Inspire
Education Group

Remote Learning Policy

Purpose

The Inspire Education Group (IEG) is committed to using online learning to enhance student learning, success and engagement. It will promote and maintain a safe environment for students to learn through a blended learning approach of a mix of both face-to-face and online delivery and Distance Learning opportunities.

Scope

This policy applies to all students and staff within the Group.

The Policy Statement

Blended Learning is a formal approach to education, which creates an integrated learning environment with a mix of face-to-face and online teaching and learning. Its purpose is to give learners a diverse and engaging learning experience.

Remote learning at IEG is based on the following principles:

- Students are inspired, motivated and engaged to learn, through learning approaches that vary according to their appropriateness to the particular learning context
- Staff are encouraged and supported to adopt fit-for-purpose and innovative blended/remote learning approaches
- Flexible delivery options are offered to reflect the needs of students, the intended learning outcomes and the availability of resources
- Blended learning chosen to enhance student engagement and learning outcomes while maintaining delivery of sustainable high-quality learning and teaching
- Any qualification specific requirements for delivery or assessment set out in qualification specifications of the various awarding bodies must be understood and followed at all times
- Remote learners to be supported to develop the technical and communication skills to enable them to work independently and communicate effectively
- Wherever possible assignments are set in face-to-face sessions with clear deadlines
- Feedback to students and authentication of student work will be maintained to the same standards as for face-to-face delivery

The Group will offer a limited range of free Distance Learning courses. These will utilise available government funding to support the development of the adult work-force locally.

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Responsibilities

The Senior Management Team are responsible for:

- Monitoring the Group's approach to providing remote learning to ensure education remains as high quality as possible
- Ensuring that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

The Assistant Principal Quality are responsible for:

- Co-ordinating the remote learning approach across the Colleges
- Monitoring the effectiveness of remote learning through regular meetings with Heads of Faculty and feedback from students

Digital Learning Technologists are responsible for:

- Alerting teachers to resources they can use to teach their subject remotely
- Developing the Google suite to support teachers and students working remotely

Learning Coaches (TLC)/ Quality Teaching and Learning Leads (QTLL) are responsible for supporting the development of teachers' skills in delivering blended learning effectively

Teachers providing remote learning have the same responsibilities to support and inspire students as if the lesson was face-to-face.

Related Documentation

- Appendix 1 - Guidance
- Appendix 2- Student Online Code of Conduct
- Appendix 3 - Teacher and Support Guide to On-line Learning
- SAF001 – Safeguarding for All Policy
- IT002 – Acceptable Use Policy

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Remote Learning Policy - Guidance

It is essential that our students are safeguarded from potentially harmful and inappropriate online material and when offering remote learning we follow the 4Cs as advised in the Keeping Children Safe in Education 2021 (KCSiE):

- **Content**: being exposed to illegal, inappropriate or harmful content, for example pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism
- **Contact:** being subject to harmful online interaction with other users: for example, peer to peer pressure, commercial advertising and adults posing as children or young adult with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm, for example, making sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- **Commerce** - risks such as online gambling, inappropriate advertising, phishing and or financial scams

Blended Learning **may** be offered:

- Where appropriate elements of the course may be suitable for on-line delivery, this would normally be on Level 3 / A level and above courses, where teachers and managers agree this will provide an appropriate learning experience for students
- Where a student, on any programme of study, has specific needs which make it difficult for them to attend College in person in agreement with Additional Learning Support (ALS) and / or Education Health & Care Plan (EHCP) team
- For a short period at GCSE exam times to ensure rooms are available to accommodate the main examination cohort and those with Exam Access Arrangements
- In exceptional circumstances, for some or all courses where access to College sites is restricted, for example due fire, flooding or pandemic (this is not an exhaustive list)

In addition, Remote Learning will be available:

- If staff or students tests positive for Covid-19 (or any other highly communicable condition) and are required to isolate
- If the Group is told by either local or national Government to close College sites as a result of a new local or national pandemic or emergency

In the event of a move to on-line teaching and learning wherever possible timetables will remain the same as this helps to keep a solid routine in place for students. Teachers

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will continue to assess students' understanding, check their progress and provide feedback to help them improve.

Tutorials to support student wellbeing, the delivery of virtual enrichment activities and booked one-to-one sessions may be completed on-line.

Students with additional learning needs, particularly those with special educational needs will be provided with support to allow them to continue to access their lessons.

