**POLICY: Blended Learning Policy**

Approval required by: SMT Y Governing Body N

SLT Lead: Vice Principal Quality

Responsible Manager: Assistant Principal for Teaching and Learning

Date approved: June 2023

Date to be reviewed: June 2024

Relevant to: Learners Y Staff Y

 Visitors N

Relevant to: All learners Y

 16-18 Vocational Y Sixth Form Y

 Higher Education Y Adults Y

Apprenticeships Y 14-16 Y

Other Y …………………………..

Relevant to: All staff N

 Board N Y

Managers Y

 Teaching staff Y Support staff Y

Accessible to Learners Y Staff Y

Friendly version Learners N Staff N

EQIA required N

**Significant changes to policy**

New Policy

**Impact of changes**

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**SCOPE AND PURPOSE**

The purpose of this policy document is to provide guidance on the intention, implementation and regulation of blended teaching, learning and assessment approaches across the College and ITS (From this point forward referred to as the college). The policy applies to all staff involved in planning, delivery, assessment and monitoring of blended learning provision and relates to all awarding organisations and partners associated with qualifications delivered by Barnsley College.

**Definition**

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. Blended learning meets the needs of learners such as anxiety and accessibility.

**Our aims for Blended Learning Excellence in Education:**

1. To deliver excellent teaching, learning and assessment in ways that ensures the safety of learners and staff and enhances the quality of education.
2. Design and deliver outstanding content and activities to stimulate, engage and support learners, in an inclusive and flexible environment.
3. To ensure that blended learning delivery is excellent and exceeds the guidelines and regulations set by the awarding organisation, funding agencies and partners.
4. To ensure staff support all learners by recognising and planning for the digital divide and digital poverty within sessions.
5. To ensure that assessment methodologies are valid, reliable, and do not disadvantage any group or individual learners or apprentices.

**Core Priorities for 2020-2023**

1. Teaching staff will be confident to deliver sessions in a variety of ways using a blended approach that enhances the quality of education.
2. Staff are fully aware of the expectations and guidance on how to maintain professionalism during online sessions in order to monitor progress and ensure learners are safe at all times.
3. Learners are fully aware of the expectations and guidance on how to maintain professionalism during online sessions.
4. All online assessments both formative and summative are accessible, inclusive, engaging, flexible and appropriately timed, to meet the needs of all learners and apprentices. Learners receive regular feedback and excel in their academic and personal progress.
5. The induction period ensures those learners and apprentices who may need adapted devices or resources are supported to access suitable devices and resources and they are able to effectively engage in all learning methodologies.
6. An ethos of community is built into online course design to mitigate against increased risk of isolation and disengagement. This also includes opportunities that encourages excellent collaboration and communication with tutors and peers.

**Implementation**

1. Teaching staff will be confident to deliver sessions in a variety of ways using a blended approach that enhances the quality of education.
* All learning and teaching practices, activities and supporting materials are checked for accessibility to accommodate all learners prior to the session.
* All learners and apprentices will be provided with the appropriate support and training in the use of digital technologies as part of their induction process.
* All teachers are Microsoft trained or have targets set to achieve this.
* All teaching staff have appropriate digital targets set during their appraisal.
1. Staff are fully aware of the expectations and guidance on how to maintain professionalism during online sessions in order to monitor progress and ensure learners are safe at all times.
* An overview of planned teaching and learning activities will be described to learners and apprentices at the beginning of their programme, including expectations regarding engagement and level of contribution required.
* All online teaching and learning activities will follow a learner centred active learning approach, to ensure content and activities are designed and delivered to stimulate, engage and support learners through inclusive and flexible strategies.
* Delivery teams will monitor learner engagement with online delivery methods and target supportive interventions where need to ensure learners are on track to achieve to the best of their abilities.
* All learners where possible are introduced and welcomed by name at the beginning of all online sessions.
* All learners are expected by staff to have their cameras turned on and unmuted when engaging in collaborative activities unless there are extenuating circumstances, and these have been discussed and agreed between the tutor and the learners prior to the session.
1. Learners are fully aware of the expectations and guidance on how to maintain professionalism during online sessions.
* Learners understand the importance of having cameras turned on and, where this is an issue, that is discussed at course level.
* Learners understand the importance of when they should be muted or unmuted during online sessions to support the monitoring of progress.
* Learners understand how to present themselves professionally during an online session, for example the appropriate background is used, and steps are taken to limit interruptions as much as possible.
1. All online assessments both formative and summative are accessible, inclusive, engaging, flexible and appropriately timed, to meet the needs of all learners and apprentices. Learners receive regular feedback and excel on their academic and personal progress.
* All online sessions include assessments for learning.
* Feedback is provided as much as possible through online sessions.
* All learners have the opportunity to private chat function with the Teacher or Support worker.
* Support workers will be directed by the tutor to effectively facilitate support both prior to and during the session.
* Support workers will be provided with further training to support learners effectively in an online learning environment.
1. The induction period ensures those learners and apprentices who may need adapted devices or resources are supported to access suitable devices and resources and they are able to effectively engage in all learning methodologies.
* The induction period ensures learners and apprentices who may need adapted devices or resources are supported to access these.
* Microsoft Teams is the primary delivery and communication platform for all blended learning programmes and should be developed to be an engaging and interactive platform to enhance remote delivery. Alternative platforms can be used however the validity must be agreed by either the HoD or Digital Innovation and Engagement Manager.
* OneFile will be the delivery and communication platform for all apprenticeship programmes.
* During 1-1’s learners are asked about their accessibility and connectivity.
1. An ethos of community is built into online course design to mitigate against increased risk of isolation and disengagement. This also includes opportunities that encourage excellent collaboration and communication with tutors and peers.
* Every online session includes opportunities to encourage collaboration and communication with tutors and peers.
* Delivery teams invite learners and apprentices to provide feedback during every session.
* During 1-1’s learners are asked about their experiences with online learning to inform continued improvements in the design and delivery models.
* All learners feel confident in asking questions online and delivery staff make appropriate time for learners to do this during sessions or use effective alternative methods
1. Blended learning sessions are recognised as essential, important programme elements and attendance is recognised and proactively managed to support learner development, achievement and progression.
* Blended learning registers are legal, auditable documents that accurately record learner engagement and can be confidently provided to authorities or employers if requested.
* Blended learning register marks are monitored and audited to ensure ongoing compliance with register marks usage and correct application.
* Attendance at blended learning sessions is supported by both accurate and timely registers and evidence of session planning, engagement and delivery.
* Approved delivery of blended learning is subject to successful outcomes of ongoing compliance audits, including those relating to register marks usage.

# EQUALITY AND DIVERSITY

An EqIA is not required for this policy.

# LINKED POLICIES AND PROCEDURES

* Plagiarism Policy and Procedure
* Assessment Policy (FE)
* Academic Appeal Procedure

# LOCATION AND ACCESS TO THIS POLICY

Buzz/Policies