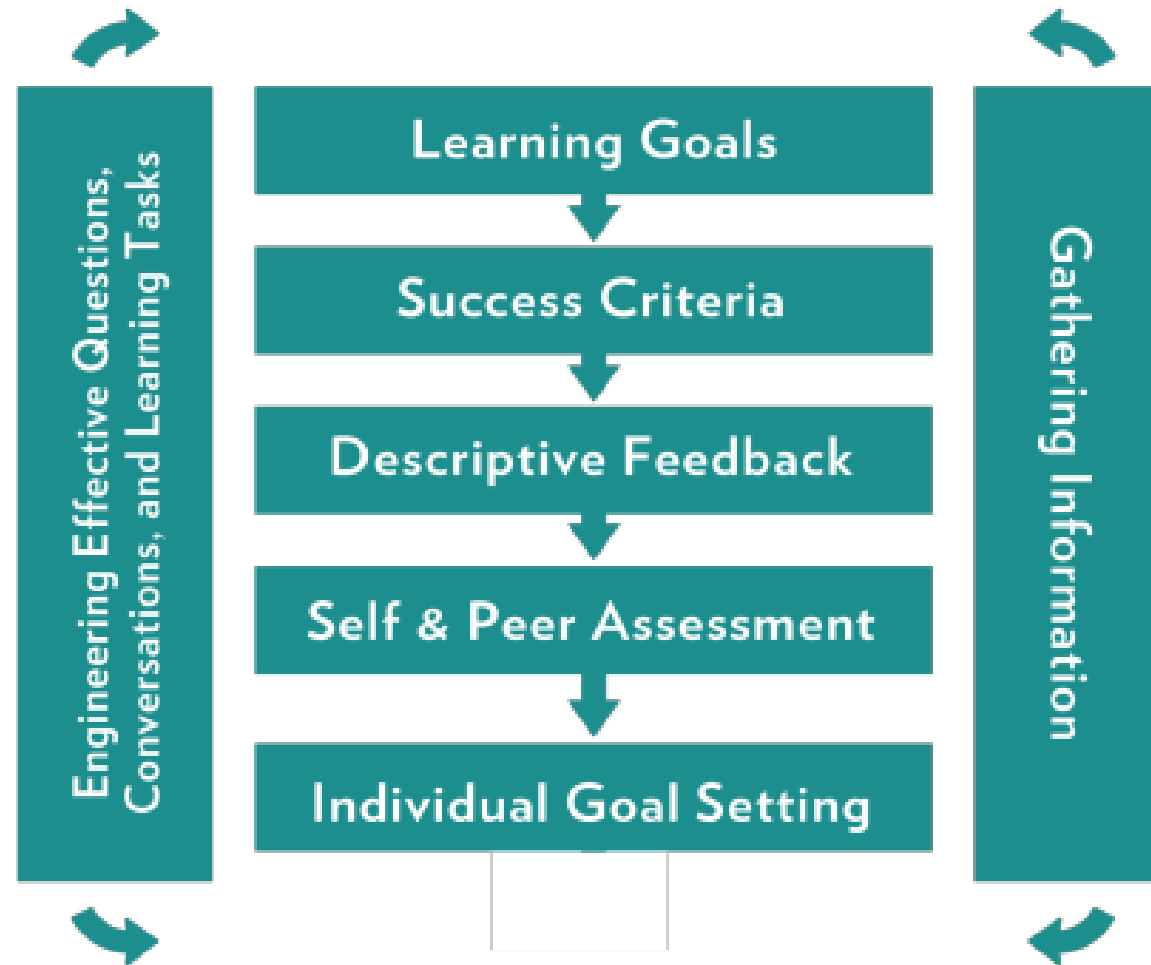
Whenever possible, involve the local (or remote) community - Ultimately, we want learners to act, not just learn. Give them the opportunity to practise by involving the local community in projects, or have learners connect with experts online. The more "real" the learning feels, the bigger the picture behind it.

