



Blended Learning Policy

Hathaway Academy - Blended Learning Policy 2020

Hathaway Academy is committed to providing uninterrupted curriculum provision for all students whether learning takes place in the Academy, remotely or a combination of the two.

This policy should be read in conjunction with our Curriculum Policy.

Background

Following the March 2020 school closures as a result of the Covid-19 pandemic, this policy has been written to ensure the on-going education of Hathaway students under unusual circumstances. This policy aims to future-proof against closure while also covering the on-going education of students who cannot be in the Academy but are able to continue with their education while the Academy remains open.

In line with DfE guidance, Remote Learning means Hathaway staff will:

- Set assignments so that students have meaningful and ambitious work each day in a number of different subjects in line with their timetable.
- Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.
- Provide frequent, clear explanations of new content, delivered by a teacher in the Academy or through high-quality curriculum resources and/or videos.
- Gauge how well students are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work.
- Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure students' understanding.
- Plan a programme that is of equivalent length to the core teaching students would receive in the Academy, ideally including daily contact with teachers.

Curriculum provision will vary dependent on the Academy's ability to remain open to all or some students or in the event of a full closure. Where the Academy is forced to close to all students, face to face provision will continue for vulnerable students and the children of key workers wherever practicable.

All details of the Academy's policy on staff responsibilities in terms of curriculum delivery, in the case of closure or partial closure, are covered in Appendix 1 ***Hathaway Academy Blended Learning Action Plan: Staff*** and Appendix 2 ***Hathaway Academy Blended Learning Action Plan: Parents/Carers and Students***

Whether working in the Academy or remotely all other Academy policies and procedures will continue to apply. Where amendments are required or made these will be set out in addendums which will be made available along with the original policies and procedures. In the event of COVID 19, information will be made available via a dedicated area on the Academy website.

Hathaway Academy will be proactive in ensuring:

- Staff have access to Microsoft Teams for classes and that these are set up
- Students within classes have access to the relevant Microsoft Team

- Students will receive Teams refresher sessions in lessons for KS3 and KS4
- Staff are familiar with the main functions of Microsoft Teams
- Staff have the ability to host a Teams Meeting (video and/or audio) with their classes either from their classrooms or from home
- Parents/carers and students are made aware in advance of the arrangements in place for the continuity of education
- IT devices will be provided to students who do not have access at home (where possible at all times but at the very least when a student is required to work from home. Where this is not possible suitable alternative provision which does not require IT access will be put in place.)

Below are details of any specific requirements set out by the exam boards used at Hathaway. In order to ensure all students can achieve success, Hathaway Academy will comply fully with the requirements set out below.

BTEC

Definitions

Blended Learning is defined by Pearson as follows: blended learning is a formal approach to education that creates an integrated learning environment where face-to-face and online teaching and learning become complementary, with the purpose of giving learners a more diverse and engaging learning experience.

Distance Learning as defined in our Distance Learning and Assessment Policy is as follows: Learners recruited and enrolled online and study independently using virtual learning environments - for example via online courses, posted resources, and telephone support. Please note that prior approval is needed from Pearson prior to distance learning delivery.

Aim:

1. To ensure that blended learning delivery meets the guidelines set by the awarding organisation.
2. To ensure that assessment methodology is valid, reliable and does not disadvantage any group or individual learners.

In order to do this the centre will:

- Ensure that teaching/delivery/assessment staff are timetabled to support blended learning when learners are working remotely
- 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 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 Pearson Centre Agreement.

The full Pearson guidance on blended learning can be found here:

[BTEC-Distance-and-Blended-Learning-approaches-during-COVID-19-period.pdf](#)
Specific Guidance

Where you decide to adopt distance assessment as part of a blended learning approach, we expect you to have carefully considered the points below so that you are able to confidently state 'Yes' in response to each point below:

- 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 the face-to-face sessions and that
- 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
- 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.

