Remote Learning Policy

Primary person responsible: Assistant Principal (Teaching and Learning) **Last review date:** September 2021 **Next review date:** August 2022

Circulation: This policy has been adopted by the governors and is available to parents on request. It is addressed to all members of staff and volunteers and applies wherever they are working with children.
'Parents' refers to parents, guardians and carers.

CONTENTS

Remote Learning Policy: page 3

Rationale:

This policy is to ensure the ongoing education of DLD College students under exceptional circumstances, including the COVID-19 pandemic, and any subsequent national lockdowns. This policy will also safeguard against any future disruption, such as extreme weather, power outages, etc. If the college were to also move towards teaching courses exclusively online, we would need to ensure that we seek approval from the exam boards. This is most important with vocational courses, like BTEC Courses, to protect the academic integrity of the practical assessments.

This policy also covers the ongoing education of students who are unable to attend college but will be able to continue their education online, while the college remains open. The setting and assessment of remote learning tasks will take place in accordance with the existing college policies. This policy does not apply in the case of a child being absent from school due to illness or any other personal circumstances. In such instances, the appropriate provisions will be decided upon by the class teacher and the Senior Leadership Team (SLT).

For the purpose of this policy, it is important to define some key terms.

- **Blended Learning:** This is a formal approach to education that creates an integrated learning environment where face to face and online teaching and learning are complimentary, with the purpose of giving learners a more diverse and engaging learning experience.

- **Distance Assessment:** This is a method of assessment that is designed to be carried out remotely. Distance assessment enables learners to be assessed even if they are in situations or settings where traditional methods of assessment are difficult or impossible to operate.

Aims:

Our aim is to ensure that:

- All pupils continue to receive the 'gold standard' of education
- Every pupil has access to appropriate teaching and learning resources
- Pupils can expect to receive feedback on work completed, where appropriate
- Staff are given the training and support needed to deliver remote teaching and learning
- Regular communication between parents, pupils and staff is maintained
- Parents, pupils and staff are kept up to date in regard to the closure of the school
- Safeguarding practices remain in place and parents, pupils and staff continue to follow school procedures
- Pastoral support is maintained, and parents and pupils will be able to contact relevant staff with any questions or concerns

Remote Learning Provision:

There are two key platforms that we will be using to deliver remote learning. These are:

- Teams: this will be used to offer live lessons, private tuition and tutorials
- Canvas: this will be used to offer resources and track assessment and feedback

The Microsoft Educator Center contains some useful guidance on how to use Teams to deliver lessons.

It is also worth noting that every student has access to a Microsoft O365 account, so they are able to access Word, PowerPoint, Excel and variety of additional software. Teachers should be mindful of file formats when providing students with resources to ensure these are accessible to all students.

It is also important to note that teachers should aim to ensure that remote learning is inclusive. There are many accessibility features that are available to use on the remote learning software platforms. If teachers require guidance around supporting students with software, they should email the Learning Technologist (Meryam.Moujdi@dld.org), and if they require guidance on neurodiversity or learning support they should email our Head of SEND (Kymberlee.luke@dld.org).

The expectations and principles behind teaching lessons remotely are very similar to a classroom lesson. Teachers are still expected to revisit prior learning, provide explanations, modelling, scaffolding, encourage active learning, conducting learning check, etc. However, teachers should be mindful that the dialogue-rich lesson structure is the most affected. Feedback may not be as readily available and teacher explanations may need to be planned more thoroughly. It is also worth considering how much screen time a student has had in any given day, particularly with GCSE students, so teachers may want to refer students to reading from key texts or writing exercises out by hand and sending photographs of work for assessment.

If any teacher requires support in delivering lessons remotely, they should initially speak to their line manager, but they can also access direct support in teaching strategies from the Assistant Principal - Teaching and Learning (John.Branney@dld.org).

Expectations of Staff:

Staff are reminded that they must uphold the same expectations of standards and professionalism that we would expect in a physical environment. We should aim to provide the 'gold standard' of education by providing high quality, engaging teaching and learning activities and resources.

When using Teams for live lessons or a 1:1 session with a student, staff are reminded to adhere to our safeguarding policy and to report any safeguarding incidents to a Designated Safeguarding Lead (DSL). If staff are emailing individual students, it is important to note that all emails are archived and retrievable.

The Staff Conduct Policy provides a comprehensive overview of these expectations.   These are some specific reminders from this policy that are worth noting when working online:

3.0 SETTING AN EXAMPLE
3.1 All staff who work in the college set examples of behaviour and conduct which can be copied by students. Staff must therefore avoid using inappropriate or offensive language at all times.

3.2 All staff must, therefore, demonstrate high standards of conduct in order to encourage our students to do the same.

3.3 All staff must also avoid putting themselves at risk of allegations of abusive or unprofessional conduct.

4.0 SAFEGUARDING STUDENTS
4.9 Electronic communication with students. DLD abides by the Alpha Plus Social Media Policy which can be found HERE.

This policy states:

- Employees should ensure they have adequate privacy settings on their personal social media accounts and that personal information is concealed from general view;

- No employee should interact with any pupil through personal social media accounts;

- No employee should interact with any former pupil who is under the age of 18 through personal social media accounts;

- No employee should accept a pupil or former pupil under the age of 18 as a personal 'friend'/'follower';

- Where staff have cause to interact with pupils through school-level social media accounts any interaction should be confined to educational purposes. Any communication should be publicly visible and staff must not privately message pupils.