(Sara Briggs)

A Model for Success for all Students

Engineering Effective Questions, Conversations, and Learning Tasks

Learning Goals

Success Criteria

Descriptive Feedback

Self & Peer Assessment

Individual Goal Setting

Gathering Information

Home

Return to model

Resource Name:
Y10 Narrative Writing at Home and School

Subject:
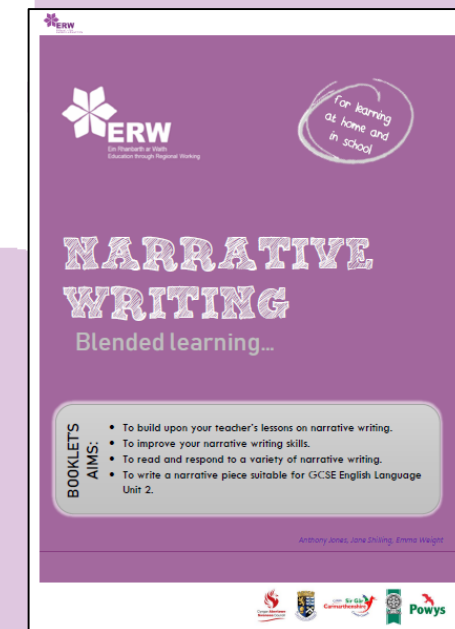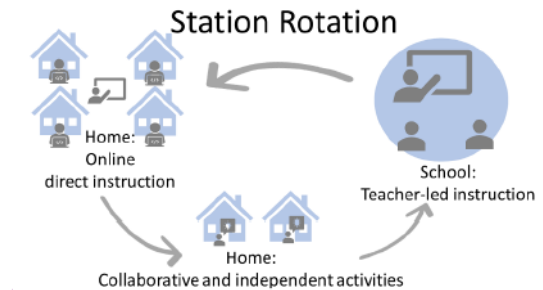English

Blended Learning Approach:
Station Rotation

How might it be used:
7 lessons in school introducing effective narrative writing for GCSE English Language Unit 2 followed by 18 lessons to be completed at home in their blended learning booklets. At the end of every school lesson, the teacher directs pupils on how many lessons to be completed at home in the blended learning booklet in preparation for their next school lesson.

Files in resource:
7 PowerPoint Lessons
1 Blended Learning Narrative Booklet

Station Rotation

Home: Online direct instruction

School: Teacher-led instruction

Home: Collaborative and independent activities

ERW
Education through Regional Working

for learning at home and in school

NARRATIVE WRITING
Blended learning...

BOOKLET'S AIMS:
- To build upon your teacher's lessons on narrative writing.
- To improve your narrative writing skills.
- To read and respond to a variety of narrative writing.
- To write a narrative piece suitable for GCSE English Language Unit 2.

Home

Resource Name:
Kinetic Theory – Remote Learning

Subject:
Science

Blended Learning Approach:
Enriched Virtual

Enriched Virtual

School:
Face-to-face
supplementation

Home:
Online
instruction and
content

How might it be used:
8 lessons face to face teaching on the Triple Physics topic Unit 1.8 'Kinetic Theory'. Teacher demonstrates experimental work in class, addressing pupil questions and common misconceptions during structured discussion and feedback. The video links can be used as live lessons (synchronous), or the teacher can add voice overs for recorded sessions (asynchronous) to explain the concepts and new learning, complementing and enhancing activities presented face to face in the laboratory.
Pupils complete past paper question activities independently/collaboratively.
Once completed, the WJEC mark scheme and examiners feedback is used.

