



Blended Learning Policy 2020

MCA 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 ongoing education of MCA students under unusual circumstances. This policy aims to future-proof against closure while also covering the ongoing 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 MCA 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 ***Mildenhall College Academy Blended Learning Action Plan: Staff*** and Appendix 2 ***Mildenhall College 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.

MCA 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 MCA. In order to ensure all students can achieve success, MCA 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.