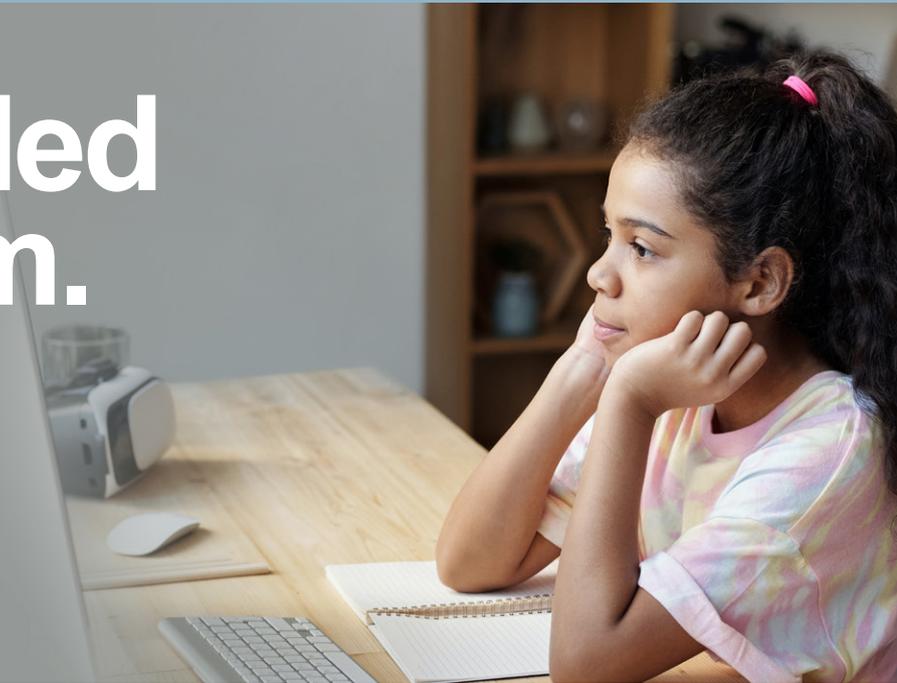


The Blended Classroom.

Schools have remained largely unchanged since the black and white photos we see of the 1950's. The critical challenge faced by schools everywhere is how the post-lockdown school must transform itself. This paper aims to provide some possibilities that technology provides, building on existing teaching pedagogy of the blended classroom.



Back to school post-lockdown presents many challenges to overcome:

- Reduced year group sizes
- Fragmented classes
- Reduced teacher numbers
- Irregular curriculum delivery
- Movement restrictions around the school

Each of these challenges is a significant barrier to teaching and learning. During this period of transition, how can schools

plan and prepare for a return to school, whilst supporting students both at home and in school, taking into consideration not every student has access to technology?

The answer could lie in the 'Blended Classroom' where the main areas of pedagogical needs are focussed on maintaining communication with students, being able to consistently set work for students and assess it, to deliver asynchronous or synchronous lessons, and to provide the most crucial elements for successful students: maintaining social and emotional wellbeing.

The Blended Classroom.

The two classrooms; the 'online' classroom and the traditional 'physical' classroom both offer distinct and unique possibilities. In the blended classroom, teachers can use the best features of both.

The 'Physical' Classroom Characteristics.

In this environment the teacher can see and respond directly to students, providing an overview of where the class understanding and goals are, and presents opportunity to teach collaboratively. The physical classroom can however be chaotic, where students can fail to retain information.

The 'Online' Classroom Characteristics.

In this environment teachers are able to extend activities long after the classroom lesson is completed. This provides an environment that encourages pupil creativity, collaboration and critical thinking skills, where teachers are able to provide individualised supporting materials and even add teaching videos or presentations that can be replayed at any time, to improve learner retention. Learning opportunities can be expanded with the online classroom by providing 'pre-teaching' or "previewing" learning resources to engage pupils in a subject in advance of classroom teaching.

The Ideal Blended Classroom.

The ideal blended classroom combines three teaching theories in a unified approach which improves teaching and learning in the reality of the Covid19 post-lockdown classroom.