Files in resource:
PowerPoint with video links to online experiments
Kinetic Theory GCSE Past Paper exemplar questions with guidance

Home
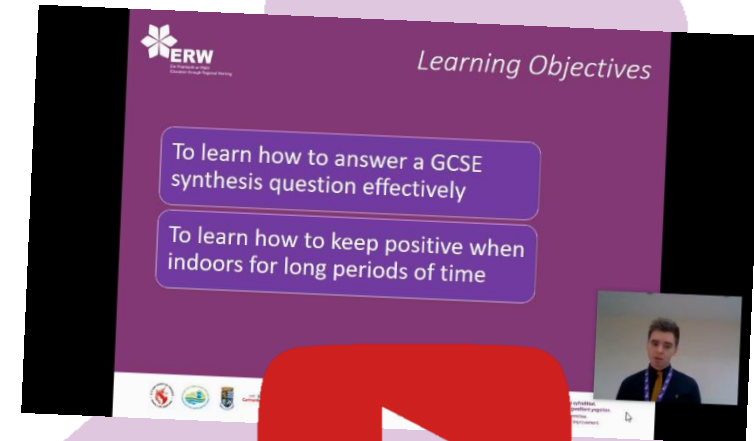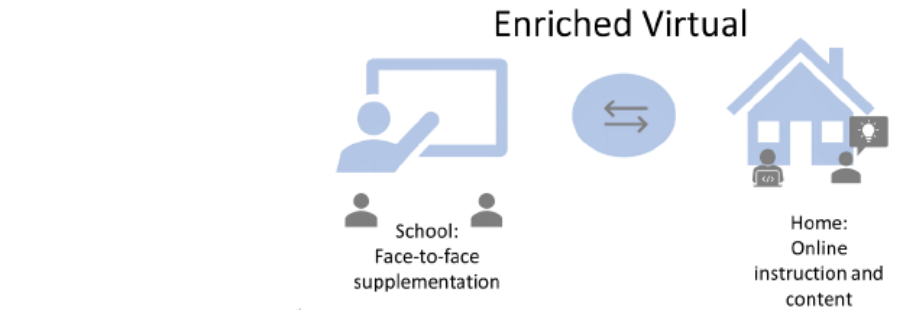
Resource Name:
GCSE English Language Synthesis Lesson

Subject:
English

Blended Learning Approach:
Enriched Virtual

How might it be used:
Pupils watch the video lesson and complete set tasks instructed by video. Pupils listen to the video whilst reading through model example GCSE synthesis responses and then write their own.

Files in resource:
Video Lesson Presentation
PowerPoint Lesson
Staying Positive Indoors Synthesis Texts
GCSE Synthesis Mark Scheme
Synthesis Poster

ERW Blended Learning Secondary Examples

Enriched Virtual

School: Face-to-face supplementation

Home: Online instruction and content

Learning Objectives

To learn how to answer a GCSE synthesis question effectively

To learn how to keep positive when indoors for long periods of time

Home

Resource Name:
KS3 Developing Reading Skills

Subject:
Cymraeg

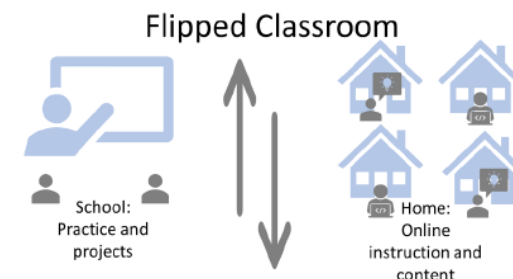**Blended Learning Approach:**
Flipped Learning

How might it be used:
A guidance video to be watched at home prior to the lesson to exemplify how to analyse an author's writing technique. Pupils can collaborate to answer a similar question on a different text in class using the techniques learnt in the video.

Files in resource:
Video showing how to analyse an author's technique
PP of the presentation if the teacher would like to record his/her voice for a video
Reading text used for the example answer
Reading text to use to practice in class.

ERW Blended Learning Secondary Examples

Flipped Classroom

School: Practice and projects

Home: Online instruction and content

Datblygu Sgiliau Darllen

Home

ERW Blended Learning Secondary Examples

Resources can be found in [this link](#)