



Ysgol Bryn Derw

Learning Continuity Plan

Chair of Governors:

Date: March 2026

Review date: March 2029

Ysgol Bryn Derw is committed to enabling all pupils and members of the school have access to high quality and bespoke learning experiences. The school caters for pupils with a diagnosis of Autism Spectrum Disorder as well as a wide range of learning difficulties and sensory needs. Ysgol Bryn Derw aims to provide a bespoke curriculum with learning opportunities that are provided for all pupils, at a level appropriate with their stage of development. During partial or whole school closures caused by widespread health pandemics or during periods of disruption due to exceptional circumstances, this will be achieved through distance learning and blended learning approaches implementing the 'Learning Continuity Plan'. This may be for reasons including, but not limited to; severe shortages of familiar trained staff, outbreaks of COVID 19 or closure due to adverse weather conditions.

AIMS

The purpose of this policy is to outline Ysgol Bryn Derw's intention to support continuation of learning, teaching and professional staff learning, across home and school, therefore managing and reducing the impact of partial or full school closure on pupil progress.

1. To provide a link between home and school so that pupils and parents can share information, work and ask questions when needed.
2. To ensure mental and emotional wellbeing is a key focus and integrated into our everyday practice.
3. To provide a home education using online resources such as video recordings and live streaming where appropriate, using SeeSaw, Google Classroom and Hwb classes.
4. To ensure pupils are set work by their class teacher which encompasses the Four Purposes of the Curriculum for Wales, ensuring coherence between in school and home learning.
5. To provide alternative work for families with no or limited access to IT devices via home learning packs.
6. To provide appropriate feedback on work completed through SeeSaw and teacher wellbeing phone calls.
7. To provide 'Flipped learning' (pupils work on tasks at home before discussions in class)

All pupils should have access to the school blended learning provision

- if an individual or a group within a class are not able to access face to face based provision then a blended learning provision will be delivered
- if some of the school population are not able to access face to face school based provision (i.e. isolation of a class) then a distance learning provision will be provided
- if school is closed for all pupils because of a national or localised lockdown then a robust distance learning provision is required (i.e.100% of school population learning at home)

This will be achieved according to the following plan:-

Implementing Blended Learning

Circumstances surrounding the need for pupils to engage in distance learning will vary.
N.B. different protocols apply if the school is closed to pupils in the event of industrial (strike) action

Situation	Estimated duration of absence	Learning
Pupils are in school	n/a	School direct teaching Curriculum pedagogy and class projects Medium and Short Term planning Termly homework ideas document
School is partially or fully closed to pupils	1 day	Communication via SeeSaw (or phone check in if families aren't users of digital platforms) Teachers to provide 1 day plan of thematic activities e.g. based around a book, character, interest or theme. It should include practical activities that parents will easily be able to replicate at home.
School is partially or fully closed to pupils	2 – 3 days	Teacher/SLT telephone check in Pre-prepared 2-3 day pack sent home (appropriate to pathway & age). This is to include up to 7/8 "sessions" (that parents are made aware are to be applied at their discretion) covering literacy/numeracy and other AoLE subjects/ILS/Thrive approaches. This should include activities that parents can do at home without needing resources printed. It should include practical activities that parents will easily be able to replicate at home. Home learning provided daily by teacher or SLT in absence of teacher (adaptable plans to be available on shared drive in case of this instance).
School is partially or fully closed to pupils	3 days+	Teacher/SLT telephone check in twice per week Additional 5-day pre-prepared digital pack including asynchronous* approaches sent home (appropriate to pathway & age) See appropriate learning pathway blended learning document for guidance "IEP at home" plan including detail of how to cover 2 of pupils IEP targets at home to be sent home

*Asynchronous – resources, videos and tutorials to structure activities and support learning.

Organising the Learning

Leaders at all levels have a shared understanding of effective blended learning and how to secure effective implementation across all areas of learning and all classes.

Home Learning can be shared via:

Seesaw

Google Classroom

Medium term curriculum plans will continue to be used to secure continuity and progression across age phases. A Blended Learning Document 'The Learning Continuity Plan' will be introduced to all staff as well as Home Learning models detailing expectations across the different Learning Pathways. Learning will be person centred and bespoke to pupils with a heavy focus on pupil wellbeing.

Professional Learning for Staff

Staff will be encouraged and enabled to develop curricula that makes extensive use of the full range of online learning techniques. Innovation and creativity will be well supported at all levels to achieve as rich and effective pupil experience as possible.

Staff will have frequent opportunities to collaborate, share knowledge, practices and experiences with colleagues across school and beyond school. Staff will have access to appropriate practical guidance around online delivery. Staff will be signposted to online professional development opportunities (course, webinars, EAS meetings etc)

Review

This Policy will be reviewed by the Governing Body within a 3-year period, or sooner if statutory guidelines change.