

Blended Learning Policy



ST HILDA'S
CE HIGH SCHOOL

WISDOM

HOPE

COMMUNITY

DIGNITY

EQUALITY

Date policy prepared: October 2020

Governor Committee: Curriculum and Standards 21st October 2020

Date ratified by governing body: 26th November 2020

Policy reviewed by: JCO

Date for next review (annual/2 yearly): Sept 2022

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 2nd, 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/SMHW**.

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:

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| 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

Please be aware that all staff of St Hilda's are expected to be available during their contracted hours. If you are unable to carry out work for any reason during this time, for example due to sickness, please report this using the usual absence procedure.

Please see the table at the end of this document as a guide for teachers when delivering learning to students both in school and remotely. If you have any concerns, please address these with your HoD or SLT line manager.

Outline of roles

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

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

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

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 – talk to the relevant subject lead or SENCO
- Issues with behaviour – talk to the relevant head of house
- Issues with IT – talk to IT staff
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the data protection officer
- Concerns about safeguarding – talk to the DSL

Data protection

Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:

Explain:

- How they can access the data, such as on a secure cloud service or a server in your IT network.
- Which devices they should use to access the data – if you've provided devices, such as laptops, make staff use these rather than their own personal devices.

Processing personal data

Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen.

However, staff are reminded to collect and/or share as little personal data as possible online.

Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

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>The day before the lesson schedule a TEAMS meeting in the calendar for the following times:</p> <table border="1" data-bbox="772 510 1406 994"> <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> <p>You have been allocated 10/15 minutes at the start of each lesson to get set up. Please log in to TEAMS 5 minutes before the lesson to ensure you are ready to start the lesson at the assigned times.</p> <p><i>Record the lesson. This will save automatically in your 'post' on TEAMS for any students unwell or with technical issues.</i></p> <p>Deliver a lesson for a maximum of 40 minutes. This doesn't have to be teacher led for the full 40 minutes!</p> <p>We will continue to set homework as normal please record this on SMHW. Show My Homework is an important tool for communication with parents.</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) |
| Lesson | 7, 9, 10, 12 | 8, 11, 13 | | | | | | | | | | | | | | | | | | | | | |
| 1 | 8:45am | 8:45am | | | | | | | | | | | | | | | | | | | | | |
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| 4 | 1:15pm | 1:15pm | | | | | | | | | | | | | | | | | | | | | |
| 5 | 2:10pm | 2:10pm | | | | | | | | | | | | | | | | | | | | | |
| 6 | | 3:10pm (Y11) | | | | | | | | | | | | | | | | | | | | | |
| Some students have been requested to self-isolate as part of a bubble from school or due to outside | Lessons will be provided by the class teacher. | <p>For Years 12 and 13 – 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).</p> <p>For Years 7 -11 – when new learning is being delivered students will be invited to join the classroom lesson</p> | | | | | | | | | | | | | | | | | | | | | |

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| <p>transmission and teacher is in school (a teacher will have some students present and some isolating).</p> | | <p>live where appropriate with students able to interact via chat. Use your professional judgement about your group and if you have any concerns discuss them with your line manager in advance. <i>Where you feel comfortable record the lesson. This will save automatically in your 'post' on TEAMS for any students unwell or with technical issues.</i></p> <p>OR</p> <p>Pre-record key parts of the lesson in line with the scheme of learning and share in relevant folder in TEAMS.</p> <p>OR</p> <p>Oak Academy (or similar subject-specific) delivery which supports your curriculum and lesson for that day to be shared in relevant folder in TEAMS.</p> <p>OR</p> <p>Work posted on Teams for individual subjects. This will either be available in a specific TEAM for your individual class or will be in a whole year group TEAM. Teachers may send key details about work via SMHW. It is the class teacher's responsibility to ensure the location of this work is highlighted to students on a regular basis in anticipation of the need to isolate.</p> <p>We will continue to set homework as normal please record this on SMHW. Show My Homework is an important tool for communication with parents.</p> |
| <p>Where the school is closed to both staff and students.</p> | <p>Lessons and work for students will be provided by the class teacher.</p> | <p>In the event of a long-term whole school closure a new timetable will be devised for years.</p> <p>Students will receive a blend of scheduled TEAMS meetings (lessons), pre-recorded lessons and independent learning. All information regarding work to be completed for the week ahead must be shared with students before 8am on a Monday morning to allow them to manage their work for the week ahead. All meetings must be placed in the calendar before 8am on a Monday morning for the week ahead. This will support students and parent/carers with time management.</p> <p>Where possible departments should work together to minimise work load by dividing the responsibility. Departments may develop year group Teams to reduce the need to repeat delivery.</p> <p>All work must be available on Teams and all live lessons delivered via Teams.</p> |

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| | | <p>NB When recording lessons from home, follow the safeguarding rules of no photos etc visible, business dress, report any issues – see Government guidance https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19</p> <p>Staff must stick to their allocated timetabled lesson slot.</p> <p>Follow up any non-engagement through the usual BfL systems – use the support of the pastoral team and House Officers.</p> |
| Teacher not in as self-isolating or household member is, but well. | Class teacher to set work in line with timetabled lessons. | <p>As per students who have been requested to self-isolate above.</p> <p>Worksheets and tasks to be supervised by the cover supervisor for those in school.</p> |
| Teacher not in as self-isolating and unwell or teacher unwell but not CV-related. | <p>If possible and teacher wants to, work can be set via SMHW.</p> <p>If not, head of department or another person in the dept will set work.</p> | <p>Share dept resources where possible on Teams to be done in class, including any pre-recorded lessons which suit the level and ability.</p> <p>OR</p> <p>Set appropriate consolidation tasks to be completed when supervised.</p> <p>Ensure that those students self-isolating also get the work.</p> |
| Teacher not in as self-isolating and unwell or teacher unwell but not CV-related and students are not in school. | <p>If possible and teacher wants to, work can be set via SMHW.</p> <p>If not, head of department or another person in the dept will set work.</p> | <p>Share dept resources where possible on Teams to be done in class, including any pre-recorded lessons which suit the level and ability.</p> <p>OR</p> <p>Set appropriate consolidation tasks to be completed when supervised.</p> <p>OR</p> <p>A member of the department may teach a live lesson to multiple classes via TEAMS on their behalf.</p> |
| If school is closed to staff. | Department meetings/CPD still take place. | Teams to be used to meet virtually. |
| Setting homework. | Class teacher to set homework as per the homework timetable in line with the content of the lesson. | <p>Homework to be set using SMHW as parents can then see the work.</p> <p>Click the share with Teams for homework task to be on Teams from SMHW.</p> |

| SITUATION – PASTORAL | EXPECTATION | FURTHER DETAILS |
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| Form tutor in school and whole year group bubble a home. | Form tutor uses the 30 min periods of form time to contact the student to have a coaching meeting. | This should be a brief 'phone call and please update your spreadsheet. Alert your Head of House if you have concerns regarding any of your form during this period. |
| Head of House. | Liaise with form tutors regarding any issues. | Offer support and signpost support to students who need it. Any regular support students have must continue. |
| Pastoral Support Team. | Continue with any intervention/ support of students. | Liaise with Heads of House to offer support where needed. Be first point of call for parents and carers. Welfare call to students who are self-isolating but not part of a whole year group bubble. |