

BLENDED LEARNING POLICY

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<i>This policy reflects legislation at the time it was last reviewed. If there is a conflict between legislation and the policy, legislation will take precedence over anything printed in the policy.</i>	
Changes made from previous version:	<p>Contents table updated to reflect the below</p> <p>Removed broken link and reference to JISC guidance as this is no longer live (page 3)</p> <p>Removal of planning framework due to broken link (page 4)</p> <p>Corrected timelines around migration to cloud-based platforms (page 5)</p> <p>Removed reference to 'flipped learning' as this is not a specific feature of 'blended learning' (page 5)</p> <p>Clarified distinctions between asynchronous and synchronous learning such that they can be applied to learning online/in person (page 5)</p> <p>Split point 2.3 into 2.3 and 2.4 to separate and draw attention to the college's current in-person provision. Moved 2.4 to 2.1 to more clearly emphasise this position.</p> <p>Minor text edits throughout section 2 from present tense to past/future as relevant.</p> <p>Removed references to the 'Safeguarding addendum' due to its removal from Safeguarding policy.</p>

	<p>Insertion of additional sentence to clarify intent of section 3 and removed reference to different learning styles.</p> <p>New section started at 4.2, renamed 5.1 Roles and Responsibilities. Text edits to align content of sections 5.1 – 5.5 with this new section heading.</p> <p>Inclusion of ‘responsibility for approving use of the approach’ included in section 5.2 – Senior Leadership Team.</p> <p>Removal of ‘digital day’ from section 7.</p> <p>Deletion of retired policies from linked policies section.</p>
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BLENDED LEARNING POLICY

1. Purpose

The 2020 pandemic brought about new challenges for teaching and learning but also enabled the college to evolve and further develop its approach to blended learning, EdTech and how we adopt digital strategies into the curriculum.

Reflecting and learning from the pandemic, we should consider and further evolve our blended learning approach to the curriculum. A blend of 'in college' and 'out of college' 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 supports the valuable and limited contact time.

With digital evolution in mind this policy outlines 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 here at Wyke.

Wyke Sixth Form College provides engaging, exciting, and challenging learning opportunities, both in and outside of lessons. All students will receive the Wyke Experience regardless of the teaching approach. 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.

Blended learning at Wyke is engaging, exciting with challenging learning opportunities, both in and outside of lessons, which will ensure our students continue to feel proud, are prepared for the world, thrive in the community and are on target to achieve academic excellence. The aim of this policy is to consider the practical implementation of blended learning across several eventualities to ensure that students, teachers, parents and other stakeholders are clear about expectations and responsibilities.

This policy draws on research from The Education Endowment Foundation (EEF) research evidence on supporting students to learn remotely: [CLICK HERE](#)

This policy also draws on recommendations made from Microsoft on supporting students to learn remotely: [CLICK HERE](#)

1.1 Research Evidence

There is an emerging body of research into "blended learning", a style of education in which students learn via electronic and online media as well as traditional face-to-face in classroom teaching. The evidence of what works is clear and strengthening. The EEF have identified the following key areas to

consider for successful blended learning provision.

- **Teaching quality is more important than how teaching is delivered.** Providing that the established principles for introducing new knowledge are adhered to (explanation, scaffolding, and feedback) then there is no difference between the effectiveness of real time lessons or pre-recorded material. What matters most is that each learning sequence builds on prior understanding.
- Ensuring access to technology is key, particularly amongst disadvantaged students. Lack of access to appropriate technology is a barrier to effective participation in remote learning. We need to be aware of students who may have less access than others and require extra provision/ support.
- Peer interaction provides motivation and improves learning outcomes. Peer marking, modelling, and sharing of work, as well as live discussion and the use of shared forum functions for collaborative learning are all useful strategies to motivate and help progress whilst engaging learners.
- Supporting students to work independently can improve learning outcomes. Using metacognitive approaches to encourage reflection and promote deliberate practice helps learners engage more effectively but also reminds them of key learning and thinking skills.
- Different approaches to blended learning suit different types of subject content and students. Teachers will be supported to reflect on different approaches to remote learning and what will be most effective to deliver their subject content through ongoing CPD.

1.2 **Types of Blended Learning:**

- **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 College and 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 other students. In face-to-face learning, students are held accountable for their progress at the specific time the lesson is taking place, for example, using Assessment for Learning techniques.
- **Online Learning**
The College's platforms for sharing online resources and setting work are Microsoft (MS) Teams and SharePoint. It is expected that all staff now use these cloud-based platforms with students following the implementation of new staff devices in summer 2024. Students are also able to return/submit completed tasks through this platform for feedback from their teachers. It is recognised that a considerable amount of engaging and effective work was set through platforms such as MS Teams and YouTube over the pandemic and the continued use of these platforms and resources is consistent with this policy and to be encouraged.

