

1.

School operations

Using the [guidance](#) provided by Welsh Government, each local authority has provided guidance to their schools.

- Schools should refer to their Local Authority guidance for further support.

2.

Review the school culture

A school needs to assess and evaluate their situation and think carefully about where they are currently and the culture they want to develop.

- What are the unique considerations for the school context?
- What are the systems, routines and behaviours for staff and learners?

Well-being checkpoint

[How are learners and staff?](#)

3.

Curriculum planning and sequencing

Curriculum includes, "all the learning experiences and assessment activities planned in pursuit of the agreed purposes of education," both as face-to-face and distance learning.

Consider the **what**, the **why** and the **how** to ensure the curriculum is:

- Broad and balanced
- Coherent and progressive
- Rich in literacy, numeracy and digital competence
- Support learner well-being and self-directed learning skills

4.

Consistent approach to learning and teaching

The school's vision for learning is underpinned by excellence and equity for all learners. Further information about models for teaching will be available on the CSC website [here](#).

- What model/s does the school currently use? Does this need reconsideration/ adaptation?
- Do all practitioners know, understand and consistently apply the learning and teaching policy?

5.

What technology does our curriculum require pupils and staff to use?

The [CSC Blended Learning Guidance](#) contains information on the tools available on Hwb (pages 23 – 25).

- Do all staff and learners have the technology and skills they need?

Well-being checkpoint
How are learners and staff?

6. Agree blended approaches
 The unique context of the school should be the driver in decisions.

- Based on points 1 – 5 of this road map, which blended models will practitioners use? (Refer to the [CSC Blended Learning Guidance](#) pages 11-16)

7. Select strategies and approaches (who does what when)
 All planning on who does what and when, must start with the intended learning for all learners. The [CSC Blended Learning Guidance](#) contains information on classroom strategies and approaches in the context of blended learning (pages 18-22).

- Consider which strategies and approaches should be used for high quality learning for all learners?

8. Decide feedback loop for learning
 Learners need regular feedback to their learning in both face-to-face and distance approaches. These should be applied consistently across the school.

- Ensure that feedback to all learners is integrated into strategies and approaches.

Well-being checkpoint
How are learners and staff?

9. Engage parents/carers and learners
 Parents/carers and learners need clear information about the school's approaches to blended learning. Parents/carers and learners need support to engage with blended learning.

- What specific strategies does the school have to ensure that parents/carers and learners are well informed about the approaches to blended learning?
- What support and guidance is offered to parents/carers so that they can support their child to engage with the blended learning?

10. Reflection on blended learning
 Provide opportunities for learners, practitioners and parents/carers to feedback their experiences and use this information to refine the blended learning approach.

- Schools should not consider blended learning as something that is fixed; it should be an iterative approach as they learn what works for their learners and staff.

Well-being checkpoint
How are learners and staff?