

Blended Learning

Statement

The ATLP curriculum aims to provide children with a broad and academic programme that closely follows the National Curriculum.

Our provision is a coherent and carefully sequenced (knowledge engaged) curriculum based on the principles of cognitive science. There is a focus on the development of literacy and the application of acquired knowledge to ensure children access the curriculum at a depth to ensure a deep and enduring understanding in discrete subject areas. Where home learning is needed, this is high-quality, safe and aligns as closely as possible with in-school provision.

Provision

In line with DfE guidance, all schools are expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.

For individuals or groups of self-isolating pupils, we will ensure remote education plans are in place. These will meet the same expectations as those for any pupils who cannot yet attend school at all due to coronavirus (COVID-19). This will be achieved by matching our curriculum to the best available resources both printed and online.

We will:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos using Oak National Academy and other relevant curriculum resources which mirrors closely in-school provision
- 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 we will work with families to deliver a broad and ambitious curriculum

When teaching pupils remotely, we will:

- 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 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

Planning in relation to local restrictions.

	Summary	ATLP response
Tier 1	National Government intervention, all schools remain open	Blended learning to support individuals or groups of pupils who may need to self-isolate.
Tier 2	Secondary schools adopting a rota system	Blended learning curriculum to support groups when not in school, ensuring content closely mirrors the curriculum.
Tier 3	Secondary schools limiting onsite attendance to key workers and vulnerable pupils.	Blended learning curriculum will be used for the vast majority of pupils.
Tier 4	Primary and Secondary schools limiting attendance to key workers and vulnerable pupils.	Blended learning curriculum will be used for the vast majority of pupils.