- **Asynchronous Learning**
Asynchronous learning is learning that does not necessarily happen at the same time for the teacher and the students. There is no real-time interaction at the point students are learning the material; the learning resources are created and made available for students to use later, with assessment and discussion to follow the learning episode. The main features of asynchronous learning are:
 - Resources and activities delivered online, e.g. through MS Teams,
 - These can be in the form of recorded lessons/video instruction/podcasts,
 - Flipped learning would be an example of asynchronous learning - students engage with material before discussions in class.

- **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. This can take place in both physical and virtual classrooms. The main features of synchronous learning are:
 - Paper packs and work booklets,
 - Textbooks,
 - Resources needed for projects, games, and activities, for example, music, art, performance subjects.

Different approaches to blended learning suit different types of departments, subject content, and students. Courses may use a combination of both synchronous and asynchronous learning in both physical and virtual classrooms. Departments are afforded the autonomy to deliver the curriculum in the manner that suits their discipline, with support and quality assurance provided by leaders. Teachers will be supported to consistently reflect on different approaches to remote learning and what will be most effective to deliver their subject content through ongoing CPD.

2. Expectations

- 2.1 The following expectations reflect those in effect for the period of remote learning brought about by the Covid-19 pandemic. Wyke Sixth Form College is not a distance learning provider and therefore does not provide a remote learning offer as part of its current provision. The following sections provide guidance in the unlikely event that this should be necessary as a result of a local, national or international event that prevents face-to-face teaching.

- 2.2 All cohort groups and classes will have their own MS Team established by the central MIS team. This provides a communication channel so that notices and resources can be shared between teachers and students and would enable the class teacher to monitor their own students' engagement and progress in any blended or remote learning.

Teachers should ensure that the title/label of the Team clearly identifies the class, subject and teacher so that students can easily identify and quickly access work. Teachers should not alter the name of these MS Teams without informing the MIS and IT HELPDESK.

Teaching quality is more important than how teaching is delivered, and the principles of effective teaching apply equally to remote, blended and in-person teaching methods. What matters most is that each learning sequence builds on prior understanding.

All learning sequences will include:

- Clear alignment to the curriculum
- An activation task to generate thinking
- Explicit teaching and main theoretical input
- Guidance, practice and tasks
- Micro-assessment/Knowledge checks throughout the learning episode
- Provides some form of wellbeing activity for staff and students.

- 2.3 In the event of partial remote teaching (as in the pandemic), it is expected that students follow their normal timetable for both online and in-person teaching. The time allocated to the lesson will be the same time for both remote and in-person weeks; the curriculum of the subject will determine how each 70-minute lesson is used to the greatest effect. Where appropriate, some students and subject areas may require students to be on site for a higher proportion of time to enable them to deliver the assessment requirements of the course (e.g. performing and visual arts.)
- 2.4 Assessment, challenge, and support must take place during this time. Departments can use this allocated live remote lesson to deliver, assess flipped learning or concentrate on analysis and evaluation. Teachers could also use this slot as breakouts to support different groups of students.
- 2.5 All live remote lessons must be conducted via MS Teams meetings and start on time with a register completion in the first half of the session via the college's registration platform (REMS). If students are engaging in a pre-recorded resource, completing assessment or tasks, teachers must be available for support and challenge when required during the 70-minute lesson.
- 2.6 Students must have their cameras on during the live remote lesson with blurred backgrounds enabled.
- 2.7 Hybrid learning is most successful when staff schedule lessons using the calendar function on MS Teams, ensuring that routines and expectations are communicated clearly to all students. Staff should take care to ensure that they use the functions of MS Teams to control which participants are able to present during online lessons.

- 2.8 Care should be taken when designing a scheme of learning for blended learning to ensure that the mode of delivery matches the tasks set:

Ensure face-to-face learning incorporates (where possible): 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; practical tasks (as/when appropriate); the use of class time to personalise learning.

Ensure (remote) 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 on/reading about a new topic to be introduced; tasks that allow students to practice new skills learnt during face-to-face time in College; note-taking, summarising and formation of questions in preparation for face-to-face time in College.

- 2.9 As with face-to-face learning, it is recommended where possible to break down larger tasks into smaller, manageable amounts of work that is to be completed, with specific timelines for completion of each sub-task. Teachers should consider learning objectives for their learning sequence and ensure that all tasks to be completed (both in lesson and during DIL) allow students to meet these objectives, communicate these objectives and deadlines clearly to all students.
- 2.10 As with face-to-face learning, it is important to 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 MS Teams or department-specific assessment completion method.)

