

Blended Learning Policy



Learning Continuity During Disruption

Blended and remote learning arrangements during full or partial school closure

1. Purpose and scope

This appendix sets out the school's usual approach when face-to-face education is disrupted for a group of learners, a year group or the whole school. It is intended to support continuity of learning while protecting safeguarding, well-being, inclusion and a manageable workload for learners and staff.

Face-to-face teaching remains the school's preferred model. If a full or partial closure is necessary, the response will be proportionate to the circumstances. The precise arrangements will depend on the reason for the disruption, the notice available, its likely duration, the learners affected, staffing and system capacity, access needs, safeguarding considerations and the timing of external assessments.

Incident-specific arrangements: The Headteacher, or a delegated senior leader, will determine and communicate the arrangements for each disruption. These communications should be followed because the circumstances of closures differ.

This appendix does not govern routine short-term learner absence, term-time holidays or other voluntary absence, industrial action, or individual packages arranged under attendance, exclusion, healthcare or additional learning provision procedures. These matters are considered under the relevant policy or on an individual basis.

2. Usual response to a closure

Stage	Usual position	What this means
Unexpected closure: first school day	Transition and planning	The first school day will normally be used to establish the likely duration, staffing, systems, learner access and curriculum priorities. No new remote lessons or teacher-set work will normally be published solely in response to the closure on that day. Existing independent-study or revision resources may remain available.
From the second school day	Remote work begins where practicable	If the closure continues, and staffing and systems permit, departments will begin to publish purposeful work on the approved platform used by the subject. Provision may be phased and may vary between subjects or year groups.
Extended or high-impact disruption	Provision is reviewed and adapted	Senior leaders will review the volume, mix and accessibility of provision. Depending on the type, timing and likely duration of the disruption, examination classes and learners approaching formal assessments may be prioritised. Other vulnerable or priority groups may also receive targeted support.

Where disruption is known in advance, the school may publish work from the start of the closure where this is practical. The Headteacher may vary the usual sequence above where safety, staffing, systems or the circumstances of the incident require it.

3. Nature of remote provision

Remote learning will be purposeful, manageable and accessible. It will align with the planned curriculum where reasonably practicable, while recognising that remote education cannot reproduce every feature of a classroom lesson.

- Provision may include teacher instructions, reading, retrieval and practice, presentations, recorded explanations, quizzes, research, independent tasks, examination questions or other suitable activities.
- Work may be set for a class, teaching group or year group and may use common departmental resources. It does not necessarily mean a separate online activity for every timetabled lesson.
- The amount and format of work will reflect the age and needs of learners, the likely duration of the closure, available teaching capacity and the subject being studied.
- Teachers will provide clear instructions and, where appropriate, an indication of the expected time, outcome and method of submission.
- Feedback will be proportionate and consistent with the school's Teaching and Learning Policy. Not every task will be collected or individually marked.

4. Platforms and communication

Work will be published through the established, school-approved platform used by the subject: Microsoft Teams or Google Classroom. Departments will seek consistency within their subject so that learners know where to find work. General school communications will confirm which learners are affected, when remote arrangements begin and any incident-specific priorities.

Learners should use their authorised school account and keep login details secure. Where a platform, power supply, internet connection or other system is unavailable, provision may be delayed, changed or temporarily suspended. The school will communicate an alternative where one is reasonably practicable.

5. Live lessons

Live lessons are one possible method of support; they are not the school's default or guaranteed form of remote provision. Staff are not required by this appendix to deliver live lessons, and learners are not required to attend them.

A member of staff may use a live or real-time session where it has a clear educational purpose and is suitable for the learners, subject, staffing, connectivity and circumstances. The teacher, department and senior leaders may determine the appropriate format and duration.

A learner will not be disadvantaged solely because they cannot join a live session. Relevant instructions or work will be accessible asynchronously where reasonably practicable; a recording of the session is not guaranteed.

Any live session must use an approved school account and platform and follow the school's current safeguarding, online safety, acceptable-use and data-protection arrangements. Recording is not automatic and may take place only where it has been authorised and can be managed lawfully. Learners, parents and carers must not record, capture or redistribute a session or its content without prior permission.

6. Staff availability during disruption

If a teacher is absent or otherwise unavailable for work, they will not be expected to prepare or deliver remote learning. The subject leader or school may use shared resources, adapt the timetable or adjust provision according to available capacity. Staff are not expected to provide immediate responses or routine support outside normal working arrangements.

7. Responsibilities

The school and senior leaders will:

- make and communicate decisions about activation, priorities and any changes to arrangements;
- coordinate a proportionate response that considers curriculum continuity, staff workload, learner well-being and safeguarding;
- review provision during any extended disruption and identify groups requiring additional or prioritised support; and
- consider reported barriers to access and reasonable alternative arrangements, subject to the circumstances and resources available.

