

# Blended Learning Policy



**ST HILDA'S**  
CE HIGH SCHOOL

WISDOM

HOPE

COMMUNITY

DIGNITY

EQUALITY

**Approved by:** The Governing Body

**Date:** 26<sup>th</sup> November 2020

**Last reviewed on:** N/A

**Next review due by:** November 2021

# 1. Purpose and Introduction

## Background:

The 2020 pandemic, unprecedented and unplanned for, has brought about challenges for secondary school teaching and learning which previously and predominantly took place in large classrooms, under the instruction of teachers, within a highly structured day. As we return to school opening for all from September 2<sup>nd</sup>, we need to anticipate any further changes to education and build on what we have experienced and the knowledge gained during lockdown.

## Statement of Intent:

This policy will outline the types and methods of blended learning; provide guidance on the approach to blended learning that should be taken by staff, students and parents; and, aim to ensure consistency of approach across all departments in the school. Consequently, St Hilda's CE School will continue to provide engaging, exciting and challenging learning opportunities, both in school and at home, which result in ambitious, capable learners, committed to lifelong learning. Additionally, the well-being of students and staff is a significant consideration; it is recognised that learning can give a sense of purpose and achievement which is good for mental well-being. The policy aims to ensure a seamless and efficient blend of in-school and at-home learning, thus allowing students to make progress while staff workload remains manageable. St Hilda's blended learning aims to:

- ensure consistency in the approach to remote learning for students who aren't in school
- set out expectations for all members of the school community with regards to remote learning
- provide appropriate guidelines for data protection

## Definition of Blended Learning:

"At its simplest, blended learning is the *thoughtful* integration of classroom face-to-face learning experiences with online learning experiences." [Garrison and Kanuka, 2004]. At St Hilda's CE School, this means that time spent learning in the classroom will introduce key concepts, new content and skills; address misconceptions; answer questions; and, set clear expectations and guidelines for the work to be completed at home. **However, it should be noted that the learning that takes place at home will take a variety of forms and will not be restricted to online provision.**

# 2. Guidance

## Types of Blended Learning:

### A. Face-to-Face Time with Students

This is the most traditional form of teaching and learning. It is a 'teacher-centred' method of education and takes place in school, in person. Students benefit from increased levels of interaction with their peers, as well as with their teacher, and are allowed the opportunity to bond with fellow students. In face-to-face learning, students are held accountable for their progress at the specific time

the lesson is taking place, for example, through the use of AfL techniques.

## B. Flipped Learning

In the traditional approach to teaching and learning the teacher is the primary source of information. By contrast, the flipped learning model deliberately shifts instruction to a student centred approach, where **in classtime** is dedicated to: exploring topics in greater depth; introducing complex concepts; answering questions; addressing misconceptions; setting clear expectations around work to be completed at home (online or paper based); and, creating rich learning opportunities. As a result, students are actively involved in knowledge construction as they participate in and evaluate their learning in a manner that is personally meaningful.

## C. Online Learning

The School's platform for sharing online resources and setting work will be Microsoft Teams. Students will also be able return/submit completed tasks through this platform. Homework will be set using Show My Homework/SatchelOne .The continued use of these platforms is consistent with this policy and to be encouraged. However, for consistency (and to minimise the number of emails students receive) resources and links associated, any emails should be through Teams.

### *I. Asynchronous Learning*

Asynchronous learning is learning that doesn't necessarily happen at the same time for the teacher and the students. There is no real-time interaction; the learning resources are created and made available for students to use later on. The main features of asynchronous learning are:

- resources and activities delivered online, e.g. through Microsoft Teams;
- recorded lessons/video instruction/podcasts;
- flipped learning - students engage with material before discussions in class.

### *II. Synchronous Learning*

Synchronous learning is teaching and learning that happens where the teacher is present at the same time as the students, meaning that there is real-time interaction between them. The main features of synchronous learning are:

- live, streamed lessons

## **Methods of Blended Learning:**

The Education Endowment Foundation recommends the following metacognitive methods to enhance

learning:

Activate	Prompting students to think about what they have learnt previously, that will help them with their next steps
Explain	Explicitly teaching strategies to students and helping them decide when to use them.
Practise	Students practising strategies and skills repeatedly, to develop independence.
Reflect	Students reflecting on what they have learnt after they have completed a piece of work.
Review	Revisiting previous learning after a gap.

