BTEC Blended Learning Policy

Responsible Person	Quality, Exams and Funding Officer
Approved By	The Assistant Principal of Education
Date of Last Approval	December 2020
Next Review Date	October 2022
Policy Applicable to	The Deaf Academy

Date	Version	Person	Change / Action
December 2020	1.0	QEF Officer	Adoption of Policy
March 2022	1.1	QEF Officer	Update to template and format

Rationale

Due to the continuing Covid-19 pandemic, where a group of, or individual students, need to self-isolate, the Deaf Academy is committed to providing continuity of education and will do so through the provision of an effective and safe physical and/or remote learning model, building upon the success of the "Online Academy" and "Spring Camp" models developed during the earlier full lockdown in 2020.

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 for a period of self-isolation, which typically will be no longer than 14 days. At which point they will return to their normal timetabled lessons.

The policy outlines the Deaf Academy's approach to blended learning for BTEC qualifications.

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.

- 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.