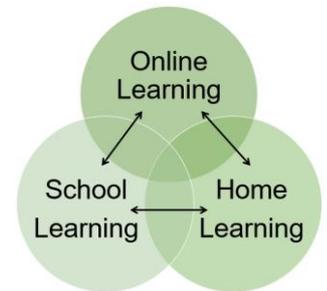


'Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education.' [DfE Guidance for full opening 7<sup>th</sup> August 2020](#)

Building blended learning that is sustainable and appropriate for education in the future will both increase learning opportunities and prepare learners and teachers to continue education in changing circumstances.

DfE expects that each school will:

- use a curriculum sequence that **allows access to high-quality online and offline resources and teaching videos**, and that is linked to the school's curriculum expectations
- give **access to high quality remote education resources**
- select the **online tools that will be consistently used across the school** in order to allow interaction, assessment and feedback, and make sure staff are trained in their use
- **provide printed resources**, such as textbooks and workbooks, **for pupils who do not have suitable online access**
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should **work with families to deliver a broad and ambitious curriculum**.
- Review and update practice to meet [DfE expectations](#):
  - 'set assignments so that pupils have **meaningful and ambitious work each day** in a number of different subjects
  - 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
  - provide **frequent, clear explanations of new content**, delivered by a teacher in the school or through high quality curriculum resources and/or videos
  - **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
  - 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
  - plan a programme that is of **equivalent length to the core teaching pupils would receive in school**, ideally including daily contact with teachers'



Below is a check list for implementing a digital learning platform, considering appropriate content, activities and interactions. Planning for blended learning as part of weekly class activities contributes to a manageable workload but an investment of time in building confidence to use online tools and to identify their potential for learning is required. Learners using the tools within the classroom as well as at home will build their confidence in appropriate and effective use.

Other support available:

- Details to build the online part of blended learning can be read in [Strategic Development of Blended Learning document](#).
- The [Spectrum of Video Use](#) document can be used to consider appropriate and effective use of video for your learners.
- Further documents can be found on the [Blended Learning page](#) of our website.

# Checklist: Online learning experience in place as part of contingency plan for COVID outbreaks

<b>Digital education platform</b>	Identify key learning tools to meet needs of learners	
	Check system for monitoring engagement of learners	
<b>Data Protection</b>	Contact DPO and completed a Privacy Impact Assessment	
	Agree minimum amount of data required for set up	
	Inform parents about the use of the platform with learners	
	Agree provision of offline alternatives to the learning taking place in the platform	
	Log in details distributed	
<b>Review and monitoring</b>	Process to remove users' data when no longer required	
	Agree expectations for teachers to use the online education platform to provide learning opportunities	
	Agree strategy for daily contact with learners	
	Agree expectations for support staff to use the online education platform to support learning opportunities	
	Process in place to monitor learners use of the platform	
	Subject leaders monitor progression in learning activities	
	SLT monitoring the agreed strategies for provide feedback on work	
	Review cycle for sharing effective practise with platform and outcomes for learners	
	Identify staff responsible for leading effective blended learning	
Agree time for preparation for school, home and online learning		
<b>CPD</b>	Identify CPD requirements	
	Allocate time for CPD and identified provider	
	Process for appropriate on-going support in place	
	Process for upskilling support staff in place	
<b>Accessibility</b>	Check home access to online learning	
	Consider plans to provide access to devices where required	
	Alternative learning experiences offered to pupils without online access	
	Identify tools and strategies to meet needs of SEN&D learners	

# Checklist: Online learning experience in place as part of contingency plan for COVID outbreaks

	Agree ways to made learning accessible for all learners via the platform	
	Agree appropriate feedback and reinforcement of learning	
<b>Curriculum content</b>	Identify features of curriculum for ongoing blended learning experiences, linking school and home contributions online	
	Identify key content of curriculum where technology can make a unique contribution	
	Identify characteristics of online activities that are meaningful and ambitious	
	Identify quality content for explanations and development of learning	
	Agree where teacher created content is required	
	Agree a broad and balanced variety of learning experiences to meet needs of learners	
	Agree effective assessment and feedback strategies	
<b>Wellbeing</b>	Agree expectations to support the wellbeing of learners through online activities	
	Identify opportunities to use tools in, or linked from, Digital Education Programme	
	Provide support structure for staff to confidently use platform	
<b>Partnership with parents and carers</b>	Communication stream for parents to ask questions about the learning tasks	
	Support to build family confidence in using platform	
	Contact(s) for concerns	
	Expectations for family involvement in learning	
	Parents and carers informed about feedback their children will receive on the learning	
<b>Safeguarding</b>	Appropriate updates made to safeguarding, data protection, behaviour and online safety policies	
	Agreements for expected online learning behaviour	
	Modelling online safety habits and reinforcing these through appropriate learning experiences	
	Process to update staff about safe practices and procedures	
	Agreement on appropriate use of video within online learning	
	Appropriate cleaning of shared devices: <ul style="list-style-type: none"> <li>• <a href="http://h10032.www1.hp.com/ctg/Manual/c06593291">http://h10032.www1.hp.com/ctg/Manual/c06593291</a></li> <li>• <a href="https://support.apple.com/en-us/HT204172?mod=article_inline">https://support.apple.com/en-us/HT204172?mod=article_inline</a></li> </ul>	