

Research from several sources that highlight what constitutes good practice in planning for a blended learning future

- A high level of self-directed learning is inevitable and while learners are in school there should be strategic recognition that learners need to hone the skills of listening, note taking, reading for meaning, mathematical fluency and problem solving in preparation for times when they are not able to work in class or where the school want to shape a more blended approach in the classroom
- Planning ahead is essential and those involved in curriculum planning and delivery should review learning activities and look for alternative solutions to providing components of the learning that lend themselves to a more blended or remote approach
- Where ever possible collaboration with learners, parents or carers and other subject teachers will help to ensure a well-defined understanding of what needs to be completed or worked on
- There is a wide discrepancy between different learners in terms of their access to technology. In order to ensure that this does not lead to disadvantage there needs to be clear planning as to how to support those learners who do not have access to the relevant technology. There are ways and means and there are some innovate solutions.
- Subject leaders need to ensure content readiness where teaching and learning materials are aligned to curriculum intent and are accessible both electronically and physically
- There are pedagogical differences to how teachers deliver topics or subject specific learning at a distance and most teachers are not adequately prepared. A programme of CPD to and time to share good practice are essential
- Based on learner's ability to engage, self-regulate and be adept at a range of metacognitive skills remote learning activities should be short and engaging and involve the learner as much as possible. Some research suggests that units for primary aged children should be no more than 25 minutes and for secondary pupils no more than 40 minutes

- Monitoring and assessing the learning outcomes requires strategic and cohesive planning. This must start with clearly defined goals for what is expected of the learner, a set of learning outcomes that are agreed and understood and a consistent approach to how the learning will be assessed
- Creating opportunities for collaboration between teachers who can work together to find solutions to common challenges is highly motivating and should be planned as part of a strategy for distance or blended learning
- Delivering education remotely changes the learning settings, teachers have less control and learners gain more autonomy. Creating opportunities for regular interaction between the various stakeholders can be highly beneficial for all and reduce feelings of anxiety, a sense of disengagement and provide an opportunity to maintain protocols and ground rules
- Streamline the use of online platforms so that the learner is not grappling with several different systems
- Look for connections across the curriculum through highly effective cross-curricular collaboration. Creating opportunities for broader concepts that transcend subject learning can help to strengthen understanding and deepen meaning for the learner
- Peer to peer and group interaction in the classroom and through technology is known to be highly effective and does deepen learning and understanding. Planning how to deliver the curriculum remotely should include some opportunities for this, with supervision from the teacher where appropriate
- When learners return to the classroom after a period of absence, they need time to adapt to allow them to settle and resume their feelings of belonging
- Plan for long-term changes based on the learning from this time. Goals should include how to build a more technology-enhanced future where pedagogical innovations and more flexible learning environments create a more vibrant and flexible offer for learners across the education spectrum