



## Croydon High School GDST Whole School Blended Learning Policy

**Responsibility:** Deputy Head (Academic) / Head of Juniors  
**Policy reviewed:** March 2021  
**Next review:** July 2022

This policy informs practice in the Senior and Junior Departments of the School including the Early Years Foundation Stage.

### 1. Aims

- This policy seeks to describe the processes around our provision of teaching and learning when a pupil is unable to be in the classroom and are thus participating in their timetabled lessons away from the school campus: so-called 'blended learning'.

### 2. Terminology

Term	Definition
Assembled Learning	All pupils are learning on our school campus
Blended Learning	Most of our teachers and pupils are learning on our school campus. Some pupils who are unable to be in the classroom are participating in all their timetabled lessons away from the school campus.
Guided Home Learning	All teachers and pupils are teaching and learning virtually following the published timetable. This was the provision that we offered from March until July 2020, and again between January and March 2021.

### 3. Applicability

- Our blended home learning offer is intended to ensure educational continuity for pupils who are unable to be on the school campus but are otherwise well.
- As such, blended learning might be used, for example, by those who may be shielding for health reasons or may have to travel away from school with their family for short periods amongst other scenarios.
- As is usual with any absence due to pupil illness, the School will usually not provide work nor allow blended learning for the pupil. Instead, the pupil should prioritise their wellbeing so that they can partake in the usual assembled learning with their peers as soon as possible.

#### 4. Scope

- Blended learning should not be seen as a substitute for assembled learning.
- While teachers will try their utmost to ensure that pupils who are 'blending' into the classroom are incorporated in the teaching and learning, there may well be instances where a particular activity cannot be accommodated virtually. This is especially the case with subjects that rely on specialist equipment and spaces (such as, but not limited to: 3D, Art, Design, Drama, PE, Music, Science practical lessons etc.) to support excellent outcomes.
- The blended learning offer provided by the School will follow a pupil's usual timetable and, where possible, include form time and other such activities. It may also be possible for a pupil to engage with the School's busy co-curricular programme if the nature of the activity is unaffected by virtual participation.
- The period of time which the School will provide blended learning for a pupil is desirably kept to a minimum. The period of blended learning should be agreed with the Headmistress or Deputy Head (Academic) prior to commencement and there should be a review every two weeks undertaken by the School and in consultation with the pupil's parents and/or guardians.

#### 5. Permissions

- Requests for blended learning up to two days should be made, in writing, from a pupil's Head of Year (Senior School) or from the Head of Juniors ([headofjuniors@cry.gdst.net](mailto:headofjuniors@cry.gdst.net)) with as much notice as the situation allows.
- Requests for blended learning over two days should be made, in writing, from the Headmistress with as much notice as the situation allows.
- When it is possible to do so, parents and guardians are asked to give details of the likely duration that blended learning will be required for.
- In making its decision whether or not to provide blended learning for a particular pupil, the pastoral team working with them will assess whether their mental health is likely to be adversely affected by this method of teaching and learning.
- Blended learning is not intended to mitigate for loss of learning due to school refusal.
- A list of pupils who are undertaking blended learning will be sent each morning to all teaching staff; they will be coded as B on SIMS.