



Distance and Blended Learning Policy 2020

To inspire, challenge and transform lives.

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 parts of the College. Consequently, Hugh Baird College will continue to provide engaging, exciting and challenging learning opportunities, both in College and at home. 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-College and at-home learning, allowing students to make progress while staff workload remains manageable.

1. 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].¹ (H, 2004) At Hugh Baird College 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.

(H, 2004)

2. Scope

This policy applies to all teaching, learning support and achievement staff at Hugh Baird College

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 work collaboratively. 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 Assessment for Learning 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 College’s platform for sharing online resources and setting work will be Teams. 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 YouTube. The continued use of these platforms is consistent with this policy and to be encouraged.

4.Responsibilities

<p>Leadership The role of the Senior Leadership Team is to: is to:</p>	<ul style="list-style-type: none"> ● lead and support the divisions (H, 2004) 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. ● develop, monitor and evaluate the whole College 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
--	---

	<p>effectively; which is in line with the Internal Technology Enhanced Learning Policy</p> <ul style="list-style-type: none"> ● ensure accountability of the blended and distance learning process, through departmental self -evaluation.
<p>The role of the Subject Leader</p>	
	<ul style="list-style-type: none"> ● research, trial and develop excellent practice and new innovation, using varied strategies for blended and distance learning; and informally; ● provide a forum for colleagues to discuss, trial and implement strategies to: improve the quality of blended and distance learning; share good practice; develop ideas; and, reflect on teaching and learning; ● work towards helping to create a proactive College culture where the quality of blended and distance learning is openly observed, discussed, challenged and enhanced within a supportive and non-judgemental environment; ● promote high quality blended and distance learning.
<p>Teachers</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; <ul style="list-style-type: none"> ● 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 College's Marking and Feedback Policy; ● carefully monitor students' work completion and deadline compliance;

	<ul style="list-style-type: none"> ● 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. ● ensure all students have access to a device to access their learning
Students	<ul style="list-style-type: none"> ● record tasks set at the end of each face-to-face lesson in College, noting the due date for completion; ● dedicate appropriate time to distance learning, in order to complete the tasks, set by the due date; ● check Teams for information on tasks, assignments and resources daily, throughout the College week; <ul style="list-style-type: none"> ● 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;

5. General Guidelines and Expectations

The Education Endowment Foundation, in its report on distance learning during closure highlights the following: **(2)**

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:

Guidance for Teaching Staff – Using Teams and camera technology for Hybrid/Split deliver

*When referring to Teams we mean your course/class Team

What is expected

- Students are aware of the [behaviour policy](#) for remote learning
- Students install the Teams app on their own phone or device (where possible)
- Quality Officer for e learning is added as an owner on the Team along with the appropriate manager
- [‘Insights’](#) is installed onto your Team so you can track your students’ engagement.
- Learning resources are available for learners on Teams in a timely manner.
- All Students are contacted on Teams before the scheduled class to provide the following information
 - Time video call will begin (for remote),
 - Any prior work completed or resources ready for the session.
 - Ideally, have your session objectives and any expectations or specific instructions for learners on Teams before the session" e.g. Have your cameras on and the task from last week ready to present online.
- Where mirrored teaching has been chosen as the mode of delivery classes should be streamed in their entirety when practical to do so. As a minimum however, you should speak to students at beginning of the class, ensure they are okay and have what they need to complete tasks. After this you can present/demonstrate content and/or instruct your learners to do tasks or activities, give students a time frame for the activity/s to be completed (within class time) and get students back on the call to share the task they have completed either in posts, assignments, OneNote, Padlet, etc. You should be available to all learners during this time. You can however stream the whole lesson if appropriate, e.g. group presentations, role plays etc.

Good Practice

- Presentations/demonstrations can be recorded if you wish. This can be extremely useful for revision or if students have missed your class.
- Think how the camera can be used to enhance your lesson, for example, do you need to model or physically demonstrate content. USB cameras may not be available for every lesson so sharing arrangements within the department may be required.
- [Good Practice for HE](#) , [other inspirations](#), [Remote teaching and learning resources from Microsoft Education](#)

What is not expected

- All aspects of the Teams call will be recorded.
- That you are available 24/7 for students to contact you via Teams/Chat. You should tell your students when you will respond to messages and set up your quiet hours on Teams mobile app (if students are asking a content related question, employing the [3 before me](#) method that supports peer to peer and independent learning, may be useful)

Bibliography

1.H, G. D. (2004). Blended Learning: uncovering its tranformative power in higher education.

2. <https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely/> Accessed 10/11/2020