

Brookvale Groby Learning Campus

part of the Brookvale Groby Learning Trust

Distance and Blended Learning Policy

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Formulated by: Ms Hubbard, Deputy Headteacher; Mr Bugh, Assistant Headteacher and Miss Johal, Assistant Headteacher

Approved by:

Review: Every 2 years or monthly during a pandemic and subject to changes in statutory guidelines or legislation

Next Review: 1 month

Date of any amendments made to policy and brief points:

Date	Section

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. The sudden need to adapt to distance learning allowed limited time for teachers to implement detailed procedures; however, as schools have now reopened to students, there is a requirement to ensure a more consistent, formalised and structured approach to blended and distance learning.

We now need to think about learning and teaching for the next school year as a blend of 'in school' and 'out of school' learning driven by a single curriculum: learners should not expect or experience two parallel curriculums, but teachers will need to think how learning outside the classroom will support the valuable contact time inside the classroom.

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 on the campus. Consequently, Brookvale Groby Learning Campus will continue to provide engaging, exciting and challenging learning opportunities, both in school and at home, which will result in well educated, skilled and capable learners. 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.

Definition of Blended Learning:

"Blended learning is the thoughtful integration of classroom face-to-face learning experiences with online learning experiences." [Garrison and Kanuka, 2004].

At Brookvale Groby Learning Campus, 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. Our Homework Policy clearly sets out the normal expectations of work to be completed at home when students are able to attend school full time.

Blended Learning during a pandemic

In the event of long term closure, partial / *tier 2 closure or individuals needing to isolate, staff at the Brookvale Groby Learning Campus will continue to provide education and support to our students, using in-school teaching, remote learning and/or a combination of both (**blended Learning**).

Depending on the circumstances, learning will be conducted using in-school teaching and learning, distance learning via the google classrooms (including 'live lessons') or educational packs of resources. This will ensure that the needs of all students are catered for and that staff will be able to keep in regular contact and provide a two-way platform for learning and teaching, in a professional and confidential manner with each student in their classes. Teachers will be able to schedule learning in a manner that allows students to continue with their studies and maximise their progress, without overwhelming them.

**tier 2 closure is one in which the school will have year groups in, on a two week rotational basis so that only half the school will be present at any one time. This may happen due to external circumstances or if the staffing situation means that it is not possible to keep the whole school open.*

Flexibility

We realise that the circumstances that cause the campus to adopt a 'blended learning' approach will affect families in a number of ways. In our planning and expectations we are aware of the need for flexibility from all sides: parents may be trying to work from home and so access to technology as a family may be limited; teachers may be trying to manage their home situation and the learning of their own children, or the effective planning for both in-school and remote learning opportunities; systems may not always function as they should. An understanding of, and willingness to adapt to, these difficulties on all sides is essential for success.

2. Scope

This policy applies to all teaching, learning support and pastoral staff at the Brookvale Groby Learning Campus

3. 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 class time 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 the Google Classroom. Students will also be able return/submit completed tasks through this platform. It is recognised that a considerable amount of engaging and effective work has been set through platforms such as Oaks National Academy, BBC Bitesize and YouTube. 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 with the work on alternative platforms should be posted on Google Classroom instead of being emailed.

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 Google Classroom;
- 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 (see information below).
- live online/ telephone pastoral/achievement team check in sessions.

D. Hard Copy Physical Resources For some students we will need to provide physical packs to support their successful distance learning. Using this way of learning will support students whose access to online resources is limited and will replicate more closely the learning process they may be most used to in school.

Hard copy physical resources could include:

- revision guides,
- text books,
- work books,
- worksheets
- resources needed for projects, games and activities, for example, music, art, D&T, etc.

Students will be able to return this work either by posting it back to school, taking a picture and emailing it to their teachers or for certain students we may arrange for some work to be collected.

Methods of Blended Learning: The Education Endowment Foundation (EEF) 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.

