

Blended Learning Policy

Fairfax Multi-Academy Trust

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FMAT Blended Learning Policy

Blended Learning blends a digital type of education in which students learn via electronic and online media as well as traditional face-to-face teaching. Universities have used this model for a number of years, with good results.

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1. Statement of intent

- 1.1. At Fairfax Multi-Academy Trust (FMAT), we understand the need continually to deliver high quality education, including during periods of remote working – whether for an individual student or many. We recognise the importance of maintaining high expectations in all areas of academy life and ensuring that all students have access to the learning resources and support they need to succeed.
- 1.2. This policy aims to address the key adjustments associated with blended remote working, such as training for staff, online safety, access to educational resources, data protection, and safeguarding.
- 1.3. Each academy has its own remote learning strategy on their academy website; this is where they specify their remote learning offer in more detail.
- 1.4. As outlined in the Government's expectations for schools to provide remote education for all students of compulsory school age, the Fairfax Trust academies will:
 - 1.4.1. Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations.
 - 1.4.2. Give access to high quality remote education resources.
 - 1.4.3. Select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use.
 - 1.4.4. Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access.
 - 1.4.5. Recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum.
- 1.5. When teaching pupils remotely, we expect our academies to:
 - 1.5.1. Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects



- 1.5.2. 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.
- 1.5.3. Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos.
- 1.5.4. Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks, and set a clear expectation on how regularly teachers will check work.
- 1.5.5. 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 pupils' understanding
- 1.5.6. Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.
- 1.5.7. This policy makes reference to the following FMAT policies:
 - Staff Code of Conduct
 - Child Protection and Safeguarding Policy and Covid 19 safeguarding addendum
 - GDPR and Data Protection Policy.

2. Training for staff

- 2.1. All staff will be provided with the appropriate training to ensure they are competent and confident.
- 2.2. The FMAT Digital Strategy Group review a range of resources and make recommendations to ensure staff have access to the best equipment and resources.
- 2.3. Each academy has Digital Champions, who want to share their expertise with their colleagues and help all become more confident and competent in teaching digitally.



3. Responsibilities of staff

- 3.1. Staff members are responsible for:
- 3.1.1. Reporting any health and safety incidents to the Trust Estates Team and asking for guidance as appropriate.
 - 3.1.2. Reporting any safeguarding incidents to the DSL and asking for guidance as appropriate.
 - 3.1.3. Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
 - 3.1.4. Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the Head of Academy.
 - 3.1.5. Reporting any defects on academy-owned equipment used for remote learning to an ICT technician.
 - 3.1.6. Adhering to the **Staff Code of Conduct** at all times.

4. Teaching model

- 4.1. We are promoting the model below as a teaching model in the Trust:
- 4.1.1. **Teacher Explanation:** We will continue to need high quality explanations of new, and often, challenging content. Whether this be in a 'normal' classroom, or a narrated PowerPoint, use of a recorded lesson, by the class teacher, or lead teaching in the faculty or something like an Oak Academy lesson or on Show my Homework. This will allow the students to have regular and highquality input whether they are in school or not.
 - 4.1.2. **Modelling:** Students have always needed models to be able to access, and make sense of the information, and again we will continue to give students access to high quality models where the features that make this high quality are explained and highlighted to learners.



- 4.1.3. **Deliberate Practice:** Students will have opportunities to apply and practice what they have learnt and can do this at home or in lesson, they will have regular and extended opportunities to practise. In addition to extended practice students will have regular low stakes testing of knowledge via the normal platforms, such as quizzes in Do Now, or on Microsoft forms or SMHW.
- 4.1.4. **Feedback:** In recently years, our schools have promoted live feedback in the lessons, in the post-COVID-19 world this may not be possible so staff will look for alternate and creative ways to provide regular and rapid feedback. This may be after the lesson or via email, we will continue to work on the basis that students need high quality and specific feedback to improve. As we would normally expect, this would then feed into the next learning cycle.
- 4.1.5. **Assessment:** The Trust has taken into account teacher workload and will review regularly. The focus of assessment with remote learning is formative assessment, providing feedback to support students' learning.

5. Learning materials

- 5.1. For the purpose of providing remote learning, the academy may make use of:
- 5.1.1. Work booklets
 - 5.1.2. Email
 - 5.1.3. Past and mock exam papers
 - 5.1.4. Online learning portals
 - 5.1.5. Educational websites
 - 5.1.6. Reading tasks
 - 5.1.7. Live webinars
 - 5.1.8. Pre-recorded video or audio lessons



6. External Assessment of students' work

- 6.1. The Quality Assurance processes in the academy regarding external assessment of students' work aim:
- 6.1.1. To ensure that blended learning delivery meets the guidelines set by any awarding organization for external assessment.
 - 6.1.2. To ensure that assessment methodology is valid, reliable and does not disadvantage any group or individual learners.
- 6.2. In order to do this each academy in the Trust will:
- 6.2.1. Ensure that teaching/delivery/assessment staff are timetabled to support blended learning when learners are working remotely
 - 6.2.2. Ensure there is a process to manage feedback on assignments, questions are constructively answered, and feedback is provided in a timely manner
 - 6.2.3. Ensure the setting of assignments is undertaken in the face-to-face sessions and that deadlines are clear
 - 6.2.4. Ensure that when learners submit work measures are taken to ensure the work is authentic and has been completed by the learner
 - 6.2.5. Maintain and store securely all assessment and internal verification records in accordance with Centre Agreements with awarding bodies

7. Interaction with students or teaching remotely

- 7.1. This section of the policy will be enacted in conjunction with the trust **Child Protection and Safeguarding Policy** and **Covid 19 safeguarding addendum**
- 7.2. Where staff are using recorded video to deliver remote learning they should:
- 7.2.1. Wear suitable clothing.
 - 7.2.2. Be situated in a suitable 'public' living area within the home with an appropriate background –



'private' living areas within the home, such as bedrooms, are not permitted during video communication. A blurred virtual background should also be used.

