

ACET Blended Learning Policy

PHASE	JUNIOR & SECONDARY
POLICY LEAD	REBECCA SCUTT (EXECUTIVE PRINCIPAL/ ASSISTANT CEO)
DATE OF APPROVAL BY TRUSTEES	1 ST NOVEMBER 2021
DATE OF RECEIPT BY LOCAL GOVERNING BODY	DECEMBER 2021
FREQUENCY DATE	BI-ANNUALLY
REVIEW DATE	OCTOBER 2023

The ACET Blended Learning Policy should be read in conjunction with the 'ACET Remote Learning Policy' and the 'Remote Learning Plan' which provides specific details for individual academies.

In response to changes in Government legislation relating to self-isolation, this policy aims to:

- Ensure consistency in the approach to providing an education to a class of pupils/students whereby some pupils/students are isolating at home and some pupils/students are in attendance in the academy.
- Set out expectations for all members of the academy community with regards to blended learning.
- Set out consideration for staff well-being and ensures teachers are not having to duplicate lesson planning for pupils/students in attendance in the academy and those isolating at home.

In the event of an infectious disease outbreak where some or all learners are self-isolating at home but are not suffering with relevant symptoms, ACET is committed to providing continuity of education to its learners and will do so through a process of providing work from day one of isolation and blended learning as soon as possible.

Definition of Blended Learning

Blended learning: a mix of face-to-face and remote methods. An example would be the 'flipped classroom', where the main input happens remotely (for example through video), while practice and tutoring happen in class.

Approaches to Blended Learning



- A range of software packages will be used to teach a lesson which pupils/students at home or in the academy can view. Independent learning tasks will be made available electronically for pupils/students at home and used in hard copy in the academy. Work completed by pupils/students will be assessed in line with the academy's Marking and Feedback Policy.
- Live lessons can be delivered, in line with the ACET Remote Learning risk assessment.
- In exceptional circumstances, hard copies of packs of learning will be made available if requested, where a pupil/student is unable to learn online or where the nature of the learning task requires specialist equipment/resources.



Role of the Principal/Leadership Team

- To ensure systems are in place to support daily communication with teaching staff in order that they are aware of pupils/students who are self-isolating but well enough to work.
- To ensure the child isolating has access to a digital device to access remote learning.
- To ensure staff are not expected to duplicate lesson planning or lesson delivery.
- To ensure the best practice of remote learning is incorporated within teachers' dayday practice, as agreed with individual academy staff teams, for example, through setting of pupil/student homework/ELT.
- To ensure staff have received appropriate training in order for them to deliver remote learning methods of teaching, in order that all staff are able to deliver blended learning when required.
- To ensure there is frequent communication with staff about the effectiveness of the blended learning offer in relation to pupils'/students' learning and in relation to staff wellbeing.

Safeguarding

Any safeguarding concerns arising as a result of remote learning/blended learning should be passed on to the Designated Safeguarding Lead immediately, in line with the academy's Safeguarding Policy.

Other Considerations

There is very limited evidence about the effectiveness of remote education and blended learning practice in schools. At ACET, our plans for remote education and blended learning reflect the fact that evidence is emerging and that practice is evolving. This will be reflected in any updates to the blended learning offer across the trust.

Links to Other Policies (Academy-specific)

- Behaviour Policy
- Safeguarding Policy
- Remote Learning Plan
- Curriculum Policy/Curriculum Rationale