

# Cantonian High School

## Ysgol Uwchradd Cantonian



THE BEST FROM EACH  
SUCCESS FOR ALL

## Blended Learning Policy

December 2020

This policy was adopted by Governors 10 December 2020

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## Introduction

Cantonian High School recognises the need for a flexible approach to teaching and learning which can be quickly adapted to rapidly changing circumstances.

Blended Learning – an integrated learning experience where face-to-face and online teaching complement each other – is a powerful tool for continuing to deliver education in uncertain times and as technology becomes more and more integrated into our daily lives, can give learners a more diverse and engaging experience.

## Aims

1. To outline Cantonian High School's approach to blended learning
2. To ensure that blended learning delivery meets the guidelines set by any awarding organisations
3. To ensure that assessment methodology is valid and does not disadvantage any group or individual learners.

## Common Language

**Distance Learning** – allows learning experiences to happen from just about anywhere and may or may not involve a digital device and internet connection. This supports the well-being of all learners, including a choice of learning opportunities for social, physical and emotional development, and tasks to promote their resilience. It allows individuals to learn when and where it is more convenient for them. Equitable distance learning does not have to mirror learning as it normally does in school.

**Digital Learning** – any instructional practice that effectively uses technology to strengthen a learner learning experience. Additionally, digital learning can be used for professional learning opportunities for teachers and to provide personalised learning experiences for learners.

**Online Learning** – education that takes place over the internet. It is one type of 'distance learning'.

**Synchronous Learning** – teaching where the teacher delivers online live lessons.

**Asynchronous Learning** – where teaching materials are provided and learners work through them in their own time. This could include a variety of media, including audio and video clips.

**Distance Assessment** – allows assessment to be carried out remotely so learners can still be assessed when traditional methods are unfeasible.

## **What is Blended Learning?**

'Blended Learning' is a mix of face-to-face teaching, asynchronous learning and synchronous learning. The face-to-face delivery that takes place should complement the other aspects by using the strengths from each mode of delivery. Within the context of Cantonian, it is understood that the majority of learning will be undertaken through face-to-face and asynchronous learning. Live lessons could be undertaken with whole classes when year groups are isolating. For the purpose of simplicity and so that learners understand the difference in concepts, any learning done in school will be referred to as face-to-face and any learning that is expected to be done at home will be referred to as distance learning.

## **Planning for 'Blended Learning'**

Blended Learning should:

- Ensure continued and effective educational provision for ALL learners, providing a broad and balanced curriculum
- Exploit the benefits of each type of learning, face-to-face or distance learning, taking into account the best place to deliver direct instruction and feedback
- Make best use of face-to-face teacher time
- Develop resources to suit different ages groups with different approaches to suit different subjects and areas
- Take into account our school context and any barriers faced by learners

When planning, the following strategic questions will be considered:

- What is the role of the teacher?
- How do learners receive feedback?
- What opportunities are there for groups of learners to be supported with specific tasks?
- Do learners (and their parents or carers) know how to access support and when teachers are available to provide it?

## **School-Based Face-to-Face Lessons**

Face-to-face lessons are 'learning springboards' where the most difficult or important knowledge and skills are delivered, then reinforced, consolidated and tested in followed-on distance lessons. Lessons are structured to follow our usual process of Connect and Engage, Explain and Model, Process and Demonstrate, and Review and Improve phases. This method of teaching is consistently applied and will be built into distance learning lessons.

## **Distance Learning Lessons**

Distance learning lessons will be planned carefully to support, enhance and reinforce the core learning in school-based face-to-face lessons. Pupils will have a clear module overview so that they understand where the face-to-face learning and distance learning lessons sit and lessons will be structured to follow our usual process.

## **Live Video Lessons**

Live video lessons maybe used to support pupils if whole classes are off in order to allow them to ask questions to support their learning. The following principles will be adhered to:

- The school will provide training to any member of staff who wishes to engage with live lessons
- All live lessons will only be carried out on a school device and through Microsoft Teams
- Any live lessons will be agreed with Subject Area Leaders and the Senior Leadership Team
- For safeguarding reasons, any live stream lessons will be recorded. A recording of a lesson will not be shared with other staff. As live stream constitutes personal data, parents/carers must give written consent that their child can partake
- The school will establish live learning protocols, which is designed to confirm the roles and responsibilities of all parties concerned

## **Distance Assessment**


Distance assessment may be carried out when traditional methods are unfeasible. In each case, the school will ensure:

- We have policies, processes and structures that reflect the blended learning and distance assessment models of assessment
- Teaching/delivery staff are timetabled to support blended learning when learners are working remotely
- We have a process to manage feedback on assignments, and questions are constructively supported, and feedback is provided in a timely manner, if not in the classroom environment
- The setting of assignments is undertaken in the face-to-face sessions and that deadlines are clear where possible
- We have provided staff training and implemented measures to prevent and detect any instances of malpractice which may arise due to the different delivery/assessment methods chosen
- When learners submit work, we can provide evidence to ensure that the work is authentic and has been completed by the learner
- 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.

Where distance assessment is not possible, the school will consult awarding organisations for advice.

## Review

This policy will be reviewed on an annual basis, or earlier as situations arise and evolve.

Agreed by Headteacher: 

Agreed by Chair of Governors: 

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