Distance and Blended Learning Policy

Purpose of the Document

The objective of this policy is to provide a framework for Shockout Academy to pursue its main aim of providing the statuary obligation to pupil's education in the event of a partial or full closure of the school

Scope of the Policy

This policy applies to the delivery of programmes of learning leading to Pearson qualifications, through means of distance learning and/or assessment for a period that is less than 50% of the programme.

Programmes, where remote, distance learning and distance assessment make up more than 50% of the programme will be considered as Distance Learning programmes.

This policy does not supersede the requirements of Pearson and it is essential deliverers of a qualifications content understand, and follow, any qualification and unit-specific requirements for delivery or assessment that are set out in the qualification specification.

Aims:

1. To ensure that blended learning delivery meets the guidelines set by the awarding organisation (Pearson).

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 (Shockout Academy) 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.

Blended Learning

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 is a two- way process of teaching. The first is using face to face interaction to educate (in school) whilst the second is through electronic platforms to educate online (remote learning). Blended learning is used therefore, to maximise the educational impact on children and young people both in and out of the classroom.

Blended learning allows for both school-based and remote learning environments to work hand in hand, helping children and young people achieve. This will ensure that any closures of school premises will be met with effective response.

Blended learning will provide an opportunity for assessment to be a mixture of traditional assessment methods combined with Distance Assessment.

Distance Learning

Distance learning refers to a process of learning where there is little or no face to face interactions between teachers, children and young people. Online electronic platforms are the main mechanism that is used to provide education when remote learning is taking place. Children and young people may be requested to use these online electronic platforms in order evidence their learning, in the form of the submission of work assignments, which will form the basis of distance assessment. Where Distance Learning programmes are in place the Pearson "Distance learning and assessment policy" should be referred to. If Distance Learning programmes are to be put in place the Pearson "Distance Learning Self-Assessment (DLSA) Form" will need to be completed and submitted to Pearson in order to apply for qualification approval.

Distance Assessment

Distance Assessment is a method of assessment delivered to learners away from Shockout Academy, with little or no face-to-face contact with their teachers, where the assessment is designed to be carried out remotely.

Distance Assessment enables children and young people to be assessed even if they are in situations/settings where traditional methods of assessment delivery may be difficult or impossible to operate.

Distance Assessment can be defined as assessments completed in a location remote from the assessor, without direct supervision from a centre. For example, assignments completed using an online electronic platform such as those known as Virtual Learning Environments or assessments completed and posted either physically or electronically.

Distance assessment cannot be used for Pearson externally set and marked examinations and controlled tasks.

Objectives of Blended Learning at Shockout Academy

The planning and delivery of distance learning should:

- offer high-quality online learning
- align as closely as possible with in school provision
- provide appropriate levels of challenge and differentiation
- build on prior learning
- be immediate
- make provision to post materials where there is no on-line access in the home environment via the Shockout Study Space
- consider the nature of the task so it can be completed independently ensuing safe dance practice can be effectively utilised within set timeframe
- be set in line with timetable offering unit classes alongside a range of dance disciplines
- include face to face or video explanation which can then be followed by work set on the basis of this explanation
- not be overly reliant on long term projects or internet research
- all worksheets, PowerPoints and other electronic documents should be converted to the PDF file format to ensure pupil's access
- ensure tasks set are for appropriate timeframes and consider space limitations
- ensure learners return completed assignments via the relevant online platforms

School Closure or Partial Closure

In the event of a whole school or partial closure, where a partial closure may take the form of a year group bubble being required to isolate at home, the following expectations are to be met:

- Teaching staff will be expected to deliver live video lesson via Zoom
- Lessons taking place online via Zoom will be scheduled in line with pupils current in school lesson timetable
- Teachers will be expected to deliver live video lessons for the duration of the timetable session
- The use of other online lesson resources e.g. Shockout Study Space can be used to supplement teaching tasks but **should not be used** to replace the live lessons from our own staff
- If a learner is absent for a Zoom lesson, then the work will be emailed to them via their Shockout email address
- Assessments should be conducted following the same timeline as set out in department's assessment calendars and fed back in a timely manner.

Individual pupil self-isolation

In the event that an individual pupil is required to self-isolate the following arrangements and actions are required to be made by the learner's class teacher:

- Learners will join the session via Zoom unless additional arrangement have been previously arranged with the course coordinator

GENERAL SAFEGUARDING

1. When participating in Distance/Blended Learning, where contact may be by online video lesson, email or a combination of both <u>ALL</u> staff should share the commitment that Shockout Academy has to safeguarding children and young people. Even though staff contact with pupils may be remote they should still take all welfare concerns seriously and ensure that they act in the best interests of the child and in line with Shockout Academy's Safeguarding Policy.
2. When conducting distance learning, distance assessment or blended learning ALL staff should be vigilant to identifying children and young people who may be suffering or the likelihood of suffering significant harm. This responsibility supersedes any other considerations.
3. If there are any safeguarding concerns determined by a member of staff through the interaction that they have had with a young person when conducting distance learning, distance assessment or blended learning programme then these concerns should immediately be brought to the attention of the schools Designated Safeguarding Lead (DSL) or Deputy.
4. Staff conduction online video lessons from their home should be mindful of what may be displayed in the background of the video. Staff should where possible digitally alter the background of the video e.g. blurring the image displayed behind them.
5. When conducting an online video lesson staff should record the session using the facility embedded in the video meeting software. This video should be retained for at least a period of a week so that it may be accessed if required to support a safeguarding issue that may have been raised.
6. Email contact with pupils should only be from staff school email accounts, not personal accounts. Emails from staff should only be addressed to pupil school email accounts.
7. Online/Social Media:(Please refer to Shockout Social Media Safeguarding Policy) No students are permitted to message, follow, speak, share content with staff members via personal social media channels, email addresses or phone at any time. This is a direct breach of safeguarding regulations and is an issue of gross misconduct.
   social media messaging should be signed off by the Principal, prior to posting and go through @weareshockout or @Shockout Academy channels with relation to Shockout business activities.

SEND

These meetings can be held by Safeguarding Officer and Pastoral on Zoom and programmed in with the students via email to keep anonymity and respect of each student. The Buddy system is for all SEND sessions, to be delivered, with the module teacher or another member of staff. These will be allocated on the timetable

and then set up via email or Microsoft Teams at appropriate times set by individual students or staff members. Records will be kept on SEND register and report to Course Coordinator and Principal on weekly basis or when emergency arises. emergency arises.

<u>Related Policies</u>
Safeguarding
Social Media