



# ST ALBANS GIRLS' SCHOOL

## Blended Learning Policy

GB sub-committee: Curriculum, Assessment & Standards Committee

Co-ordinator: Mr J James

Last Reviewed: Autumn 2023

Next Review: Autumn 2024

Signed by:  
Margaret Chapman  
Head Teacher

Signed by:  
Claire Barnard  
Chair of Governors

### 1. RATIONALE

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| 1.1 | Overview: Blended learning involves students using personal Chromebook devices to aid their learning. This policy outlines key principles surrounding the effective use of this technology as well as any key procedures being implemented.<br>This policy sets out guidance for blended learning on the school site. See the Remote Learning Policy for guidance on mitigation for school closure and provision for students who cannot attend the school site. |
| 1.2 | The use of personal devices within lessons, to aid in the understanding and retention of knowledge is an important step forward in teaching pedagogy. Students at STAGS are encouraged to use their devices when asked by their teacher to carry out a range of additional independent tasks which can aid the understanding of topic content. For this to be successful, we ensure students have their device on them, ready to use at all times.               |
| 1.3 | The broad range of activities which can be used as blended learning is exhaustive and varies from subject to subject. An updated list of current best practices can be found via the blended learning tile on RM unify.  |

### 2. AIMS

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| 2.1 | The aim of this policy is to provide clear guidance to how blended learning can be implemented within lessons. It, however, is strictly a guidance, as staff are free to use blended learning strategies as regularly as they see fit. |
| 2.2 | The school is committed to ensuring all students have the ability to access personal devices, either purchased directly through the school or by using a device purchased externally.  |
| 2.3 | The aim of blended learning is to aid learning in conjunction with exceptional teaching and not take over from the key role the teacher plays within the classroom. Teachers should  |

	execute blended strategies as and when they believe it will benefit the students' understanding.
<b>3. PROCEDURES</b>	
<b>3.1</b>	Blended learning work is integrated directly within lessons by the staff member. This can be as a starter, main activity or plenary activity at the teacher's discretion. Formal investigation into student satisfaction with the use of blended learning shows students are happy with the amount of time they spend using their devices, but would like to use them more during some lessons. Our policy encourages staff to attempt to use blended learning during most lessons where necessary.
<b>3.2</b>	Blended learning ideas and best practice will be showcased on the blended learning tile. This will be regularly updated when new techniques are developed. Additionally, monthly blended learning tips will be added to our whole school teaching and learning document.
<b>4. MONITORING</b>	
<b>4.1</b>	The policy is open to updates as technological applications increase in quality.
<b>4.2</b>	Monitoring the use of blended learning strategies should be represented in books by students. Purple pens of progress should be used by students to indicate how and where Chromebooks were used. This can be a simple procedure, such as writing 'completed quiz online' within their exercise book.
<b>4.3</b>	The use and success of blended learning across the school will be monitored by JJS on a termly basis. This will involve surveying both the staff and student body.