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VLUK BLENDED LEARNING POLICY 2021-22

1. PURPOSE

VLUK is committed to providing a quality learning experience for all learners by:

- promoting high levels of aspiration to achieve intended career goals through the promotion of our core values:
 - Professionalism
 - Leadership
 - Innovation
 - Motivation
- identifying key processes and systems leading to achievement.
- developing effective organisational arrangements to enhance employer engagement.
- critically reflecting and modifying internal processes to enhance the learner journey.
- fostering ownership and commitment among staff to ensure the correct level of information, advice and guidance is disseminated.

2. BLENDED LEARNING DEFINITION

VLUK will enable all learning materials to be available through the internally approved virtual learning environment, the Sports Brain and live online lessons, in order to support the blended learning model:

- 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 may also be appropriate in situations when learners, in agreement with VLUK, have a period of absence but are able to work at home, at least to some extent. This may apply in cases such as exclusion/suspensions from VLUK, or longer term illness, assuming learners are able to complete work at home. Another relevant instance would be if, following an infectious disease outbreak, learners are self-isolating at home but are not suffering with relevant symptoms. The primary platforms we will use to deliver continuity of education are:

- Zoom for Education: <https://zoom.us/education>
- The Sportbrain: <http://www.vesystems.org/the-brain/sport/>
- Google Meet: <https://workspace.google.com/products/meet/>
- Century: <https://www.century.tech/>

Century is an online learning platform for GCSE learners. Century adapts personal pathways containing micro-lessons called 'nuggets' designed to address gaps in knowledge, provide stretch and challenge and promote long-term memory retention. This compliments the 'live' GCSE lessons all learners receive.

The extent to which different methods of instruction are employed is likely to be determined by the length of any closure and the ability of both learners and tutors to participate in remote learning. We reserve the right to vary the range of methods used to provide remote learning tasks, feedback and interaction, based on the particular circumstances of any closure and based on our experience.

3. GENERAL AIMS

The aim of the Sports Brain blended learning model is to enable learners:

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

In order to do this VLUK 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.
- Ensure the quality of online delivery by conducting online checks of 20% of lessons during mandated closures.

VLUK has identified the following online expectations for learners during blended learning delivery:

- **All cameras to be on.** We need staff to be confident that learners are in a safe environment. They can apply a background if they do not want others to see their environment.
- **Cameras to focus on the learner.** Projections of the ceiling or other parts of the house will not be suitable.
- **Learners to be in kit.** This can affect their perception/mentality and be ready to learn.
- **Learners muted to avoid disturbances.** This can be changed to manage questions/answers.
- **Session is supervised.** Learners can be placed in meeting rooms and the tutor can drop in to check progress before bringing the class back at the end. Do not send learners off to complete work unsupervised as we will not expect that in a normal classroom environment.

4. ONLINE SUBMISSION

Learners can submit assessed work and VLUK has ensured that:

- We have policies, processes and structures that reflect the blended learning and distance assessment models of assessment.
- Teaching/delivery staff are timetabled to support blended learning when learners are working remotely.
- We have a process to manage feedback on assignments, and questions are constructively supported, and feedback is provided in a timely manner, if not in the classroom environment.
- The setting of assignments is undertaken in the face-to-face sessions and that deadlines are clear where possible
- We have provided staff training and implemented measures to prevent and detect any instances of malpractice which may arise due to the different delivery/assessment methods chosen.
- When learners submit work, we can provide evidence to ensure that 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.

5. EXCEPTIONS

The blended learning model support learners to continue with their learning but acknowledges that certain elements of the Study Programme will not be able to be completed:

- Practical skills and/or interaction with individuals/equipment need to be demonstrated and assessed in person.
- There are group work situations/units where collaboration with others is required.
- There is a requirement for learners to be overseen in person by centre staff at a specific physical location, under controlled conditions, including observations of performance in SVQ/NVQ type competency-based qualifications and Pearson externally set and marked examinations and controlled tasks.