



The  
Portsmouth Academy

## **Blended Learning Policy**

### Aims:

- To ensure that blended learning (a style of education in which students learn via electronic and online media as well as traditional face-to-face teaching.) delivery meets the guidelines set by the awarding organisation.
- To ensure that assessment methodology is valid, reliable and does not disadvantage any group or individual learners.

### In order to do this The Portsmouth Academy 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 exam board regulations.

### Responsibilities

#### The role of the Senior Leadership Team is to:

- develop, monitor and evaluate the whole school strategy for blended and distance learning;
- communicate with, and provide support to, departments, staff, pupils 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

#### The role of the Subject Leader is to:

- lead and support the department in the design and development of high-quality blended and distance learning experiences for pupils, 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 pupils 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.

#### The role of the teacher is to:

- 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 pupils, in accordance with departmental plans;
- plan and deliver blended and distance learning experiences for all pupils, including those with additional learning needs, taking into account Individual Development
- Plans and ensuring that pupils' needs are fully catered for;
- carefully monitor pupils' work completion and deadline compliance;
- communicate with pupils and parents, as appropriate, as per the Behaviour and Discipline Policy, to ensure engagement and progress with the blended and distance learning experience.

For a blended learning approach to be effective, it is of critical importance that all pupils engage with the process. Therefore, pupils 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 pupils to balance work completed in school and at home.

We expect that all pupils will engage with this approach to teaching and learning and exceptional levels of engagement can be celebrated by departments in already established ways. It needs to be made clear to pupils that work is not "optional" and we expect tasks to be completed. Clear deadlines should be set to give pupils an explicit understanding of what is required, by when.

If pupils do not engage appropriately, our normal procedures, as outlined in the School's Behaviour and Discipline Policy, will apply. However, we must recognise that pupils 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 - Achievement Team - SLT) should be used as necessary. Communication with pupils in school and with parents at home will be an important way of addressing these issues. If a pupil still fails to engage, then the usual procedures within the Behaviour Policy will be followed.