Staff will:

- use professional judgement to set purposeful, manageable and appropriately challenging work;
- provide instructions that are sufficiently clear for learners to follow remotely and identify how support can be requested;
- take account of identified needs, reasonable adjustments and accessibility when planning provision; and
- follow school safeguarding, online safety, acceptable-use and data-protection requirements.

Learners will:

- check the platform used by each subject, engage with the work set and complete it within a reasonable timeframe as their circumstances allow;
- communicate respectfully and use only their authorised school account; and
- tell a member of staff, parent or carer if they cannot access the work or if they have a safety or well-being concern.

Parents and carers will:

- encourage their child to check the appropriate subject platforms and establish a reasonable routine where possible;
- inform the school promptly about significant access, safeguarding or well-being concerns; and
- support safe and appropriate use of technology. Parents and carers are not expected to replace the teacher or provide continuous supervision of learning.

8. Access, inclusion and engagement

Provision will take account of learners' age, ability, identified additional learning needs and any active individual development plan or personal support plan. The school will make reasonable adjustments and consider alternative formats or offline resources where this is appropriate and reasonably practicable, recognising that some face-to-face support or practical learning cannot be replicated remotely.

Families should report a lack of suitable equipment or connectivity through the contact route communicated by the school. The school will consider available options, which may include alternative materials or the loan of a device where equipment is available, appropriate and proportionate to the likely length of the disruption. A device loan is not automatic.

Engagement may be monitored using platform activity, work submitted and other appropriate contact. A missed live session will not, by itself, be treated as non-engagement. Where concerns arise, the school may contact the learner or family to understand barriers and agree reasonable next steps.

9. Safeguarding, review and related guidance

The school's safeguarding and child-protection procedures remain in force throughout any disruption. Online safety, acceptable-use, behaviour and data-protection requirements apply to all remote activity. Any safeguarding concern must be reported through the school's usual procedures.

Detailed operational protocols may be issued separately and updated by senior leaders without requiring amendment of this appendix. This appendix will be reviewed with the Teaching and Learning Policy, following a significant disruption, or when relevant national guidance changes.

Learning Continuity During Disruption

QUICK-REFERENCE PROCEDURE FOR FULL OR PARTIAL SCHOOL CLOSURE



START HERE

Unexpected closure confirmed

Scope may include the full school, a year group or another learner group.

1

FIRST SCHOOL DAY

Transition and planning

No new remote lessons or teacher-set work will normally be published solely in response to the closure on this day.

Existing independent-study or revision resources may remain available.

DURATION

STAFFING

SYSTEMS

ACCESS

PRIORITIES

Does the closure continue?

NO | Face-to-face learning resumes

YES | Move to Day 2+

If disruption is known in advance, work may be published from the start where practical.

2

FROM THE SECOND SCHOOL DAY

Remote work begins where practicable

Departments publish purposeful work using the established, school-approved platform used by the subject.

Microsoft Teams • Google Classroom

Provision may be phased or vary by subject or year group.

3

EXTENDED OR HIGH-IMPACT DISRUPTION

Senior leaders review and adapt

- Review the volume, mix and accessibility of provision.
- Examination classes and learners approaching formal assessments may be prioritised.
- Vulnerable or priority groups may receive targeted support.

CORE PRINCIPLE

Purposeful • Manageable • Accessible

Remote education supports continuity; it does not reproduce every classroom lesson.



Where is work set?

On the platform already used by the subject:

TEAMS

CLASSROOM

Departments seek consistency within subjects.



Live lessons

OPTIONAL FOR STAFF AND LEARNERS

- One possible method, not the default or guaranteed offer.
- Use an approved account and platform.
- A recording is not guaranteed.
- Safeguarding and data-protection rules always apply.



Access and support

Families should report significant access or connectivity barriers.

The school may consider:

- alternative formats
 - offline materials
 - device loans where available
- A device loan is not automatic.

INCIDENT-SPECIFIC

Headteacher discretion

The Headteacher or delegated senior leader determines and communicates the arrangements for each disruption.

Follow the communication issued for that incident.

Policies Equality Statement

At Caerleon Comprehensive School, we serve a diverse community and take account of a wide range of needs. In accordance with the Equality Act (2010), our policies and learning and teaching strategies fulfill our duty to serve people according to their needs and promote equality. In order to embed fairness in all aspects of school life, we take account of equality as we formulate, develop and update school policies and plans.

Our vision and values promote inclusivity and equality and tackle discrimination. We have high expectations for all our pupils and staff. Our equality statement is guided by core principles:

- All learners are of equal value;
- We recognise and respect difference;
- We foster positive attitudes and relationships and a shared sense of community and belonging;
- We observe good practice in recruitment, retention and staff development;
- We aim to reduce and challenge barriers to equality at every opportunity.