Appendix 1 - Blended Learning Action Plan: Staff

Tier	Actions for Tier Implementation	Advance Preparation Required
1. Fully Open	<p style="text-align: center;"><i>Normal timetable</i></p> <ul style="list-style-type: none"> • Students in lessons as normal • IT and Character and Resilience lessons for all students to cover how to use TEAMS in preparation for remote learning. • TEAMS used at least once by all faculties in the first half term to share resources/materials for a lesson/s to establish expectation and routine • Online marking (TEAMS, Seneca) used where possible to give feedback to students • Lessons to be added to TEAMS weekly as standard (students will access these if they are self-isolating with no further action required by class teachers) Faculty Leaders will lead on this and give specific details to their teams. 	<ul style="list-style-type: none"> • Online and computer access audit of staff and students COMPLETE • Teams set up for all classes/year groups COMPLETE • TEAMS training for staff (Guide and opt-in session) PLANNED • Teams training for all students COMPLETE • Guide for parents/Carers/Students PLANNED • Usernames/passwords for all services shared with parents/carers and students COMPLETE • Send Blended Learning Action Plan to all Staff and Parents/Carers and upload on Hathaway website PLANNED
2. Partial Closure (to a Year Group/s)	<p style="text-align: center;"><i>Normal timetable</i></p> <ul style="list-style-type: none"> • Affected year group/s provided with emergency work pack (paper copies) on leaving the Academy • Lessons added to TEAMS weekly as standard to be used. Teachers to monitor class performance • Paper copies provided to those without IT access • Feedback and marking electronically to meet normal Academy expectation • Priority to remain in the Academy where partial closure is due to staff absence and not a positive case in a class/year group: Year 11, Year 7, Year 10, Year 8, Year 9 	<ul style="list-style-type: none"> • Laptop and Wifi provision for identified students PARTIALLY COMPLETE • Paper based work packs for immediate closure PLANNED • Paper-based provision provided to identified students AT TIME • School Communication to parents/carers of year group/s affected with instructions regarding access and provision TO DO • Upload guidance and instructions to the website PLANNED
3. Rota for year groups	<p style="text-align: center;"><i>Normal Timetable for those in the Academy</i></p> <ul style="list-style-type: none"> • Normal timetable for year groups in the Academy • Online/home learning for year groups not in the Academy using Teams • Live Q and A sessions (up to 30 mins) offered as a support option by teachers for their classes during the 'out of Academy' learning period • The use of narrated PPTs to support work set • Feedback and marking electronically to meet normal Academy expectation 	<ul style="list-style-type: none"> • Cover plan produced with staffing and rooming for those working in the Academy (normal teachers where possible, subject specialists re-deployed where possible prioritising exam year groups) AT TIME • Live lesson schedule put in place (following normal timetable) where possible but at least live Q and A support sessions. PLANNED

4. Full closure	<p style="text-align: center;"><i>Timetable disbanded</i></p> <ul style="list-style-type: none"> • Vulnerable and Key Worker students only in the Academy • Online/home learning for all classes using TEAMS - Live sessions. Registers taken to monitor access and plan follow up/intervention • The use of narrated PPTs to support work set • Feedback and marking electronically to meet normal Academy expectation • Pastoral support plan in place – wellbeing calls 	<ul style="list-style-type: none"> • Rota produced with staffing and rooming AT TIME (with some pre-planning) • Class teachers (Led by Co-ordinators) coordinate work for classes. AT TIME (with some pre-planning) • Live lesson schedule put in place (following normal timetable) where possible but at least live Q&A support sessions. AT TIME (with some pre-planning)
What to do if...	You do not know your Office 365 password	<ul style="list-style-type: none"> • Email help@hathawayacademy.attrust.org.uk or phone 01375 371361
	You do not understand the work set	<ul style="list-style-type: none"> • Email your teacher who will respond either via email, telephone or through Teams • Join a live Q and A session for the subject so you can ask questions/clarify the instructions • If you are supported by the SEND Team – email them to ask for help • Complete the paper-based work you took home to keep you going
	You need to share a device with other family members	<ul style="list-style-type: none"> • Work out a rota with your parents/carers to try and access live sessions as much as possible • Schedule your day so you can watch recorded sessions and then complete the tasks/work when you can • Complete the paper-based work you took home to keep you going • Read as much as you can
	You cannot remember your passwords	<ul style="list-style-type: none"> • Use the guidance in your planner • Contact your class teacher by email • Email help@hathawayacademy.attrust.org.uk or call 01375 371361
	You are not sure if you should be attending the Academy or not	<ul style="list-style-type: none"> • Check the Hathaway website • Call 01375 371361
	You are struggling with your emotional wellbeing or mental health	<ul style="list-style-type: none"> • Use the resources on the Hathaway website • Contact the services identified on the website • Email your tutor or help@hathawayacademy.attrust.org.uk

