



Blended Learning

W09

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Statutory Policy	Yes	No	On School Website	Yes	No	Parent Portal	Yes	No	Staff Portal	Yes	No



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OVERVIEW

The policy covers educational provision for blended learning. Blended learning is the style of education adopted to allow for the Ministry of Education and Higher Education precautionary measures to be implemented. It is a combination of traditional live face-to-face teaching and home learning. Home learning may include but is not limited to electronic learning.

The policy outlines the requirements that Doha College expects should be met by staff when delivering this provision.

Doha College's approach to blended learning begins with the assertion that the learning experiences teachers design when teaching face-to-face cannot be replicated at home. Therefore, the learning experiences for each of the two learning styles will be different. In general, face-to-face teaching time will be used to deliver mostly new learning curriculum content, meet the pastoral needs of our students, and access equipment and resources not readily available at home.

Doha College deliberately uses the term 'home learning' rather than the remote learning Home learning, the learning that will take place during the times that students are not on site, will be aimed at providing practice, application and consolidation opportunities, independent study, and reflection time.

VIDEO-CONFERENCING

There may, on occasions, be a need for video conferencing to be used. This is predominantly used for remote learners who are unable to attend school in person. To do this staff will schedule a meeting via Zoom with the students and a link will be sent for them to join. We strongly recommend that students who use a device that is not their school iPad, during home learning, that you download the Zoom app. This will provide you with full functionality and a higher speed than the web version.

SAFEGUARDING ADVICE

Below is some guidance for staff should you set up a conference call with students:

1. Ensure all conferences are pre-arranged between students beforehand at appropriate times.
2. Staff must use a virtual background, as approved by Doha College, or video with a plain background.
3. Staff must use our agreed channels of communication; Portal (Firefly), Google, Class Dojo (for Primary) and Zoom.

4. Staff must be dressed in business attire for any video recording or live teaching.
5. Staff should maintain the same professional, caring interaction that they would in the face-to-face school environment.
6. Staff must follow normal rules of social media use – absolutely no contact with students outside of Firefly, email or DC approved platforms, such as Zoom, Google, Class Dojo etc.
7. If a student seems in any way distressed or anything unusual is observed, staff should confidentially report this to the Designated Safeguarding Lead, through CPOMS.
8. All sessions must be recorded. These can be automatically recorded to the cloud. All recordings must then be uploaded to the 'Recordings' drive in Google Shared Drive.

GENERAL EXPECTATIONS

Staff should also ensure that students are made aware of and follow the procedures below:

1. Students should choose an appropriate place to sit for the conference (e.g. ideally their desk or dining room table – quiet and private but not overly personal).
2. Students should be dressed appropriately (e.g. no pyjamas, shoulders covered).
3. Students should maintain appropriate behaviour and respectful interactions with staff and other students, just as they would in person.
4. Students should not be messaging or communicating with other students on other social media or platforms during lessons.

So that there is continuity across the school, we expect that all staff members do the following:

- All teachers will use Google Classroom (and ClassDojo for Primary) to publish and share resources and set tasks. They may link to other online resources.
- Teachers will mark work completed during home learning in their next live face to face lesson or electronically as deemed appropriate. Any home learning work not submitted on the due date will be followed up by the class/subject teacher. Absence from home or live face-to-face learning due to illness or other reasons, covered in our attendance policy, should be dealt with on a case by case basis.

- Any books being marked must be done so on site and ideally within the lesson the student is in. Staff need to ensure they are following appropriate hygiene practices such as handwashing at regular intervals when marking books.

PRIMARY

- Home learning work, where electronic, to be set on Google Classroom with links uploaded to Class Dojo where necessary. .
- Any pre-recorded videos from Class Dojo to be uploaded on Google Classroom.
- Feedback to be provided to students upon their next live face to face lesson.

SECONDARY

- Every period of home learning should have an accompanying task in Google Classroom.
- Key Stage 4 and 5 students may be given verbal instructions regarding the work required during home learning.

LEARNING SUPPORT

- Additional learning support will be provided in line with all current practice. This will be decided based on the needs of an individual or groups and will take into consideration the most appropriate time to take place whilst maintaining the COVID-19 precautionary measures in place.

ABSENCES

STUDENT ABSENCES

- Remote learning will be available for the following:
 - Students who are overseas and unable to enter the country
 - Students who are quarantining (but are well enough to attend school remotely)
 - Students who have submitted a Chronic Disease certificate that exempts them from being in school
- Remote learning may also be available for the following:
 - Students who have been requested to stay at home as part of our COVID-19 protocols
- Remote learning will not ordinarily be available for:
 - students that are absent from school due to being unwell.
 - Students who have had to travel during term time

Any extenuating circumstances that contradict the above should be discussed with the Vice Principal - Teaching & Learning.

GOOGLE CLASSROOM (YEAR 3 UPWARDS)

PLEASE NOTE THAT THE CLASSES IN GOOGLE CLASSROOM CANNOT BE REGROUPED FOR THE A AND B BLENDED LEARNING GROUPS AND THEREFORE TASKS WILL NEED TO CLEARLY IDENTIFY WHO THEY ARE FOR.