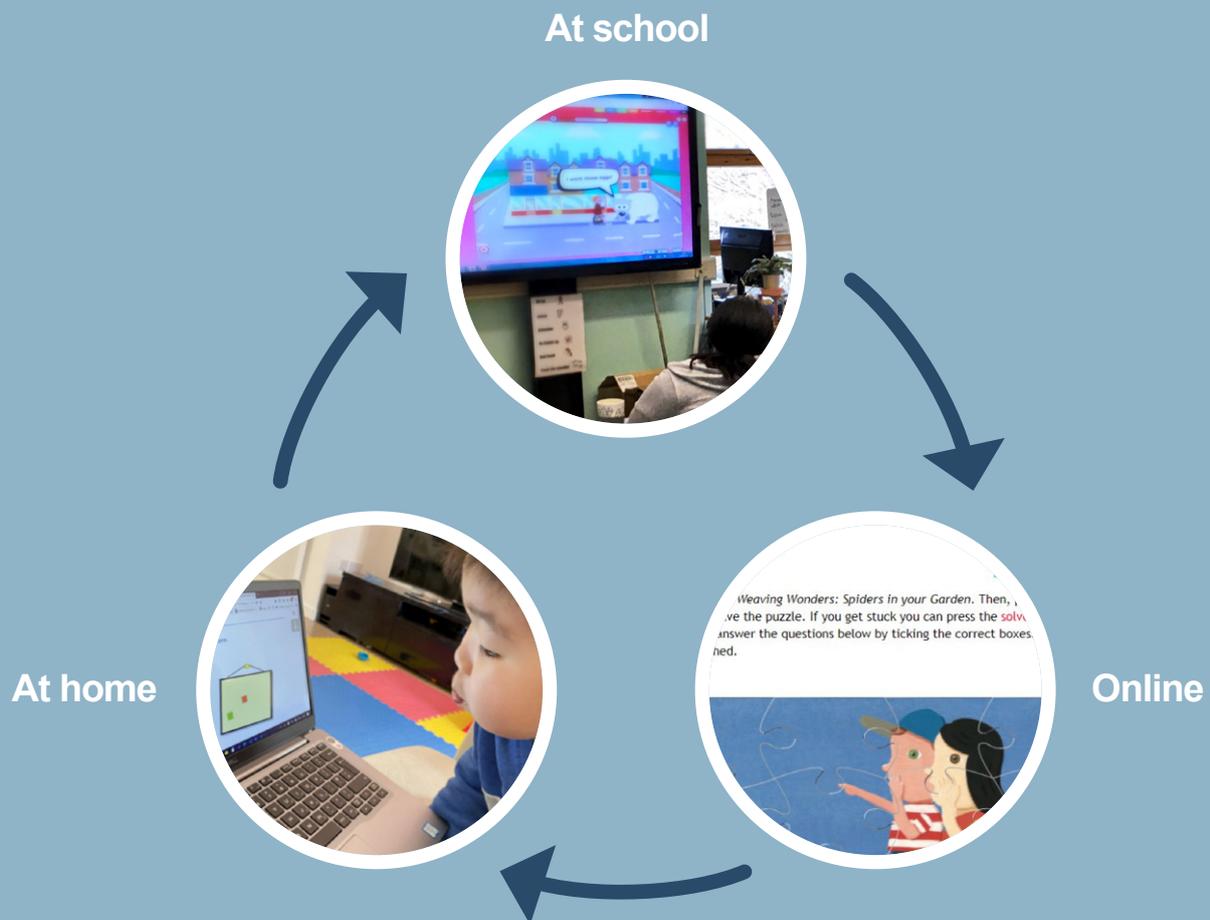
Formative Assessment - as outlined by Dylan William, Emeritus Professor of Educational Assessment at University of London consists of clarified and shared learning intentions, developed discussions, tasks and activities that elicit evidence of learning, feedback provided that moves the learner forward, activate students as resources for each other and encouragement of ownership of the student's own learning.

Visible Learning - conceptualised by John Hattie, Professor of Education at the University of Melbourne is a process he says where visible learning and teaching happens when teachers see through the eyes of the student, and when the students see themselves as their own teachers.

Blended Learning - is the combination of the physical classroom and an online teaching and learning space. This offers possibilities for teachers to innovate their teaching practice while supporting and managing all students and their development.

Providing the Ideal Blended Classroom.

Getting the blend of teaching and learning right is straightforward with just2easy for your school.



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Content Management System

Access teaching and learning anywhere at all times.

Online e-portfolios for pupil evidence and ongoing work, visible for teachers to provide formative and summative assessment. With multimedia teaching tools built in, teachers can share video, audio and pictures or any type of document with students instantly. Non-digital student work can also be uploaded to build a complete student portfolio, for those with limited access to technology.



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Communicate instantly with any pupil.

Real-time messaging system to keep students motivated, on-task, provided with meaningful feedback and student support - safely.



j2e.com

Develop Reading, Writing, Comprehension and vocabulary skills.

Creative writing, desk top publishing and presentation tools wrapped in e-safe internet picture searches, enabling students to produce stunning work. Instant blog publishing is provided for collaboration in or out of the classroom, promoting authentic reading and writing opportunities from a global audience.





Set work, provide worksheets, track progress and monitor workload.

Teachers can quickly set and schedule tasks, provide students with editable and annotatable worksheets, track completion of work and assess student work. Ensure no student is left behind in the learning process where teachers see an overview of the workload that students are facing from every class.



Raise Standards in Mathematics.

Students can play times tables, addition & subtraction, division and many more games for developing maths skills, even playing against their friends in real time. With progress tracking built in - teachers can monitor progress, identify struggling students and quickly provide intervention strategies.



Develop Spelling and Vocabulary in any language.

Students can play spelling games and practice their weekly spelling lists - producing word clouds of new vocabulary and words to practice.