A planning framework is available here:

<https://educationendowmentfoundation.org.uk/covid-19-resources/support-resources-for-schools/#close> Sign up

4. Responsibilities

<p>Leadership</p>	<p>The role of the Senior Leadership Team (SLT) 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. <p>The role of the Faculty (FL) and Subject Leader (SL) 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 and Discipline Policy, to ensure engagement and progress with the blended and distance learning experience; ● disseminate excellent practice amongst colleagues, both formally and informally.
<p>Teachers</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'

	<p>needs are fully catered for;</p> <ul style="list-style-type: none"> ● 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 and Discipline Policy, to ensure engagement and progress with the blended and distance learning experience. <p>For courses with formally assessed coursework elements e.g. BTEC</p> <ul style="list-style-type: none"> ● Ensure there is a process to manage feedback on assignments, questions are constructively answered, and feedback is provided in a timely manner ● Ensure the setting of assignments is undertaken in the face-to-face sessions and that deadlines are clear ● Ensure that learners are fully aware of the need to ensure they avoid any forms of malpractice (for example plagiarism) and the consequences should they commit it. ● Ensure that when learners submit work measures are taken to ensure the work is authentic and has been completed by the learner ● Maintain and store securely all assessment and internal verification records in accordance with exam board Centre Agreements.
<p>Learning Support Staff</p>	<p>The role of learning support staff is to:</p> <ul style="list-style-type: none"> ● provide support and assistance to departments and teachers, in accordance as required ● assist with implementation of students’ Individual Education Plans so that their needs are fully catered for through blended and distance learning.
<p>Support Staff</p>	<p>The role of support staff is to:</p> <p>(IT team) provide timely responses and support to students, parents/carers, and departmental requests regarding technology issues;</p> <p>(Pastoral team) provide timely responses and support to students, parents/carers, and departmental requests regarding achievement and wellbeing issues.</p> <p>(Administrative team) provide timely response and clear signposting to all incoming communications from students, parents/carers and official organisations</p> <p>(Data, timetabling and exam team) provide timely responses and support to leaders, premises staff and teachers regarding data, room usage and assessments/exams</p> <p>(Premises team) provide timely responses to any campus safety or additional cleaning needs</p>
<p>Students</p>	<p>The role of the students is to:</p> <ul style="list-style-type: none"> ● complete daily homework in line with the 20:20;20 policy and any

	<p>additional homework set for those students in key examination years</p> <ul style="list-style-type: none"> ● dedicate appropriate time to distance learning, in order to complete the tasks set by the due date; ● check Google Classroom 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 honesty; ● submit all tasks and assignments in accordance with provided timelines and/or due dates
Parents/Carers	<p>Parents/Carers should support their children in their learning by:</p> <ul style="list-style-type: none"> ● providing an environment conducive to learning; ● engaging in conversations about resources, tasks and assignments provided/posted; ● monitoring time spent engaging in online and offline learning; ● helping to provide emotional balance through ensuring ample room and time for reflection, physical activity, conversation, rest and play. ● Make the school aware if their child is sick or otherwise can't complete work. ● contacting school with any significant concerns

QA of provision

5. 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.

Expectations:

- Establish a Google Classroom for each individual class and ensure it is used in the most effective and efficient way. The establishment of the Google Classroom and its effective use is the responsibility of the class teacher;
- Ensure that the title/label of the Google Classroom clearly identifies the class, subject

and teacher so that students can easily identify and quickly access classrooms;

