

The British School of Bahrain

Blended Learning Environment during COVID-19



Principles & Short Term Strategic Development

Policy Reference: COVID – Short Term Strategy

Distribution: Whole School

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1.0 Introduction

The strategic vision for online education aligns with the BSB Strategic Aims to be a national model for providing a supportive, high-quality, and affordable educational experience that has a positive impact on students and the community. BSB will deliver an online educational experience that enhances access, meets emerging needs and interests, and maintains the quality of the BSB experience.

2.0 Short Term Vision Statements

By January 2021: "To develop and deliver an internationally recognised Blended Learning Model of education which ensures that all students make rapid progress."

By September 2021: "To continue to enhance our pedagogy and pastoral care to ensure that every student makes demonstratable progress and that our excellence is recognised by the inspection processes"

3.0 Aims of the BSB Blended Learning Environment

- 3.1 To maintain the key principles of an outstanding education
 - 3.1.1 Personalised Learning
 - 3.1.2 Innovative pedagogy
 - 3.1.3 Developing independent learning
- 3.2 To continue to develop the skills and systems within the school to enable learning through modern technology.
- 3.3 To limit the impact of blended learning on all students irrespective of their chosen model of education
- 3.4 To maintain excellent communication with parents and support them within the change to the school environment.
- 3.5 To ensure that all pupils, parents and staff are healthy, safe and happy.

All BSB Policies still operate under a Blended Learning Environment

4.0 BSB Principles of the Blended Learning Environment

- 4.1 Education at BSB is built upon a fundamental commitment to outstanding academic quality. To deliver online education that maintains the rigour, academic standards, and quality BSB pastoral experience expected of our provision BSB commits to the following guiding principles:
 - 4.1.1 **Personalised learning and a student-Centred provision**

BSB is committed to providing personalised learning and a student-centred education. Quality online education requires individualised student attention, which is reflected in opportunities for interaction and collaboration with teachers and class peers, rigorous classwork that prepares students for academic excellence and a love of learning.
 - 4.1.2 **Ongoing Support for Administration and Teaching staff.**

BSB is committed to providing ongoing staff support for effective and dynamic instruction through a variety of approaches, including professional development opportunities, specialised training courses on online course design and training resources, instructional design services, and responsive technical support.

4.1.3 Provision and Support for Emerging Technology

BSB is committed to providing and supporting emerging technology that delivers and enhances the academic experience for all users. Emerging academic and learning technologies that are appropriate and accessible to students, teacher, and staff will be used effectively to support online education.

4.1.4 Outstanding proactive communication

BSB is committed to ensuring that all staff, students and parents are well informed at all times through the production of weekly blogs, weekly letters and updated staff and parent guides.

5.0 Overview of Blended Learning

5.1 Blended Learning in the Infant School

5.1.1 Based on current guidelines from the MoE, during their time at the BSB campus, students will be based in a single classroom throughout the day, working in a half class 'bubble' which will be separate from other class' bubbles', but all within the broader Infant School Blue Bubble.

5.1.2 Lessons in School will focus on:

- English
- Mathematics
- Topic
- PSHE

5.2 Blended Learning in the Infant School

5.2.1 During their time in school, students in Years 3 to 6 will be based in a single classroom throughout the day, working in a 'bubble' based on MoE guidelines, separate from other 'bubbles'.

5.3 Blended Learning in the Infant School

5.3.1 Blended learning is very different from remote learning and will be an enhancement of our provision. Lessons will be accessible to both students in the classroom and students at home, through carefully selected activities, resources and technology. Students will be expected to interact with each other through the remote learning platform, in order to discuss, analyse, interpret and present information. Many elements of traditional teaching will continue to be evident through the use of technology.

6.0 The BSB Blended Learning Environment will be primarily delivered through:

6.1 **Infant School** – For those children working remotely, they will access live lessons via Zoom and resources will be available on the BSB Infant School blog.

6.2 Junior School - The Google Classroom learning platform is the backbone of our virtual learning provision in Years 3 to 6. For live streams, we use Zoom Premium.

6.3 Senior school - Students are expected to own their own laptop in the Senior School. Students should be using an appropriate device to access lessons and resources both remotely and in School. All devices must be fully charged before bringing them to school, and a charger brought to School so that it can be plugged in if required during the day. A mobile phone is not an appropriate device, mainly as they are not compatible with our WiseFlow assessments, and will therefore not be permitted to be used within the classroom.

7.0 Each school (Infant, Junior, Senior) will ensure students have access to:

7.1 Information that sets out the respective responsibilities of the school for the delivery of the course of learning, scheme of work, or element of a course.

7.2 Learning objectives, schemes of work and course outlines where appropriate.

7.3 A clear understanding of the delivery of their study materials and for assessment of their work.

8.0 Schools will ensure that students can be confident that:

8.1 Study materials, whether delivered through staff or through web-based or other distribution channels, meet the expectations of BSB in respect of the quality of teaching and learning-support material.