TASK SETTING

Organising your Google Classroom for consistency:

- All classes have been set up by the IT team and students have been preloaded. The name of the class will be formatted: **year/group/subject/ - 2021-2022** (e.g 13AEn1 - 2021-2022)
- Please do not rename classes.
- Once you have selected your classes, add a topic for each half term and name it: **subject/topic name/term** (e.g English Macbeth Term 1.1)
- You may have more than one topic per term - if this is the case, then add a second topic, but still name it with the correct term (e.g English Descriptive Writing Term 1.1)
- Once the topic has been created, then add a new assignment for every lesson - this will replace the task setting in Firefly.
- Please create a title for every lesson - in the same way we did with Firefly: **Group A (29.8.21) and Group B (30.8.21) Period 3 – Complete Ex63**
- You should add more detail in the “instructions box”
- Always add the due date as the Group B day (parents will see the deadline)
- Add a score if necessary - though scores are recorded all year and can be helpful with report writing and data collection.
- Ensure you assign the lesson to the correct topic, so that it can be located easily.
- Click the “check plagiarism” box if needed.
- The latest assignment always appears at the top, making it easier for students to see.
- If you are adding a worksheet or resource - make sure you click “make a copy for all students” if you want them to have a private copy (otherwise they will all collaborate on one document).
- Topics can be archived after completion - this hides the work but does not delete resources (you can restore anytime you wish)

Setting assignments for every lesson or a series of lessons:

- The assignment should not be set until it is between 12:30pm and 5:00pm on the day of Group B being in live face-to-face teaching.

- If you wish to prepare assignments in advance they can be saved as a draft or they can be scheduled to appear at a certain time.
- All assignments and deadlines will be available to parents as an email, as we have turned on *Guardian Summaries* however, they will not be able to see their children's work.
- If you are setting work that will cover more than one lesson at a time (e.g. project work) the initial assignment set must be followed up with a daily assignment (with deadline) reminding students of the work required for that particular day.
- Setting a series of lessons means that we should refer to it as: Lesson 1 of 3 for example when naming the task: **e.g. Group A (29.8.21) and Group B (30.8.21) – Period 3 – Complete Ex63 – Lesson 1 of 3**
- Please remind ALL students to click "turn it in" once they have completed the work or their work will appear as "missing".
- Some students may have difficulty typing directly onto the document and often use a pen over the top of a PDF - try to encourage them to avoid doing this as it means you cannot add comments on their work - to resolve this, they need to save the document in their drive and re-upload it.

The list above is our minimum expectation of what we need to offer students. There is a list below of other resources that you may choose to use with your classes, especially those in examination classes. How you use these alternatives is up to you.

ROLES AND RESPONSIBILITIES

LEADERSHIP TEAM (INCLUDING DEPUTY HEAD TEACHERS)

- Oversee the Quality Assurance processes and ensure continuity across all classes.
- Liaise and provide support and guidance to teams.
- Provide whole school contact and systematic communication to parents and students.
- Monitor the wellbeing of staff.

ASSISTANT HEAD TEACHERS

- Work with Heads of Year/Class teachers to oversee student engagement with both models within blended learning particularly home learning, intervening and escalating as appropriate if expectations are not being met.
- Check in regularly with staff members to ensure there are no issues either pastorally or academically with students.

- Monitor the wellbeing of staff within their departments/areas.

HEAD OF FACULTY/DEPARTMENT/YEAR

- Access all learning set for students so that they can oversee the consistency and quality of work being set and should ensure that it is updated as regularly as outlined in the expectations.
- Regularly check in with their teams to ensure consistency in their approaches and pick up on any areas of concern.
- Provide support to colleagues in their team to ensure that work is provided as required and in line with expectations.
- Monitor the wellbeing of staff within their faculty/departments/year group.

HEAD OF LEARNING SUPPORT

- Connect with parents of students on the SEND register to check how they are coping with the home learning.
- Collaborate with teachers to make modifications to assignments/work set (personalise learning).
- Head of Learning Support will coordinate with Learning Support Assistants to send out daily words of encouragement, guidance, and social-emotional support to keep students motivated.
- Coordinate with Learning Support Assistants to schedule face to face conference calls to add an additional layer of support to complete assignments (make sure students aren't struggling)
- Monitor the wellbeing of staff within their department.

FORM TUTORS/CLASS TEACHERS

- Contact your students as directed by your Head of Year/Assistant Head to get feedback on their wellbeing, academic progress and any other issues that they raise.
- Liaise with your HOY and/or Assistant head to share any concerns about your students.

ADDITIONAL DC APPROVED RESOURCES:

- GCSE Pod
- Century Tech AI

- Class Dojo
- Education City

RECORD OF REVISIONS TO POLICY

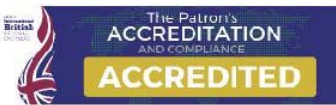
Revision Date	Description	Sections Affected
19.11.2020	additional sections added	Learning support Absences
18.08.2021	Updates throughout in line with current procedures	

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About Doha College

Vision

To enable personal growth, instil a passion for learning and create aspirational minds.

Mission

With the growth-mindset philosophy of High Performance Learning, we develop confidence, creativity and intellectual curiosity in a safe, caring and inclusive environment for our students to make a lasting contribution to global society.

Core Values

Excellence and diligence
Respect and Integrity
Commitment and Accountability
Perseverance and Honesty
Fun and Enjoyment
Challenge and reward

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