

## **Blended Learning Statement**

### **What is blended learning?**

A generic definition:

*“Blended learning is an approach to education that combines online educational materials and opportunities for interaction online with traditional place-based classroom methods. It requires the physical presence of both teacher and pupil, with some elements of pupil control over time, place, path, or place.”*

The CPD Schools Federation recognises that the education landscape has and will continue to change as a result of the COVID-19 pandemic. Blended learning mainly refers to our approach to Friday afternoon ‘educated off-site learning’ but the overarching principles apply equally to the provision of remote learning when children are forced to learn from home e.g. when isolating or local/national lockdown scenarios.

Our aim as a Federation of schools is to increase learning networks, we recognise that this is important to engage, interact, collaborate and communicate using the different online platforms. COVID-19 has taught us that we need to educate differently. Resilience and adaptability being the key skills essential in equipping our pupils for education in the 21<sup>st</sup> century.

Learning for future success is our commitment to ensure that every child in our schools makes the expected progress. Our determination to embrace new methods of providing education gifts us with an opportunity to offer blended learning to every pupil regardless of their starting points.

### **The aims of blended learning in our Federation:**

- To increase flexibility of access to, and participation in, formal and informal blended learning experiences; this means that we are able to teach and plan learning for our pupils suited to in-class and out of class (at home) learning. We have special provisions for pupils with SEND with a bespoke home learning offer for each child who has an EHC or HNF plan.
- To assist all our pupils in being better prepared for, and active participants in, face to-face sessions; our blended learning lessons are used in our face to face sessions as a starting point for lessons and or to recall learning at the start of lessons. This link to learning proves to be a good starting point for our children and aims to support parents knowing what learning is taking place in the class.
- We believe that by promoting this learning approach, we will be able to enhance communication with our pupils, parents and particularly in relation to assessment and feedback; our blended learning approach involves feedback and communication between the pupil and the teacher, as a result, our pupils are actively involved in appraising their work, and through this we are providing our parents with their understanding of how we evaluate and appraise their child/ren’s work.

## Our CPD Schools Federation Statement of Intent

### How do we meet the government expectation for remote provision?

The DfE have outlined the expectation placed upon schools to deliver remote education in certain circumstances. We adhere to these expectations and apply them to our blended learning also.

Government Guidance	CPD Schools Federation Policy
<p><b>Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects, including new material - planning a programme that is of equivalent length to the core teaching pupils would receive in school</b></p>	<p><b>In our CPD Schools we meet the expectations of the statutory hours for education for all pupils. Our current regular offer of blended learning hours constitutes 2.5 hours per week. As a result, we are able to set both core and non-core activities in this allocated time.</b></p>
<p><b>Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject</b></p>	<p><b>Our blended learning programme ensures that the learning set for pupils outside of the classroom is accurately pitched and builds on the skills and strategies taught in the week. Teachers use the blended learning time to embed and build on fluency skills such as time-tables, spellings, including research projects.</b></p>
<p><b>Gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and set a clear expectation on how regularly teachers will check work</b></p>	<p><b>Teachers and support staff will ask for work to be evaluated, uploaded or brought in from home (COVID-19 safe) Each school will have shared this protocol with parents and carers</b></p>

In our federation of schools, we intend to provide learning opportunities for our pupils to engage in discussing, debating, developing understanding, reflecting and building knowledge, integrating face-to-face and technology led interactions.

In all our schools, blended learning tools will provide a platform for our pupils to work collaboratively. Our teachers will ensure we plan a sequence of learning intentionally designed to facilitate knowledge creation, using technology to access content, facilitate communication, and foster collaboration between pupils.

In addition, we have built up our infrastructure by employing a Remote Learning Assistant to ensure our parents and pupils have access to a dedicated staff member that can signpost, support and troubleshoot any queries or support they may need.

The role of the teacher is to design blended learning environments that offer creative opportunities for students to construct, present and disseminate knowledge as part of their learning.

## **What does blended learning look like in our schools?**

Accelerated by COVID-19, our implementation of blended learning to support maintaining a Covid-secure environment, health and safety implications has resulted in:

- Every Friday afternoon from 1:00/1:30 pm pupils are educated off site.
- School remains open for vulnerable and key worker children.
- Blended learning starts with pupils having to complete focus work activities at home.
- Parents and carers are supported to assist their children with activities through online learning links, teacher tutorials and online teaching platforms.
- Pupil work is checked by teachers and in some cases, pupils have access to upload their work onto online platforms where the teachers can track their learning.

We have the support of our school communities in delivering this approach and it will be regularly reviewed and re-consulted upon if necessary.

**\*\*The Federation has a Remote Learning Policy, which sits alongside this statement\*\***

**November 2020**