Provide clear instructions for how the work set can be completed. In a hybrid learning model, these instructions can be delivered during face-to-face time with students. However, they should also be available for students to access outside the classroom, either by uploading them to MS Teams or by including them in any paper resources provided.

Consider how videos, podcasts and practical tasks – whether they are produced or otherwise resources by the department - can be used effectively to supplement, complement and assist with the completion of work set.

- 2.11 In the event of extreme events that force the college to close to students, it may be necessary for all teaching to be delivered remotely. It is expected that students follow their normal timetable online and from home. The use of the 70-minute slot will be determined by the department: students may engage in synchronous or asynchronous remote teaching and learning – or a mixture of the two - as best fits the subjects they study. It is expected that each lesson includes some element of live teaching, and departments can decide on the content and

skills covered during this live element to meet the needs of their learners.

The expectations of a live remote lesson will not change and must:

- Be delivered live via the MS Teams platform during the allocated timetable slot
- Have a register taken with attendance marks recorded on the system
- Assess student understanding
- Include a live element that
 - reviews prior learning,
 - checks of understanding of the tasks set,
 - provides some form of wellbeing activity for staff & students.

3. Additional Learning Support

Appropriate care and attention must be given to ensure that remote and blended learning do not serve to disadvantage students with additional needs. The following recommendations ensure that learning is inclusive of all students regardless of mode of delivery:

- Use clear, consistent layouts,
- Use large, clear fonts where possible with uncluttered pages and plain backgrounds,
- Be consistent with where students can access documents and how they should submit work,
- Avoid the use of jargon and acronyms (never assume that students know what things mean),
- Use captioning when presenting or any verbal discussion is taking place,
- Provide exemplar answers and offer scaffolding to access and complete tasks,
- Offer opportunities for one-to-one support and allow time for questions,
- Request bespoke ALS for individual students that need it,
- Liaise with the ALS Department to support and facilitate delivery.

4. Marking, Feedback and Assessment

As per the college's Teaching & Learning Policy, not all submitted written work needs to be 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 and included in the assessment process so that progress is made by each student relative to their starting point. The nature of marking and feedback given will depend on the type of work completed and the method of submission. The College's Teaching & Learning Policy should be used to ensure that the principles of effective feedback are adhered to.

Staff should consider how students can be formally assessed so that progress can be effectively monitored and intervention prescribed where necessary. Self-assessment may be an integral part of a blended learning approach; however,

for this to be effective, students must be able to accurately and confidently self-assess their work and progress. It is therefore essential that clear guidance and expectations relating to this are provided by subject teachers.

4.1 Vocational Formal Assessments

- Remote and blended delivery of teaching for vocational courses should meet the wider College expectations illustrated above. Where this may differ is in relation to the setting, production, and submission of formal assessments.
- Where possible, formal assignments shall be set within face-to-face sessions, but this and any associated deadlines will be publicized using one of the College platforms recommended for this purpose, typically MS Teams.
- Ensure feedback to students on assignments is provided in a timely manner, is in line with the agreed department assessment plan dates and following the timeline recommended by the exam board.
- Ensure that when learners submit work, measures are taken to ensure the work is authentic and has been completed by the learner per the Behaviour Management Policy.
- Should the College need to move to a fully remote teaching experience, teaching teams will endeavour to follow the exam board recommended guidance on formal assessments when setting, submitting and feeding back to learners.
- Where students may be disadvantaged due to remote learning, the College will convene all relevant stakeholders to provide an individual learning plan and action accordingly.

5. Roles and Responsibilities

5.1 Curriculum Directors and Heads of Subject

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate, consistent, and deadlines are being set at an appropriate distance away from each other
- Quality assuring and support teachers to set work for independent learning tasks
- Quality assuring and support teachers to plan for online teaching in live remote lessons
- Monitoring and reviewing the remote work set by teachers in their subject – explain how they will do this, such as through regular meetings with teachers or by reviewing work set
- Alerting teachers to resources they can use to teach their subject remotely
- Encouraging teaching teams to engage in CPD and facilitate conversations

on remote teaching.

