

## Planning a Blended Learning Strategy

### Advice on planning for a blended future

#### Learning Cultures Limited

- There is an imperative to ensure that there are contingency plans for how the curriculum will be implemented if schools have to close or partially close again
- Planning the curriculum for each subject should have a blend of classroom and online learning activities to ensure continuity of learning takes place wherever it is happening
- Planning the blended curriculum should start with an identification of the outcomes expected, should include a clear definition of how the learning will be assessed and define carefully for the learner the activities they will take part in
- It is essential to define the goals for the learning activity so that the learner can see exactly what is expected of them
- Equally it is essential to allow learners to articulate their own goals in order to provide them with the motivation to move towards achieving them
- The content of a series of blended learning lessons should be directly related to the stated learning outcomes
- Ensure that learners have the opportunity to track their own progress by providing clear benchmarks that define success
- Every teacher in school has gained a wealth of experience of how to engage learners in remote settings. Create opportunities where teachers can share their experiences and focus on what they know works, what they can improve upon and how they can learn for the future
- Many pupils will have strengthened their skills in using technology whilst working from home or in other remote settings, capitalise on this by continuing to use technology for differentiated activity in the classroom and for homework
- Focus on the metacognitive skills that learners have had to use and continue to provide opportunities for them to focus on these skills as essential learning tools. For example, self-regulation of their time and the pace at which they work, the ability to listen well in a virtual environment, identifying the importance of note-taking in this context and the ability to summarise and sift and select relevant information

- Encourage learners to think about their own metacognition. Ask them to explain how they are learning as well as what they are learning
- Explicitly name and celebrate the skills learners have gained as a result of their time away from school and provide opportunities in the classroom to continue to use and hone these skills
- Rethink the teacher paradigm from teacher control to learner control. Where learners are given autonomy as part of managing their own learning there is good evidence that they are more motivated to learn
- In the classroom the teacher is in charge, this is difficult to achieve when delivering learning online, model opportunities where learners can be masters of their own learning
- Remember that in a remote classroom, learners have much more agency over the time, pace and sequencing of their learning and this needs to be recognised in how the learning is planned
- Create opportunities for a partnership to emerge between the teacher and the learner so that there is a collaboration as to goal setting, identifying needs, reflecting on learning and celebrating success
- Ask yourself, who is doing all the work? If the answer is the teacher, change your tactics so that the learner takes ownership of their learning
- Create opportunities for learners to design their own learning activities linked to a problem to solve or an investigative assignment
- Make sure there are opportunities for learners to work together in groups or as pairs, the evidence is profound that peer to peer and group interaction aids learning and improves motivation
- Assessment of the learning must be a collaborative process where dialogue is two way and learners have clear instruction as to how they can improve
- Consider carefully that all learners are not intrinsically motivated and focus on how to ensure you can generate extrinsic motivation by tapping into what drives learners to want to complete a piece of work or improve on something