

# King Alfred's BTEC Blended learning Policy

Document Control	
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School Leadership Team member accountable for review	Dave Johnson

**Person responsible for policy: Steph Orchard**

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## **KING ALFRED'S** **BTEC Blended learning Policy**

### **Aims:**

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.

### **King Alfred's will:**

- Ensure that teaching/delivery/assessment staff are timetabled to support blended learning when learners are working remotely. See below.
- 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 (where possible) 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.

### **How will this be achieved?**

#### **Guidance for full opening – schools - published 2 July 2020 from the DfE**

- Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practiced in each subject.
- Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos. This will predominantly be ePraise, Teams and/or e-mail so that students & parents can access this.
- Gauge how well pupils are progressing through the curriculum, using questions, mocks & homework's. There is a clear expectation on how regularly teachers will check work. Lessons are based around the normal teaching timetable where regular work is submitted electronically through ePraise and/or Teams. Student managers work closely with subject leaders to contact home where necessary when work is not completed. Timely feedback will be provided to students using whole class feedback sheets for mocks & classwork. Official assignments will be marked & submitted electronically through ePraise & teams. These assignments will be advertised officially through ePraise to allow for electronic submission but will be given out face to face where possible (normal practice even without Covid 19). This involves learner declaration sheets being completed electronically & submitted with the assignment.

The learner declaration documents are handed out with the assignment to in order to gain the students electronic signature in order to ensure that there are no issues with plagiarism & to ensure that the student's work is their own. Assessors will complete all signatures & Pearson paperwork electronically so it can be secure & IV'd remotely through teams. All student work is stored electronically including IVing, briefs, IV of briefs, assessment plans, learner declarations and assessment front sheets. After certification all learner work will be stored for 12 weeks & all other paperwork being kept for 3 years. These documents are also backed up on staff accounts.

- Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding. This is completed through teams & ePraise.
- Plan a programme that is of equivalent length to the core teaching pupils would receive in school. If whole year groups are absent then live lessons via teams take place. If there are small groups of students absent then this is set visa teams & ePraise. Sometimes in sixth form lessons there is the opportunity to call the student live through teams so they can participate in the lesson. The regularity of this is set by the student's timetable in case of some students being absent & if there is a full local / national lockdown then the timetable will be organised by the Leadership team & Head's of Faculty.

*'We expect schools to consider these expectations in relation to the pupils' age, stage of development and/or special educational needs, for example where this would place significant demands on parents/ carer's help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.'*

The above extracts are the DfE expectations should remote/blended education become a requirement.

King Alfred's Academy Contingency Plan from September 1 2020 for providing high quality teaching and learning in the event of:

1. A compulsory closure (national decision – e.g.: national lockdown, local lockdown)
2. A bubble/ bubbles being affected by lockdown
3. Large number of teachers having to self-isolate due to having Covid-19 symptoms

**King Alfred's Academy is committed to providing the high-quality education regardless of the students' situation. If classes are affected by any of the reasons stated above then the guidelines below will be followed:**

- Senior leaders will inform parents/carers via phone or e-mail what has happened to merit a full/partial need for Remote/Blended Education
- Laptops will be available and issued to those students requiring to loan them in order to access learning from home.
- All students will be made aware of log-ins for Teams & ePraise.
- All staff have received training on how to make teams calls effective.
- Parents and carers will be informed of their child's completion of work. Lessons and engagement with lessons and activities posted Teams & ePraise is compulsory.

- Parents will be informed that they can access the work via Teams & ePraise.

### **If the need arises for immediate remote/blended education**

The strategy and approaches used during the Covid-19 academy closure will be implemented. This will include:

- Learners will be reminded of the expectations relating to home learning – e.g: they should access Teams & ePraise, upload work completed to ePraise & access live lessons where students through teams.

### **Live Lessons**

- Live lessons will be delivered on set days per faculty.
- Assessors will plan and deliver their live lessons using teams as per the expectations and guidelines issued during the school closures from January 4<sup>th</sup> 2021.
- Live lessons should include the delivery of new content.
- Assessors should set up a meeting via teams in order to invite & remind students of the lesson.
- Live lessons will be 30-60minutes in length. The delivery will continue to abide by the assessment plan & via the scheme of work.
- Assessors should refresh themselves with the power point and training support provided in the SOP. This includes recording the lessons. All students have been made aware of the SOP via teams so they know & understand the protocol of the lessons.
- Assessors will provide, all of the work via teams with each year group for those who do not have suitable on-line access.
- The SENCO and TAs will work with and contact families of EHCP students and SEND students to support them accessing remote education and to ensure they can access a broad and ambitious curriculum.

### **Other useful documents:**

- BTEC distance & blended learning approaches during Covid 19 period document.

Policy due to be reviewed in 01/10/2026

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