		<ul style="list-style-type: none">• Email the member of staff you feel most able to talk to• Talk to the person who calls to check on your emotional wellbeing and academic progress
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Appendix 2 - Blended Learning Action Plan: Parents/Carers

Tier	Actions for Tier Implementation
1. Fully Open	<p><i>Normal timetable</i></p> <ul style="list-style-type: none"> • Students are expected to attend lessons as normal • IT lessons for all students will cover how to use TEAMS in preparation for remote learning • The use of online sites: TEAMS, Seneca, Hegarty maths used where possible • Lessons will be added to TEAMS weekly by all subjects. Students have teams set up for each class they are in. They should access their work here if they are self-isolating.
2. Partial Closure (to a Year Group/s)	<p><i>Normal timetable</i></p> <ul style="list-style-type: none"> • The affected year group/s will be provided with an emergency work pack (paper copies) on leaving the Academy • Lessons will be added to TEAMS weekly by all subjects. Students have teams set up for each class they are in. They should access their work here. • Paper copies will be provided to those students without IT access and where we have not been able to support with a device • Priority to remain in the Academy where partial closure is due to staff absence and not a positive case in a class/year group: Years 11, Year 7, Year 10, Year 8, Year 9. This is based on examination year groups and age.
3. Rota for year groups	<p><i>Normal Timetable for those in the Academy</i></p> <ul style="list-style-type: none"> • Normal timetable for year groups in the Academy • Online/home learning for year groups not in the Academy using TEAMS. • The use of narrated PPTs to support work set
4. Full closure	<p><i>Timetable disbanded</i></p> <ul style="list-style-type: none"> • The Academy will remain open to Vulnerable and Key Worker students only in the Academy • Online/home learning for all classes using Teams - Live sessions. Registers taken to monitor access and plan follow up/intervention • The use of narrated PPTs to support work set • Feedback and marking electronically to meet normal Academy expectation • Pastoral support plan in place – wellbeing calls

What to do if...	You do not know your Office 365 password	Email or help@hathawayacademy.attrust.org.uk phone 01375 371 361
	You do not understand the work set	<ul style="list-style-type: none"> • Email your teacher who will respond either via email, telephone or through Teams • If you are supported by the SEND Team – email them to ask for help • Complete the paper-based work you took home to keep you going
	You need to share a device with other family members	<ul style="list-style-type: none"> • Work out a rota with your parents/carers to try and access live sessions as much as possible • Schedule your day so you can watch recorded sessions and then complete the tasks/work when you can • Complete the paper-based work you took home to keep you going • Read as much as you can
	You cannot remember your passwords	<ul style="list-style-type: none"> • Use the guidance in your planner • Contact your class teacher by email • Email help@hathawayacademy.attrust.org.uk or call 01375 371361
	You are not sure if you should be attending the Academy or not	<ul style="list-style-type: none"> • Check the THA website • Call 01375 371361
	You are struggling with your emotional wellbeing or mental health	<ul style="list-style-type: none"> • Use the resources on the Hathaway website • Contact the services identified on the website • Email your tutor or help@hathawayacademy.attrust.org.uk • Email the member of staff you feel most able to talk to • Talk to the person who calls to check on your emotional wellbeing and academic progress