7.2.3. Use appropriate language – this includes others in their household who may be heard within the background of the call.

7.2.4. Maintain the standard of behaviour expected in the academy at all times.

7.2.5. Use the necessary equipment and recommended computer programs as intended.

7.2.6. Any video conferencing should take place using trust-approved software such as Microsoft Teams. For any other software applications staff should contact ICT Helpdesk for further guidance.

7.2.7. Not record, store, or distribute video material without permission.

7.3. Where staff and students are using live video conferencing to deliver/participate in remote learning they should:

7.3.1. Communicate in groups only – one-to-one sessions are not permitted.

7.3.2. We recommend that student audio is muted on arrival to any remote lessons and that video is disabled at the start of the session. Once the lesson begins staff may instruct the class to have their video on.

7.3.3. Wear suitable clothing – this includes others in their household.

7.3.4. Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms, are not permitted during video communication. A blurred virtual background should also be used.

7.3.5. Use appropriate language – this includes others in their household who may be heard within the background of the call.



- 7.3.6. Maintain the standard of behaviour expected in the academy at all times.
- 7.3.7. Use the necessary equipment and recommended computer programs as intended.
- 7.3.8. Any video conferencing should take place, preferably using trust-approved software such as Microsoft Teams. Zoom is also approved for attending meetings. For any other software applications staff should contact IT Helpdesk for further guidance.
- 7.3.9. Not record, store, or distribute video material without permission.
- 7.3.10. Ensure they have a stable connection to avoid disruption to lessons.
- 7.3.11. Always remain aware that they are visible.

7.4. Where staff and students are in direct audio communication in relation to remote learning they should:

- 7.4.1. Use appropriate language – this includes others in their household who may be heard within the background of the call.
- 7.4.2. Maintain the standard of behaviour expected in the academy at all times.
- 7.4.3. Use the necessary equipment and computer programs as intended.
- 7.4.4. Any audio communication should take place using trust approved software such as Microsoft Teams, Zoom and Showbie. For any other software applications staff should contact the IT Helpdesk for further guidance.
- 7.4.5. Not record, store, or distribute audio material without permission.
- 7.4.6. Ensure they have a stable connection to avoid disruption to lessons.



7.4.7. Always remain aware that they can be heard.

8. Safeguarding

- 8.1. This section of the policy will be enacted in conjunction with the Trust's **Safeguarding and Child Protection Policy.**
- 8.2. The academy will identify 'vulnerable' students (students who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.
- 8.3. The academy will arrange for regular contact to be made with vulnerable students, prior to the period of remote learning.
- 8.4. Phone calls made to vulnerable students will be made using academy phones where possible. Where this is not possible it is essential that the identification of the caller is withheld.
- 8.5. The DSL will arrange for regular contact with vulnerable students as deemed appropriate following local and national guidance.
- 8.6. All contact with vulnerable students will be suitably stored in line with the Safeguarding and Child Protection Policy.
- 8.7. The DSL will keep in contact with vulnerable students' social workers or other care professionals during the period of remote working, as required.
- 8.8. Home visits must not be undertaken. In exceptional circumstances doorstep visits may be undertaken in line with the guidance issued during the CV 19 pandemic.
- 8.9. Vulnerable students will be provided with a means of contacting their academy. This arrangement will be set up by the academy prior to the period of remote learning.
- 8.10. The DSL should meet (in person or remotely) with the relevant members of staff once per week to discuss new and current safeguarding arrangements for vulnerable students learning remotely.
- 8.11. All members of staff will report any safeguarding concerns to the DSL immediately.



9. Protecting children working online and remotely

- 9.1. It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the FMAT Child Protection and Safeguarding Policy and where appropriate referrals should still be made to children's social care and as required, the police.
- 9.2. Academies recognise that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers. Teachers across Fairfax Multi-Academy Trust need to be aware of this in setting expectations of students' work where they are at home
- 9.3. Online teaching should follow the same principles as set out in the FMAT Code of Conduct.
- 9.4. The academy senior leaders, along with the Trust's Data Protection Officer (DPO) will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

10. Data protection

- 10.1. This section of the policy will be followed in conjunction with the Trust's GDPR and Data Protection Policy.
- 10.2. Staff members will be responsible for adhering to the GDPR when teaching remotely and will ensure the confidentiality and integrity of their devices at all times.
- 10.3. Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.
- 10.4. Any data that is transferred between devices will be suitably encrypted or have other data protection measures in place so that if the data is lost, stolen, or subject to unauthorised access, it remains safe until recovered.
- 10.5. Parents' and students' up-to-date contact details will be collected prior to the period of remote learning.



- 10.6. All contact details will be stored in line with the Data Protection Policy and retained in line with the FMAT Retention Schedule.
- 10.7. The academy will not permit paper copies of contact details to be taken off the academy premises.
- 10.8. Students are not permitted to let their family members or friends use any academy-owned equipment which contains personal data.