### 3. Roles and responsibilities

#### Outline of roles

SLT	<p><b>The role of the Senior Leadership Team is to:</b></p> <ul style="list-style-type: none"> <li>• develop, monitor and evaluate the whole school strategy for blended and distance learning;</li> <li>• communicate with, and provide support to, departments, staff, students and parents, to ensure effective implementation of blended and distance learning;</li> <li>• provide opportunities for appropriate CPD training to ensure that staff are able to deliver blended and distance learning effectively;</li> <li>• ensure accountability of the blended and distance learning process, through departmental self-evaluation.</li> </ul>
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<p><b>Subject Leaders</b></p>	<p><b>The role of the Subject Leader is to:</b></p> <ul style="list-style-type: none"> <li>● lead and support the department in the design and development of high-quality blended and distance learning experiences for students, by ensuring that departmental plans are fit for purpose and audience;</li> <li>● monitor and evaluate the provision of blended and distance learning through departmental self-evaluation;</li> <li>● communicate with students and parents, as appropriate, as per the Behaviour for Learning, to ensure engagement and progress with the blended and distance learning experience;</li> <li>● disseminate excellent practice amongst colleagues, both formally and informally.</li> </ul>
<p><b>Teachers * please see separate guidance sheet</b></p>	<p><b>The role of the teacher is to:</b></p> <ul style="list-style-type: none"> <li>● continue to strive to deliver consistently excellent lessons in accordance with the Teaching &amp; Learning policy;</li> <li>● engage with CPD training to ensure proficiency in delivering effective blended and distance learning;</li> <li>● collaborate with colleagues to design and develop high-quality blended and distance learning experiences for students, in accordance with departmental plans;</li> <li>● plan and deliver blended and distance learning experiences for all students, including those with additional learning needs, taking into account Individual Development Plans and ensuring that students' needs are fully catered for;</li> <li>● communicate with, and provide timely feedback to, students in line with the School's Marking and Feedback Policy;</li> <li>● carefully monitor students' work completion and deadline compliance;</li> <li>● communicate with students and parents, as appropriate, as per the Behaviour for Learning, to ensure engagement and progress with the blended and distance learning experience.</li> </ul>
<p><b>HLTA and TA</b></p>	<p><b>The role of learning support staff, as directed by the SENCO, is to:</b></p> <ul style="list-style-type: none"> <li>● provide support and assistance to departments and teachers;</li> <li>● assist with implementation of students' Individual Plans so that their needs are fully catered for through blended and distance learning;</li> <li>● meet remotely with outside agencies and parents/carers as instructed by the SENCO</li> </ul>

<b>Pastoral Team</b>	<p><b>The role of the pastoral team is to:</b></p> <ul style="list-style-type: none"> <li>• provide timely responses and support to students, parents/carers, and departmental requests regarding achievement and well-being issues by the house officers;</li> <li>• support those students who need support;</li> <li>• to review patterns of poor engagement and intervene where necessary;</li> <li>• to participate in TAC and other pastoral meetings.</li> </ul>
<b>IT staff</b>	<p><b>IT staff are responsible for:</b></p> <ul style="list-style-type: none"> <li>• Fixing issues with systems used to set and collect work.</li> <li>• Helping staff and parents with any technical issues they're experiencing.</li> <li>• Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer.</li> <li>• Assisting students and parents with accessing the internet or device.</li> </ul>
<b>Students</b>	<p><b>Students should:</b></p> <ul style="list-style-type: none"> <li>• record tasks set at the end of each face-to-face lesson in school, noting the due date for completion;</li> <li>• dedicate appropriate time to distance learning, in order to complete the tasks set by the due date;</li> <li>• check Microsoft Teams for information on tasks, assignments and resources daily, throughout the school week;</li> <li>• identify a comfortable and quiet space to study/learn;</li> <li>• engage in all learning set with academic honesty;</li> <li>• submit all tasks and assignments in accordance with provided timelines and/or due dates;</li> <li>• appreciate that when working at home, teachers will be delivering lessons every day at school.</li> <li>• Be contactable during the school day, but you may not be in front of the computer at all times.</li> <li>• Appreciate that not all of their questions can be answered in every session and they should submit them via Teams.</li> </ul>

<b>Parents / Carers</b>	<b>Parents/Carers should support their child/ren in their learning by:</b> <ul style="list-style-type: none"> <li>• providing an environment where they can study well;</li> <li>• asking them about what they have to do and what they have done;</li> <li>• monitoring time spent on their lessons and check with the timetable;</li> <li>• helping to provide emotional balance through a good mixture of learning, rest, activity;</li> <li>• raise any concerns with the subject teacher in the first instance;</li> <li>• make the school aware if your child is sick or otherwise can't complete work.</li> </ul>
<b>Designated Safeguarding Lead</b>	<b>DSL is responsible for:</b> <ul style="list-style-type: none"> <li>• Ensuring the safeguarding of students and staff who are both in school and at home.</li> <li>• To ensure the safe use of technology from staff houses when having to work remotely.</li> <li>• To ensure that all students are able to access support and report any issue.</li> </ul>
<b>The Governing Body</b>	<ul style="list-style-type: none"> <li>• Monitor the school's blended learning to ensure education remains as high quality as it can be.</li> <li>• Ensure that the systems in place are appropriately secure, both from a data protection and safeguarding perspective.</li> </ul>

## 4. General Guidelines and Expectations

The Education Endowment Foundation, in its report on distance learning during school closure, highlights the following:

1. Teaching quality is more important than how lessons are delivered;
2. Ensuring access to technology is key, particularly for disadvantaged students;
3. Peer interactions can provide motivation and improve learning outcomes;
4. Supporting students to work independently can improve learning outcomes.

Therefore, it is important that everything put in place meets the four guidelines referenced above and that we have clear expectations for blended learning.

