

# Blended Learning

## Setting the Context:

Building on the previous lockdown provision

Ongoing COVID outbreak - change in continuity of provision

Individual pupils isolating, bubbles isolating: whole year groups key stages

Recognition that pupils need to continue with their education

## DfE expects:

An evolution of the summer offer

Strong contingency plans



Immediate access to remote education

From 22 October, the Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction requires that where a class, group of pupils, or individual pupils need to self-isolate, or there are local or national restrictions requiring pupils to remain at home, schools are expected to provide **immediate** access to remote education.



## Contingency Plan - Principles

- Online and offline resources linked to school curriculum so there are no or limited gaps in the learning when the pupils return to school.
- High quality
- Interaction, assessment and feedback
- Staff Continued Professional Development
- Hard copies available
- Work with families of younger/SEND pupils

DfE –Guidance for full opening of schools

## Questions:

**What does your school consider a high quality remote learning offer to be?**

**How will you meet the expectation of daily teaching time equivalent to that in school?**

## Teaching Expectations:

- Meaningful and ambitious daily work across different subjects
- Build knowledge and skills
- Frequent, clear explanations by the teacher
- Monitor progress & adapt as necessary
- Daily teaching time equivalent to that in school
- Staff CPD

DfE –Guidance for full opening of schools.

## Things to take into consideration in the plan:

- Pupil context: the age and phase of education, one size will not fit all
- Who has access to IT at home?
- Can your school IT platform support the offer?
- Do staff need appropriate training?
- Have you carried out a risk assessment and planned accordingly?
- Have we considered the provision for the clinically extremely vulnerable who are shielding?



**Schools planning will be an iterative process  
as it will evolve as the situation changes**

## Practical Considerations - Questions for Governors to ask:

- How quickly can remote learning happen?
- What do we do with children who did not have a positive experience during lockdown?
- Is the work differentiated?
- How are we catering for disadvantaged pupils?
- How will we manage the catch up provision?
- How will impact of the learning be monitored?
- How are Safeguarding needs being managed?
- What is the support for staff who are not confident using IT/platforms?
- What is the impact on their workload
- What if staff are ill?
- How do we engage with parents?
- Is the plan on the website?
- What funding do we need to allocate?

# The Local Picture

## Other considerations – Future learning for post COVID

Need to take into account that some pupils did well in the summer lock down. For some pupils not being in a classroom environment made it easier to learn. How can that be combined in a blended learning offer in a school based environment?

Schools have held virtual meetings with Parents and outside agencies that have been successful and pupils have engaged in cases more successfully than face to face.

Staff CPD and collaboration can be delivered effectively virtually

Aspects of governance can continue to be delivered in a blended offer

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools/>

[https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19?utm\\_source=125d9d3f-c84a-4f29-9de7-83a7fddda58e&utm\\_m](https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19?utm_source=125d9d3f-c84a-4f29-9de7-83a7fddda58e&utm_m)

<https://www.gov.uk/government/publications/remote-education-good-practice>

<https://www.thenational.academy/> - Oak Academy

<https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely/>

<https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/923539/Remote Education Temporary Continuity Direction - Explanatory Note.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/923539/Remote_Education_Temporary_Continuity_Direction_-_Explanatory_Note.pdf)