

Our Blended Learning Offer – from January 2021

In response to the government's lockdown announcement on 4.1.21, we have developed this blended learning offer.

DfE guidance

When teaching pupils remotely, we expect schools to:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum:
 - primary: 3 hours a day, on average, across the school cohort
 - secondary: 4 hours a day, with more for pupils working towards formal qualifications this year
- provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos
- have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern
- gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding

Our blended learning plans

- Teachers will contact parents to share the timetable for their individual class.
- Teachers will continue to plan in Key Stage teams, in order to provide consistency across our schools.
- Children will have access to a broad and balanced curriculum.
- 1:1 Teaching Assistants will continue to support children with EHCPs in line with the child's usual attendance, either in school or virtually.
- If possible and appropriate, interventions will continue, either in school or remotely.
- Where children are used to a daily event (eg Go Noodle, five a day music, etc.), it is likely that the daily plan will include this.
- **Minimum daily expectations for EYFS (sent via Tapestry)**
 - Maths input (this might be a live session or pre-recorded teacher or WRM video).
 - Phonics input (this might be a live lesson or RWI video)
 - Other appropriate activities.
 - At least one opportunity to access a live session with their teacher (this could be a lesson input, assembly, class story, etc.)
- **Minimum daily expectations for KS1 (sent via Class Dojo)**

- Maths input (this might be a live session or pre-recorded teacher or WRM video).
 - English input (this might be a live lesson or pre-recorded teacher video).
 - Phonics input (this might be a live lesson or RWI video).
 - At least one additional lesson, ensuring a broad and balanced curriculum.
 - At least one opportunity to access a live session with their teacher (this could be a lesson input, assembly, class story, etc.)
- **Minimum daily expectations for KS2 (sent via Class Dojo)**
 - Maths input (this might be a live session or pre-recorded teacher or WRM video).
 - English input (this might be a live lesson or pre-recorded teacher video).
 - Whole class reading input (this might be a live lesson or pre-recorded teacher video).
 - Phonics (where required).
 - At least one additional lesson, ensuring a broad and balanced curriculum.
 - At least one opportunity to access a live session with their teacher (this could be a lesson input, assembly, class story, etc.)

Registering children

- We will continue to register children, both those in school and those at home, within Bromcom.
- We will complete the DfE daily return.

On Class Dojo/Tapestry:

- We will keep a daily tracker of any children who have not completed work that day.
- If staff have any concerns regarding pupils' engagement with their learning, we may contact parents to discuss any further support required.

Safeguarding concerns

- If, at any point, staff have any concerns about a child either in school or at home, they will contact the Designated Safeguarding Lead.