The Blended Curriculum Including Remote Learning [updated 09.11.2020]
Parents and Carers

Rationale

Many of the principles of high quality teaching and learning remain the same whether the children are learning remotely or in their usual school setting. While the specific approaches taken may vary in a remote or blended setting, teachers must ensure that:

- Planning is high quality, with clear aims and objectives, has a logical sequencing of tasks and opportunities to review and recap content to encourage long-term retention of knowledge
- Children feel energised and inspired by their learning and are encouraged to achieve their very best
- Learning is tailored to the needs of pupils, with appropriate challenge and support for all
- Effective use is made of high quality explanation, modelling, WAGOLLs and other scaffolds to support children' independent practice and develop children' literacy
- Regular, developmental feedback is provided for all learners and children act on this to improve their understanding and skills

Ensuring that our teaching and learning meets these principles is even more critical in a context where face to face learning time with children may be limited and where our children from vulnerable and/or disadvantaged backgrounds are at greatest risk of falling behind their peers.

Staff must adapt their practice to ensure that these principles apply when children are learning in a remote or blended way. Teachers are encouraged to make use of the following strategies as appropriate:

T&L Focus	Remote / Blended Learning Approaches
High quality planning	● Structure planning around the key threshold concepts, reducing extraneous tasks / information and focusing on key principles ● Distill lessons down to key elements with a clear and simple structure for each task ● Make aims and objectives explicit to children in a short written / audio / video summary at the start of the resources ● Structure sequences of lessons so that children repeatedly return to key concepts / knowledge and can retain these in their long term memory - e.g. through the use of short recall-focused activities or short quizzes
Inspiring children and encouraging achievement	● Find innovative ways to connect children' learning to their current situation or build their interest by getting them to approach a task in an innovative way or to produce a final outcome in an unusual form ● Celebrate children' work by sharing it with the group, highlighting excellent effort in whole-group posts or making contact with home ● Use energy, positivity and humour where possible to build a connection with children. Recording audio / video can help with this, as can a warm and encouraging tone in the written instructions that you give
Appropriate challenge and support	● Provide developed and open-ended tasks for children which promote extended thinking and/or writing ● Support children to engage with complex content by breaking down new information and skills into manageable chunks ● Consider the prior learning of children - what level of challenge is appropriate if they may have gaps in their learning or have not completed this type of task before? Can they access the content if they have the right scaffolds and the task is explained and modelled in the right way? ● Provide alternative or simplified tasks for some learners on Google classroom ● Arrange tutorial sessions on Zoom for children who require more support or challenge
Explanation, modelling and scaffolding	● Provide detailed audio/video/step-by-step written instructions to ensure that children fully understand each task they have to complete ● Provide links to online videos which explain key concepts ● Provide clear WAGOLLs for tasks and break down for children why they are good examples ● Use video to 'live' model the thinking behind and construction of an answer ● Provide sentence starters, word banks, writing frames and other literacy supports to help with longer writing tasks
Developmental feedback	● Make clear to children which pieces of work you will feed back on and how you will do this ● Provide clear, developmental feedback on specific pieces of submitted work through Google classroom. The comment function (including Mote) and the creation of a rubric with a summative comments are both effective ways to do this

	● Use whole-class feedback approaches to share examples of children' work and to provide development points to children ● Use self-marking quiz tools (e.g. Google forms) and websites to allow children to self-assess their recall of key knowledge ● Encourage children to self-assess their work against success criteria or example answers ● Set DIRT tasks for children to ensure that they act on feedback and improve their work ● Try using video / audio feedback to children using still images of their work to highlight key areas to develop and model how to do this. This can work well for children who have received similar feedback on more than one piece of work and are struggling to act on development points

Blended learning will combine face to face learning at school with online learning with a view to :

- Building greater engagement
- Better communication
- Rigorous ongoing assessment to keep track of learners' progress [including emotional wellbeing]
- Improved collaboration
- Plan more effectively for the gaps identified

There may be different scenarios for September onwards:

Scenario 1 : All children will return to school in the first week of September as whole classes

Scenario 2 : All children will be learning remotely

Scenario 3 : A bubble is closed for self-isolation

Scenario 4 : Individual children are self-isolating

Using the blended learning rationale, we will be making some amendments to the curriculum we teach in September. Alongside the intended learning identified on the long term plan for your year group, basic skills from the summer term will need to be taught to teach to the gaps the children will have. To manage this, the curriculum will be reduced slightly in Autumn 1.