- If any member of staff suspects that an adult employed by the school is using a social networking site in an inappropriate manner, they should follow the procedure outlined in their school's Safeguarding policy.

Staff must also abide by the Alpha Plus Staff IT User Policy.

[ICT Usage Policy](#)

Online Learning – Safeguarding Implications:

- Staff and students (if they use live webcams) must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and where possible be against a neutral background.
- The live class should be recorded and backed up elsewhere, so that if any issues were to arise, the video can be reviewed.
- Language must be professional and appropriate, including any family members in the background.

It would also be worth reviewing the [E-Safety Policy](#), especially as students will be spending more time learning online.

7.0 CONDUCT OUTSIDE WORK
7.3 Staff must exercise caution when using information technology and social media and be aware of the risks to themselves and others. To email students, use their DLD email addresses.

8.0 SOCIAL CONTACT WITH STUDENTS
8.1 Staff must not exchange personal mobile phone numbers, e-mail addresses, personal Facebook accounts or other personal modes of communication with students. Staff must not socialise with students outside college. All interactions with students must be on an exclusively professional basis at all times. Staff should be mindful of establishing and maintaining appropriate boundaries to ensure this.

Teacher Absence:

In the event that a teacher is ill, they should inform the college by emailing DLDCover@dld.org. Cover work can be set using Canvas and a copy of this should be included in the email. In the event of a

longer-term absence period, an appropriate cover teacher will be put in place to provide online lessons via Teams. Any long-term cover arrangements will be managed by the Vice Principal – Academic.

Expectations of Students:

Students should follow their timetable, where possible, when learning remotely. Students are reminded that they must uphold the same standards and effective study habits that we would expect from them in a classroom setting and college environment.

When students enter a remote lesson, they must attempt to login to that lesson on time. Any breach of our attendance policy should be reported using the normal college channels and the appropriate action taken. If there are issues with time differences, which international students may have, then this should be communicated by the student via email. The teacher should provide suitable provision, such as an independent learning via an online assignment on Canvas, or access to a recorded lesson with an appropriate assessment.

Students are expected to actively engage in online lessons. Therefore, students need to ensure that they have access to suitable IT. Where students are studying in areas where some resources, like YouTube and Canvas, may not be accessible suitable activities and resources should be sent to those students via email. It is vitally important that we communicate with all students and make them aware of work set for each lesson.

E-Classroom Management:

You may want to spend 1-2 minutes at the start of your first lesson reminding students of your expectations of behaviour in your lesson. Teams contains some tools that will help you maintain good order in your online class. Students should be given a verbal warning for disrupting learning. If this continues, you can mute the student. If they continue to disrupt (for example, opening up the camera to distract others, or drawing inappropriately on shared documents) you can remove them from the lesson and inform a member of SLT via email. Further details on e-classroom behaviour management can be found on the Remote Teaching section of the Staff Dashboard.

Student Attendance:

Students learning remotely will be expected to attend online lessons on Teams and to use the microphone and camera, where requested. If they are unable to use their camera or microphone, they need to supply a sufficient reason for this. Students are encouraged to create a suitable workstation at home to work from.

If a student does not actively engage in lesson when requested, the teacher should inform their Director of Studies (DoS), or Assistant Principal (Lower School), as soon as possible. If students do not engage or complete work set in lessons, the appropriate behavioural and academic sanctions should be applied. Please refer to the Behaviour, Discipline and Exclusion Policy for additional guidance or discuss this with your line manager.

It is important that absences are recorded in keeping with the Attendance Policy which can be found on the Policy Portal. Whilst this is important for all learners, this is particularly important for our international students as this may have implications on their visas.

Assessment:

Students may be asked to participate in distance assessments during a period of remote learning. Students must operate with the highest level of academic integrity during this period. Assessments

will be provided using Canvas, where appropriate. Teachers should follow the [Marking, Assessment and Feedback Policy](#), as normal.

Canvas should be used to set key assessments remotely, such as milestones and mock exams. Grades and feedback must be provided using this platform, in line with the college policy. There are a number tools on Canvas, such as the Quiz tool, which can be used to set timed assessments. Instructure offer a [complete training course](#) where you can learn more about using Canvas. You can also find lots of useful guidance on the [Teaching and Learning Canvas Course](#).

For additional support in marking, assessment and feedback please make use of the [Teaching and Learning page](#) on the Staff Dashboard.

Technical Support:

Students and staff must report any IT difficulties to dld-itsupport@dld.org. If bandwidth is an issue, you may be requested by IT to undertake a speed test to ascertain ways that internet access and speed may be supported. The college may request that students try and increase their internet speed, where possible.

If students have severe issues with internet access, we may be able to make some resources available offline by mailing them to the student's home address. If a teacher intends to offer offline support, they will need to inform the Assistant Principal (Teaching and Learning) who will liaise with SLT to approve this request.

If any student does not have access to suitable IT provision and are unable to source this, for financial reasons or otherwise, please email dld-itsupport@dld.org and we may be able to loan a student equipment for use during the remote learning period.

Additional Resources:

https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice

https://www.gov.uk/guidance/adapting-teaching-practice-for-remote-education