- Recognise the need for one 'work stream' - the work completed during face-to-face learning will complement and consolidate the work completed by students remotely, and vice versa;
- Consider and plan for the 'work stream' to be completed, anticipating likely questions and problems that students may encounter;
- Ensure face-to-face learning incorporates: - the introduction of new concepts; - the explanation of difficult concepts; - problem solving; - explicit teaching of new skills; - tasks that complement and consolidate the learning that takes place at home; - interactive discussion; - practicals (as/when appropriate); - the use of class time to personalise learning.
- Ensure at-home learning incorporates:
 - tasks that complement and consolidate the learning that takes place in the classroom;
 - tasks that students can complete to enhance learning that takes place in the classroom, for example, research of/reading about a new topic to be introduced;
 - tasks that allow students to practise new skills learnt during face-to-face time in school;
 - note-taking, summarising and formation of questions in preparation for face-to-face time in school.
- 'Chunk' work that is to be completed. Masses of content should not simply be 'dropped' into Google Classrooms with a completion date. In a tier 2 situation teachers should consider learning objectives for periods of two weeks and ensure that all tasks to be completed (both in school and at home) allow students to meet these objectives;
- Clearly communicate learning objectives, for each period of work, to students so that they know exactly what is expected of them and what they will be doing in school and at home;
- Make deadlines for work completion clear to students. Make explicit the method of how students can submit completed written work (e.g. during face to face lessons on paper/books, by uploading to Google Classroom etc.);
- Provide clear instructions for how the work set can be completed. These instructions can be delivered during the face-to-face time with students but should also be available for students to access at home, either by uploading them to Google Classrooms or by including them in the paper resources provided;
- Consider how videos/podcasts can be used effectively to supplement, complement, and assist with the completion of, work set.

Marking, feedback and assessment

In line with the School's Marking and Feedback Policy, not all submitted written work needs to be quality marked in detail by the teacher; however, it is important that work completion is tracked so that students who are not engaging with the work set can be appropriately supported. It is important to remember that feedback is considered so that learning, rather than simply provision, is taking place. The nature of marking and feedback given will depend on the type of work completed and the method of submission. The School's Marking and Feedback Policy should be followed as the overall framework on which to base our approach.

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. We expect that all students will engage with this approach to teaching and learning and exceptional levels of engagement can be celebrated by faculties and at the whole campus level.

It needs to be made clear to students that work is not “optional” and we expect tasks to be completed. Clear deadlines should be set to give students an explicit understanding of what is required, by when. If students do not engage appropriately, our normal procedures, as outlined in the School’s Behaviour Policy, 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 - Subject Leader - 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. If a student still fails to engage, then the usual procedures within the Behaviour Policy will be followed.

Training

To ensure that students can make the most of blended and distance learning, they may require training and support on:

- the effective use of Google Classroom: - how to navigate the Classroom; - how to submit work; - how to keep track of tasks/assignments.
- the effective use of self-assessment.

To ensure that teachers can proficiently deliver blended and distance learning experiences, they may require training and support on:

- how to ensure the Classroom is the main source of setting and receiving work;
- how to organise Google Classroom and, in particular, classwork into categories;
- how to create a quiz/assignment on Google forms;
- the effective use of Google Slides/PowerPoint including;
 - creating and embedding podcasts and video clips;
 - use of hyperlinks to bring students from Slides/PP to necessary documents.

Teachers may use time not spent teaching to:

- source/create podcasts/videos relevant to SoWs for use when students are working at home;
- create prescriptive self-assessment templates for use with students, especially for tasks that will be completed at home that would not otherwise be teacher assessed.

6. Content and Timing

With 100% in-school capacity, home learning should comply with the Homework Policy. However, if in-school capacity is less than 100%, the following guidance should apply. Research indicates that students cannot be expected to replicate the school day when learning at home; therefore, it is unrealistic to expect students to engage in five hours of independent work per day that they are at home. However, in order to ensure that students gain maximum benefit from the blended learning experience, teachers should set tasks that allow for the lesson objectives to be met; the course content to be completed;

and, the time spent learning in school to be as productive as possible.

7. Monitoring and review

Faculty and Subject leaders will monitor and evaluate the provision of blended and distance learning in their areas through established monitoring and quality assurance procedures. SLT will oversee this process