

BTEC Blended Learning Policy

Policy Control Page

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Approved By	Education Leadership Team (ELT)
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Status	

Date	Version	Person	Change / Action
Dec 2020	V1	Salena Hutton	Policy Created
March 2022	V2	Salena Hutton	Review and update policy
October 2022	V3	Salena Hutton	Review and update policy
January 2024	V4	Salena Hutton	Review and update policy
October 2024	V5	Megan Pease	Review and update policy

Information

Remote Learning is the provision of work, support, assessment and feedback from teachers to students in the event that school-based lessons are unable to be delivered 'face to face'.

Blended Learning is a hybrid approach that combines learning in school with remote learning, from home, including online learning.

The Deaf Academy has policies, processes and structures that reflect the blended learning models of assessment. It is anticipated that staff and students will adopt a blended learning approach when they are not able to attend the Academy, which typically will be no longer than 14 days. At which point they will return to their normal timetabled lessons.

Aims of the policy

1. To ensure that blended learning delivery meets the guidelines set by Pearson.
2. To ensure that assessment methodology is valid, reliable and does not disadvantage any group or individual learners.

Procedures

In order to meet the aims of the policy, the Deaf Academy will:

- Ensure that teaching/delivery/assessment staff are timetabled to support blended learning when learners are working remotely. Lessons are conducted through Zoom and Microsoft Teams, with the use of OneNote for documentation. Teachers will consider the most important elements of teaching and learning to be aware which elements will be more difficult to explain remotely and adapt lessons accordingly.
- Apply for distance learning approval, prior to any recruitment, enrolment, or delivery /assessment of any intended permanent distance learning provision. And accurately register learners on Edexcel Online, indicating the 'study mode' of delivery, if distance learning.
- Provide learners studying via distance learning with appropriate resources, support, and online virtual delivery, as required.
- Ensure that questions are constructively supported, and feedback on assignments is provided in a timely manner, if not in the classroom environment. Students submit their work electronically, therefore students can be supported appropriately.
- Ensure the setting of assignments is undertaken in the face-to-face sessions and that deadlines are clear. Timetabled lessons for BTEC students will remain unchanged allowing for face to face sessions to continue to run.
- Ensure that when learners submit work measures are taken to ensure the work is authentic and has been completed by the learner. 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.

- Maintain and store securely all assessment and internal verification records in accordance with Pearson Centre Agreement.