



JAMEAH GIRLS ACADEMY

Blended Learning Policy - Spring and Summer 2021

At **Jameah Girls Academy**, we understand the need to continually deliver high quality education, including during periods of remote learning – whether for individual pupils or whole bubbles who are isolating. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

Through the implementation of this policy, we aim to address the key concerns associated with remote learning, such as online safety, access to educational resources, data protection, pupils wellbeing and safeguarding.

This policy aims to:

- Minimise the disruption to pupils' education and the delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high quality learning resources.
- Protect pupils from the risks associated with using devices connected to the internet.
- Ensure staff, parent, and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.
- Ensure distance learning is informed by safeguarding and equality of provision for pupils.

The impact of coronavirus (COVID-19)

The growing presence of ICT in our daily lives has raised worldwide interest in its potential role in education. Since the beginning of the coronavirus (COVID-19) pandemic, and due to subsequent closures of education settings, schools have had to adopt virtual learning methods to teach their pupils.

At Jameah Girls Academy, we aim to provide a comprehensive and beneficial system of remote education. In order to facilitate this and to ensure the safety of pupils and make online learning manageable we have devised a school day that involves Blended Learning.

This model of 'blended learning' is likely to be in education for an indefinite period, but how can schools ensure the quality of teaching, and the quality of output from pupils, is monitored and enhanced?

Blended models of learning

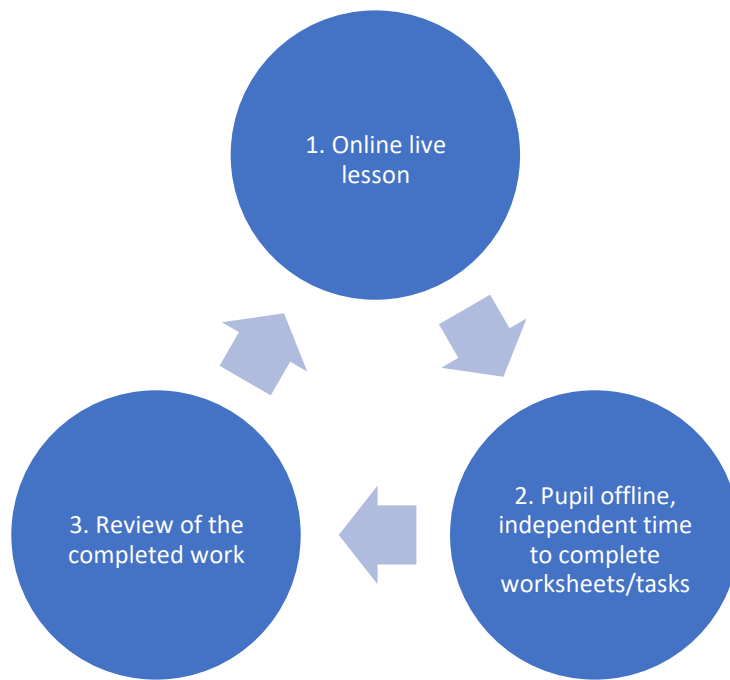
- Blended learning is a method that uses technology to provide a more personalised approach to learning, giving more control over the time, place, path and pace of their learning. Not all lessons need to be full-length lessons as in school. An explanation session with follow-up work might be more effective at times, with a review in the next lesson.
- Providing learning time that does not need the internet or a device such as a laptop or tablet to access them are preferable, as some children and families will not have internet access or will be sharing devices.
- Spending hours in front of a screen each day is not healthy for young people, whether it is for educational or recreational purposes, and this is taken into account

There are three main components that can be used to blend learning within schools:

- **Online live teacher instruction** – pupils have some lessons with the teacher. The subjects are rotated to ensure an even blend of learning across each subject. The core lesson is provided via an online platform.
- **Independent work/tasks** –then pupils can apply their skills through assignments and projects during classroom time, with the support of the teacher, to enhance their virtual learning.
- **Review** – pupils are required to discuss their work with the teacher, teacher gives feedback before moving onto the next topic/live lesson.

What this means for our pupils and teachers?

Pupils will follow a cycle, for each subject of 3 sessions:



The duration of each session will vary depending on the Key Stage. (see below)

Parents are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring their child is available to learn remotely at the times set out, and that the set work is completed on time and to the best of their child's ability.
- Reporting any technical issues to the school as soon as possible.
- Ensuring that their child always has access to remote learning material during the times set out
- Reporting any absence
- Ensuring their child uses the equipment and technology used for remote learning as intended.

Pupils are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring they are available to learn remotely at the times set out and that their schoolwork is completed on time and to the best of their ability.
- Reporting any technical issues to **their teacher** as soon as possible.
- Ensuring they have access to remote learning material and notifying a responsible adult if they do not have access.
- Notifying a responsible adult if they are feeling unwell or are unable to complete the schoolwork they have been set.
- Ensuring they use any equipment and technology for remote learning as intended.

Adhering to the **Behavioural Policy** at all times.

The school will accept a range of different teaching methods during remote learning to help explain concepts and address misconceptions easily. For the purpose of providing remote learning, the school may make use of:

- Live teacher instruction
- Teacher powerpoints
- Work booklets /worksheets
- Current online learning portals
- Educational websites
- Reading tasks
- Pre-recorded video or audio lessons (eg. Oak Academy. BBC live lessons)

The school will review the DfE's guidance on where schools can source educational resources to assist with the delivery of remote education, and utilise these as appropriate.

Teachers will review the DfE's list of online education resources and utilise these tools as necessary, in addition to existing resources.

Here is an exemplar of possible Key Stage 2 Timings (subject to adjustments to suit the class)

Year 3, 4, 5 and 6

KS2 Timings	
8.20-10.30	Madrasah/ Hifdh
10.30-11.00	Break
11-11.25	Live lesson subject 1
11.25-11.50	Worksheets subject 1 (offline independent work)
11.50-12.15	Review of Work Subject 1 with teacher live lesson
12.15-1.15	Lunch Break and Salah
1.15-1.40	Live lesson subject 2
1.40-2.05	Worksheets subject 2 (offline independent work)
2.05-2.30	Review of Work Subject 2 with teacher live lesson

2.30-2.45	Break
2.45-3.10	Live lesson subject 3
3.10-3.35	Worksheets subject 3(offline independent work)
3.35-4	Review of Work Subject 3 with teacher live lesson

Key Stage 3 and 4 Timetable

Year 7 to Year 11

Teachers will follow their usual timetable.

Teachers will allocate the first 45 minutes of their lesson in the week to delivering a live lesson via Microsoft Teams.

The second 45 minutes will be allocated for pupils to complete tasks independently offline. These will be tasks that are uploaded to Teams.

The third 45 minutes will be allocated for Review of the completed work, this will be online.