## **Feedback and assessment**

Please refer to the Feedback Policy. Staff should consider how students can be formally assessed so that progress can be effectively monitored and intervention can be put in place where necessary.

Self-assessment may be an integral part of a blended learning approach; however, in order for this to be effective, students must be able to accurately and confidently self-assess their work and progress. Therefore, clear guidance and expectations relating to this will need to be provided by subject teachers.

## **Engagement**

For a blended learning approach to be effective, it is of critical importance that all students engage with the process. Therefore, students must have a secure understanding of what they have to do and by when.

Differentiation, a comprehensive overview and clear instruction will be of critical importance, to enable students to balance work completed in school and at home.

If students do not engage appropriately, our normal procedures, as outlined in the School's Behaviour for Learning, will apply. However, we must recognise that students may be having difficulty in adapting to the new way of working or are struggling with barriers to learning, e.g. lack of space to work at home; unreliable broadband or limited ICT provision; etc. Therefore, it is important to try and establish what these barriers are and how we might help to remove them. Established lines of referral (Class Teacher – Head of Department – Pastoral Team - SLT) should be used as necessary. Communication with students in school and with parents at home will be an important way of addressing these issues and all failure to engage reported on SIMS.

## **Who to contact**

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- Issues in setting work – contact the relevant teacher, subject lead or SENCO
- Issues with behaviour – contact the relevant head of house
- Issues with IT – contact IT staff
- Concerns about safeguarding – contact the DSL

## **Links with other policies**

This policy is linked to our:

- Behaviour for Learning policy
- Safeguarding policy and coronavirus addendum
- Data protection policy and privacy notices

- Home-school IT agreement re blended learning including online safety guidance
- ICT and internet acceptable use policy

SITUATION	EXPECTATION	FURTHER DETAILS																					
Students in school.	Usual system of T&L as per the school and department expectations.																						
Students who have been sent home as a whole year group bubble.	Scheduled TEAMS Meeting (lesson) will be provided by the class teacher.	<p><b>The day before the lesson schedule a TEAMS meeting</b> in the calendar for the following times:</p> <table border="1"> <thead> <tr> <th>Lesson</th> <th>7, 9, 10, 12</th> <th>8, 11, 13</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>8:45am</td> <td>8:45am</td> </tr> <tr> <td>2</td> <td>10:05am</td> <td>9:45am</td> </tr> <tr> <td>3</td> <td>11:05am</td> <td>11:05am</td> </tr> <tr> <td>4</td> <td>1:15pm</td> <td>1:15pm</td> </tr> <tr> <td>5</td> <td>2:10pm</td> <td>2:10pm</td> </tr> <tr> <td>6</td> <td></td> <td>3:10pm (Y11)</td> </tr> </tbody> </table> <p>These times will be shared with parents and students by Jo Code.</p>	Lesson	7, 9, 10, 12	8, 11, 13	1	8:45am	8:45am	2	10:05am	9:45am	3	11:05am	11:05am	4	1:15pm	1:15pm	5	2:10pm	2:10pm	6		3:10pm (Y11)
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<b>Some students have been requested to self-isolate</b> as part of a bubble from school or due to outside transmission and teacher is in school (a teacher will have some students present and some isolating).	Lessons will be provided by the class teacher.	<p><i>Students will be invited to join the classroom lesson live where appropriate with students able to interact via chat the same as a scheduled TEAMS meeting (lesson).</i></p> <p><i>We will continue to set homework as normal please record this on SMHW. Show My Homework is an important tool for communication with parents.</i></p>																					
Where the school is closed to both staff	Lessons and work for students will be	In the event of a long-term whole school closure, all																					

<p>and students.</p>	<p>provided by the class teacher.</p>	<p>year groups will follow the same school day timings.</p> <p><b>The day before the lesson schedule a TEAMS meeting</b> in the calendar for the following times:</p> <table border="1" data-bbox="772 658 1193 1072"> <thead> <tr> <th>Lesson</th> <th>All year groups</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>8:45am</td> </tr> <tr> <td>2</td> <td>09.45am</td> </tr> <tr> <td>3</td> <td>11:05am</td> </tr> <tr> <td>4</td> <td>1:15pm</td> </tr> <tr> <td>5</td> <td>2:10pm</td> </tr> </tbody> </table> <p>Students will receive a blend of scheduled TEAMS meetings (lessons), pre-recorded lessons and independent learning.</p> <p>All work is available on Teams and all live lessons delivered via Teams.</p>	Lesson	All year groups	1	8:45am	2	09.45am	3	11:05am	4	1:15pm	5	2:10pm
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<p>Form tutor in school and whole year group bubble at home.</p>	<p>Form tutor uses the 30 min periods of form time to contact the student to have a coaching meeting.</p>	<p>This should be a brief 'phone call and please update your spreadsheet.</p> <p>Alert your Head of House if you have concerns regarding any of your form during this period.</p>												
<p>National lockdown</p>	<p>All students receive a welfare call</p>	<p>Form tutors, House Officers, Heads of House and pastoral Support Team will contact each student.</p>												