8.2 That normal monitoring of the quality of education and consistency of practice exists during the BSB Blended Learning Model of Education

9.0 Student Support

9.1 BSB students should receive a clear and realistic explanation of the expectations placed upon them for study and for the nature and extent of autonomous, collaborative and supported aspects of learning.

10.0 Junior and Senior School students should have access to:

10.1 A lesson timetable or schedule of activities, for example, real-time lessons, Form tutorial sessions, assemblies or web-based conferences.

10.2 Clear and up-to-date information about the learning support available to them remotely, including pastoral support.

10.3 Documents that set out their own responsibilities as learners.

11.0 Students will have:

11.1 Where appropriate, regular opportunities for peer to peer, inter-learner discussions about their learning, both to facilitate collaborative learning and to provide opportunities to develop personal skills such as negotiation, listening and speaking.

11.2 Appropriate opportunities to give formal feedback on their experience of their learning.

12.0 Each school will ensure that students can be confident that:

12.1 Staff who provide support to learners have appropriate skills, and receive appropriate training and development;

12.2 Support for learners delivered through web-based or other distribution channels, meets the expectations of BSB for the quality of learner support

13.0 Assessment of students

13.1 Information on the ways in which their achievements will be judged

13.2 Timely formative assessment on their academic performance to provide a basis for individual constructive feedback and guidance.

13.3 Regular, detailed, personalised formative feedback which supports their progress in their learning.

13.4 Students should be confident that:

13.4.1 Their assessed work is properly attributed to them, particularly in cases where the assessment is conducted through remote methods that might be vulnerable to interception or other interference.

13.4.2 Any mechanisms, such as web-based methods or correspondence, for the transfer of their work directly to assessors, are secure and reliable.

13.5 Assessment of progress within the Infant School

13.5.1 During their classroom time, teachers assess children's progress, continuously and formatively, in order to identify and prioritise each child's next steps. This is communicated to the children during the course of the school day, as well as during live teaching sessions.

13.6 Assessment of progress within the Junior School

13.6.1 During their time in school as part of the Blended Learning model, students receive input from their teachers, along with feedback on how they are doing. They are given tasks and targets to pursue during their time out of school. The tasks are assessed by teachers, to inform planning for the next day in school, and so the cycle goes on, with each phase of learning - in school and out of school - complementing and stimulating the other.

13.7 Assessment of progress within the Senior School

13.7.1 The School will continue to run our cycle testing through the Wiseflow platform, whilst enhancing our support for students in using the platform when they are in School.

13.7.2 Feedback will be provided through verbal and written means. Students will also be given opportunities to assess their own and others' work as a way of developing their own understanding further.

13.7.3 The WiseFlow system will continue to provide our students with online assessments through a secure platform.

14.0 Reporting progress to parents

14.1 Reporting progress within the Infant School

There will be short meeting slots scheduled via Zoom every Tuesday so that parents can sign up for regular updates on their child's progress. Further, parents of children in the Infant School receive two written reports per academic year, in December and June. Additionally, formal parent-teacher conferences take place in October and March/April. Parents are welcome to contact their child's teacher by e-mail at any time, should they require further information. Similarly, teachers will contact parents by e-mail, should any issue arise regarding a child's progress.

14.2 Reporting progress within the Junior School

Parents of students in Years 3 to 6 receive two written reports per academic year, in December and June. Additionally, parent-teacher conferences take place in October and March/April. Parents are welcome to contact their child's teacher by email at any time, should they require further information. Similarly, teachers will contact parents by email, should any issue arise regarding a student's progress.

14.3 Reporting progress within the Senior School

Our normal reporting processes will continue throughout this academic year, where parents can expect a formal progress checkpoint once per term. In addition, teachers will maintain e-mail or telephone contact with parents should there be an additional need. Heads of Year will also play a vital role in monitoring the progress of students across all subjects as well as pastorally and will communicate with parents where they feel there is a need.

15.0 Short Term Development Plan

Strategic impulse	Vision statement	Area of continued improvement	Scope
Health & Safety	To provide as safe a learning environment as possible for all children that want to learn on campus	Health check protocols	Whole School
		Entry protocols	Whole School
		Classroom redesign to promote social distancing	Whole School
		Case management protocols	Whole School
Pedagogy		Blended Learning Pedagogy	
		Consistency of Teaching	
		Development of 21st Century Skills	
		Effective feedback mechanisms	
		Development of Deep Learning	

Policy: BSB COVID Principles & Short Term Strategic Development Policy

		Measuring progress	
Technology			
Pastoral		Development of BSB Values	
		Development of	
		Development of PSHCE	
		Development of Citizenship	
Communication		Effective communication strategies	
		Positive celebration	
		Informative feedback	