5.2 Senior Leadership Team

Alongside any teaching responsibilities, senior leaders are responsible for:

- Approving any changes to mode of delivery in response to local, national and international events that would prevent us from fulfilling our commitment to face-to-face, in person teaching,
- Co-ordinating the remote learning approach across the College,
- Monitoring the effectiveness of remote learning; using staff meetings and giving professional development time,
- Planning and delivering CPD for teachers to be able to deliver blended learning effectively and efficiently,
- Quality assuring and supporting teachers to set work for independent learning tasks,
- Planning and supporting a digital induction at the beginning of the academic year as part of the student induction process.,
- Quality assuring and supporting teachers to plan for online teaching in live lessons,
- Ensuring staff have access to a suitable device in their classroom or, in the event of closure, that staff have a suitable device at home and if not, supplying them with a device during the closure period,
- Ensuring students have access to a suitable device in the event of closure, and if not, looking to supply them with one during the closure period - particularly in the case of disadvantaged students,
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

5.3 IT and MIS:

In addition to their typical role, are responsible for:

- Fixing issues with systems used to set and collect work,
- Helping staff and parents with any technical issues they are experiencing,
- Reviewing the security of remote learning systems and reporting, any data protection breaches to the Data Protection Officer,
- Assisting students and parents with accessing the internet or devices,
- Working with relevant stakeholders in implementing the creation of Teams in September,

5.4 Students and parents

As relevant, students and parents have the responsibility to:

- Be contactable during the College Day – although consider they may not always be in front of a device the entire time,
- Complete work to the deadline set by teachers,
- Seek help if they need it, from teachers or pastoral teams,
- Alert teachers if they are not able to complete work,
- Attend all live remote lessons as per their College timetable,
- Students should have their cameras on and with a blurred background enabled.

6. Training

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

- The effective use of MS Teams: how to navigate MS Teams; how to submit work; how to keep track of tasks/assignments,
- The effective use of self-assessment grids/templates.

During the first half term all students will receive a full digital induction in all their curriculum areas and tutorial. This will help them to support, navigate and familiarise themselves with the MS platform.

The digital induction also enables assessment of digital skill deficiency to inform teachers of future training.

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

- How to efficiently use marking software, e.g. 'Turnitin' tools on MS Teams,
- How to organise MS Teams and classwork into categories: to photograph their work rather than upload a 'Word' document within MS Teams and use notebook,
- How to create a quiz/assignment on MS forms,
- The effective use of PowerPoint, including creating and embedding podcasts and video clips into PowerPoint,
- Use of hyperlinks to bring students from PowerPoint to necessary documents.

6.3 Teachers may use time not spent teaching to:

- Source/create podcasts/videos relevant to schemes of work 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.

7. Monitoring and Review

This policy will be monitored by the Policy Review group. This policy will be reviewed annually.

8. Related College Documents

Documents related to this policy are:

- Teaching & Learning Policy
- Behaviour Management Policy
- Safeguarding Policy
- Data Protection Policy
- Exams Policy
- Non-Examination Assessment Policy

Equality and Diversity

This policy has been reviewed to assure the promotion of equality on grounds of gender, gender reassignment, sexual orientation, race, religion or belief, disability, age, marriage and civil partnership, and pregnancy and maternity. The review deemed it to be compliant with the College's Equality and Diversity Policy.

General Data Protection Regulations

This policy has been reviewed and is compliant with the General Data Protection Regulations and the College's Data Protection Policy.

Appendix 1 - Equality Impact Assessment

Policy, procedure, practice or strategy:	Blended Learning Policy		
Role responsible:	Assistant Principal – Teaching, Learning and Assessment	Date:	February 2025
Briefly describe the aims, objectives & purpose of this policy, procedure, practice or strategy.	The aim of this policy is to consider the practical implementation of blended learning across several eventualities in order to ensure that students, teachers, parents and other stakeholders are clear about expectations and responsibilities.		
	Please ensure the following characteristics are considered when assessing the questions below along with any others you feel to be relevant: Gender, Sexuality, Transgenderism, Age, Race, Religion/belief, Disability, Marital/Civil partnership status, Pregnancy or maternity. Responses may be based on learner and staff data, complaints, feedback, research, student/staff surveys and/or professional judgement.		
Is there potential, or opportunity that the proposed policy, procedure practice or strategy will affect any groups adversely (including possible discrimination)? Please include any equality concerns expressed during consultation.	<p>No, all students considered when writing the policy to make sure no possible discrimination against any groups of students.</p> <p>Equality concerns could include disadvantaged students regarding access; however, the college has a full process on support and guidance to eradicate this.</p> <p>Equality concerns could include social, emotional and mental health, sensory or physical, cognition, communication and interaction. Students with HLS support will be considered in any eventuality and teaching staff are encouraged to work with ALS team to support students in all eventualities.</p>		
Is there potential for, or evidence that the proposed policy, procedure or practice either promotes or fails to promote equality of opportunity for all and good relations between different groups?	Yes promotes		
If any action is required as a result of this screening exercise please note them, along with any mechanisms for reviewing the impact of the policy, procedure or practice.	Review would be needed in a full college closure		