- Ensure that in-school curriculum time focuses as much as possible on explanation, modelling, checking understanding and setting children up for high quality independent practice
- Ensure that teachers make regular use of low-stakes formative assessment to check children' understanding and to identify and address gaps in knowledge and skills

Scenario 1 [Whole class in school including tracking back]

- All teachers will be in school with the whole class.
- Teaching at school will focus on the basic skills [for English and Maths] by tracking back to the previous year group to ensure summer objectives are included, and teaching of the Autumn curriculum when possible.
- All children will complete a PUMA/PIRA Summer term test for the summer term of the previous year group [where appropriate] in their first week back to identify gaps in their learning in Reading and Maths. These will help to support planning.

All children at school	
Reading [Phonics]	● 1 to 1 daily reading with TA for identified children ● Benchmarking for identified children ● R/KS1 Phonics assessment and group teaching/TA led groups ● R/KS1 Guided Reading ● KS2 Destination Reader [including differentiated Guided Reading] ● Whole school Drop Everything and Read ● Whole class reading for enjoyment [e.g. at the end of the day] ● Daily Reading at home

Writing [Grammar]	- Talk for Writing will be implemented immediately beginning with Autumn 1 unit - Grammar missed from Summer term can be taught discreetly and completed as a soft start/short 20 minute activity - Spelling will be taught from Autumn 1, and will be differentiated - Handwriting formation will be taught through spelling - Use writing frames, other scaffolds and vocabulary prompts
Maths	- Daily Maths lessons teaching skills missed in Summer term through tracking back to previous year group - Begin Autumn 1 teaching before the end of the half term - Soft start times tables, mini problem solving activities - Use of the Maths document [DfE] - Clearly differentiated tasks
Science	Begin Autumn 1 teaching
PSHE/ Wellbeing	- Begin Autumn 1 teaching - Weekly lesson using 1Decision - Circle time for 'recovery' - Regular use of Emotions Barometer
Geog/Hist	Weekly Lesson starting from Autumn 1
RE	Weekly Lesson starting from Autumn 1
PE	2 weekly lessons starting from Autumn 1
Art/DT	Weekly Lesson starting from Autumn 1 - if time allows
Music	Autumn 2
MFL	Autumn 2
Computing	Through other curriculum areas

Scenario 2 - All children will be learning from home [either via Google Classroom or printed materials]

- There will be daily 20 minute English and Maths lessons for each class via Google Meet. This has been timetabled to ensure that devices are available for other siblings within the family too. A follow up differentiated task will be set for the children.
- Weekly differentiated learning will be set in the following subjects :
    - Reading [Bug Club, comprehension activities, daily reading for pleasure]
    - Grammar practice
    - Spelling
    - Science
    - PSHE
    - RE
    - History/Geography
    - Art/DT
    - Signposting to PE and Music e.g. YouTube link, BBC Bitesize

Scenario 3 : A bubble is closed for self-isolation

Should a class bubble be closed to self-isolate:

- The teacher will set remote learning on Google Classroom daily and deliver 2 live lessons [English and Maths] as Scenario 2.
- The children will access Google Classroom and complete activities when they are able to. Daily activities will be set in Reading, Writing and Maths. Weekly activities will be set in Science, History/Geography, Spelling and Home Learning.
- The teacher will mark and give feedback to the children.
- Should the teacher be unable to set the learning due to illness, the parallel teacher/phase leader will set the remote learning for the class. All learning will be marked by the phase leader. Children will be signposted to fun/creative learning signposting to Art/Music or BBC Bitesize activities
- Printed learning can be collected from the school should a child not have access to the Google Classroom.

Scenario 4 : Individual children are self-isolating

- The teacher will set a Reading, Writing and Maths task on Google Classroom daily for each child self-isolating, until the child returns to school.
- Weekly, a Science, History/Geography, Spelling, Home Learning task will also be set.
- Children will be signposted to fun/creative learning signposting to Art/Music or BBC Bitesize activities.
- All learning will be differentiated according to the child's ability. Where possible, the same learning set in the classroom will be set for those children isolating.
- Learning can be supplemented by supporting videos from White Rose Maths or Oak Academy.
- The learning will be marked daily with next steps feedback.
- Should children not have access to the online learning, printed copies will be provided for the family to collect from school. [This may include revision activities as well as the current learning.]

Ongoing Review

Last update : 09.11.20