**SUMMARY OF THE APPROACHES TO IMPLEMENTATION OF A BLENDED LEARNING STRATEGY AND DIGITAL EDUCATION PRLATFORM**

Here at The Blessed Sacrament Catholic Primary School we are committed to providing resources and support with remote learning. We have chosen to use Microsoft Teams as the best fit, the main reason behind this being that Office 365 and pupil accounts were already in place making it more manageable within school.

As a school, we are making online learning as accessible as possible by providing laptops to those that require those resources. We also have support available to improve online access at home via help guides on the website and a dedicated helpline during the national lockdown (5th January – 8th March)

To support the online resources we are providing structured workbooks available for all year groups. For children with SEN / specific needs, individualized, structured learning programmes have been put together by the class teachers, with SENDCO involvement as required.

We realise the importance of good communication between staff and pupils and are achieving this using MS Teams: Each class has one live lesson per day with 2 additional ‘drop-in’ sessions. The teachers are available instantly via email throughout the school day and we are making regular phone calls home. Marking and feedback are vital to learning and we have provided feedback on completed work each day. Work is marked through Teams and individual feedback provided before the next lesson.

Throughout the lockdown period, teachers have modeled key learning via recorded and live learning sessions on MS Teams. We have also run small group video interventions where required.

When setting up MS Teams, we used the DfE set up of group policies to ensure that the method of communication was secure and fit into our existing safeguarding framework.

Our main safeguarding concerns were a lack of engagement and the issue of staff working in isolation online. To combat this, we monitored engagement and tracked welfare calls as well as engagement online. Staff working with children online in isolation were requested to record the meetings which would be able to be accessed later should the need arise.

We spent staff meeting time training staff in the use of new digital resources and produced written help guides and online videos. We had a member of staff dedicated to provide support for remote learning and staff were able to access this throughout the day.

Individual subject leaders have created curriculum maps and monitoring planning to ensure that content is meaningful and ambitious in all subjects.

In terms of ‘Catch-Up Funding’, we have chosen to appoint additional TAs to support high quality teaching and small group / individual intervention. We have also purchased high quality, structured resources for use throughout Key Stage Two.

The main barriers to our approach to blended learning were the provision of suitable devices at home, internet access and staff and parental confidence in using technology.