**Brady Primary School**

**Blended learning Policy**

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‘Inspiring teaching for ambitious learners’



# Aims

This policy covers the support for pupils in the event that individuals, classes or groups are required to self-isolate or in the event of a local lockdown that would prevent children from attending the normal school-based provision. This home-education provision is known at Brady as Blended Learning and is formed of school-based learning and home learning. Blended Learning is a style of education in which pupils learn via electronic and online media as well as traditional face to face teaching.

# Purpose

The purpose of the policy is to provide clarity for all stakeholders including Governors, staff, children and parents on the procedures in place to support pupils effectively in the event they are unable to be taught within Brady School.

In the event that the school or classes are closed due to the need to self-isolate or due to a COVID outbreak, the policy will identify the steps in place to ensure all pupils are able to access learning whilst at home both in the short-term or for a longer period.

The policy clarifies Brady’s commitment to providing an equal quality of learning, whether a child is present in the traditional school-based setting or distance learning at home.

# Distance Learning Platform

Through the online ‘distance learning’ platform ‘Seesaw’, children will have access to digital learning environments. In the event of a class, bubble or the whole school having to remain at home, a full time equivalent of the school week’s curriculum will be made available to every year group; including core and non-core subjects (see Curriculum Provision below).

In the case of individual children being required to self-isolate for 14 days, while the class bubble is still in school, Brady Primary will continue to provide this work.

The Blended Learning offer consists of teacher selected work on Seesaw, which the children can read and respond to, this will then be acknowledged by the teacher. In addition, we also have the use of other platforms including: Numbots, TTRockstars, BBCbitesize, Oak Academy and other resources.

# Equal access for all

As a school we are aware that not all families will have the equipment at home to access their learning consistently online. These families will be able to contact the school office and arrangements can be made on an individual basis for non-digital copies to be made.

Support at home may be varied and should be considered in the activities set for pupils; activities should be a consolidation of work already completed or a continuation of curriculum learning at that point in the year. New learning should have clear teaching points for pupils to follow that model for parents the process to follow for e.g. calculation methods or technical vocabulary.

# Providing Support

Brady Primary will support families by:

* Ensuring children have a good knowledge of Online Safety.
* Ensuring families are able to access all learning resources through the Seesaw and the Home Learning section of the website.
* Communicating clearly with parents the process and expectations of blended-learning via an expectation letter.
* Being available to support families with questions through email and phone conversations.
* Ensuring that curriculum work is age appropriate and differentiated for SEN children.
* Providing material resources such as stationery to families, if required.
* Providing digital support, where possible and appropriate, to vulnerable families.

# Curriculum Provision

*Blended Learning work will be set with the following principles as a guide:*

* Work will be age and ability appropriate.
* Will provide challenge for all ability groups.
* Will be consolidation learning or new learning that continues the current topic, subject or focus
* Will have an accompanying explanation that is easy to understand.

*Blended Learning will contain the following weekly curriculum provision:*

* The equivalent length and content of a week’s learning in Mathematics, English, Reading / Phonics
* Two non-core curriculum areas a week. This may include Geography, History, D.T, Art, RE, PSHE or Music.

Review

This policy will be reviewed biennially in line with the school’s policy review programme. The subject leader is responsible for reporting to the governors’ curriculum committee about the quality of its implementation and its impact on standards. In the light of this, policy amendments may be made.

Subject Leader ­­­­­­­­­­­­­­­­­­­­­­­­­­­­­signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Printed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Subject Governor signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Printed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Reviewed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_