Restricted Access to College sites

In the event of access to the College sites being restricted the Inspire Education Group (IEG) will seek, where possible, to retain some on-site teaching for vulnerable students and those with key worker parents.
In such an eventuality delivery patterns will be reviewed to reduce the number of students who come in each day. The split will be decided by the Senior Leadership Team (SLT) with online lessons available for those not in college. Those courses with a practical element will be given priority for access to the sites with theory lessons on-line.

No access to College sites

If access to College sites is not possible delivery will move on-line with access to live lessons through Google Meet, Google classroom or similar. Students will be supported to access online learning through the provision of Chromebooks on loan to students who only have access through their mobile phone. Provision of USB dongle for those without high speed broadband access.

In all circumstances IEG expects students to:

● Engage with their remote learning
● Keep inContact with teachers and attend personal tutorials
● Engage with any self-study materials provided by teachers
● Check emails to keep up to date with information from their teacher

The same expectations of teaching, learning and assessment within IEG apply to all delivery whether face-to-face or remote. This includes but is not limited to:

● Learning materials are of a high standard, relate to the intended course learning outcomes and area inclusive, current and accessible to all learners
● Design courses where blended learning approaches are embedded in overall curriculum design and are logically linked to learning outcomes
● Where complex ideas are presented materials to be in more than one format and /or approach to support different learning styles

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- Activities consolidate learning and contribute to learners' wider skills development. Further relevant reading and development opportunities are signposted
- Wherever possible the setting of assignments is undertaken in the face-to-face sessions and that deadlines are clear
- Learner work is assessed by tutors and assessors with detailed feedback provided
- Learners are guided by tutors and assessors to the right learning resources to improve their work
- Learners' personal details are not stored by staff on a personal home computer
- If a session is recorded all learners know it is being recorded and where it will be stored
- Learning materials used, including pictures and videos, comply with copyright restrictions
- Make sure evidence submitted by each learner can be authenticated as their own work
- IEG quality teams oversee the consistency of quality of learning being delivered
- Staff are supported through development opportunities to develop skills needed to effectively and safely deliver remote learning

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STUDENT ONLINE CODE OF CONDUCT

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BE READY

- Attend and participate in all online timetabled classes
- Arrive early – aim to be logged in and online at least 5 minutes before the session; this way you can work out any audio and connection issues before the session starts.
- Have your stationery ready such as notepad, pens, calculators etc

BE RESPECTFUL

- Mute your microphone when you are not speaking to avoid unwanted background noises that can distract other students
- Do not switch your microphone on to speak unless invited to, or your tutor has told you it's fine to do so
- Use the 'raise hand' feature to ask a question
- Dress appropriately
- Use appropriate language
- Advise others in your household that this is a live session
- Remember that text chat can move quickly in large classes and tutors may not have immediately seen your message whilst presenting, so be patient for replies
- Have your phone on silent and do not it use unless instructed to by your tutor

BE SAFE

- Please set your background to blur (your tutor will show you how to do this.
- Keep your personal information secure and only communicate with peers using your college email address
- Where possible have the camera on, unless other arrangements have been made with your tutor
- Sessions are not to be recorded or shared, in any form, with peers or anyone outside of the organisation through any media platforms

Remember to regularly check the Student Intranet Portal for updates and information on support services, mental health, wellbeing and safeguarding

I understand and agree to my responsibilities and accept that failure to comply with theses may result in on the spot sanctions, disciplinary action or being asked to leave the College.

It's important that you maintain a level of professionalism and treat any online lesson in the same way you would treat a classroom lesson. Remember simply delivering your face-to-face session online might not work to effectively deliver the same learning outcomes.

Consider chunking activities and explore different strategies to include:

- Some pre-reading and questions for students to consider
- A quiz or question and answer forum to check and consolidate understanding · Using appropriate BLC modules
- Always ensure that your content is age/gender appropriate and is accessible for all students.

CONDUCT
- Dress appropriately and ensure that there is no personal information on display behind you. Use the blur or background option in Google Meet
- Remind students of acceptable behaviour and refer to the Student Online learning Code of Conduct during class, if necessary
- Ask learners to mute their microphones on entry to prevent any unwanted background noise
- Do not share personal emails or social network links. Ensure all communication is carried out using work email addresses, Google Classroom or Google Meet as much as possible

CONTENT
- Share your Google Classroom with your Curriculum Lead/Head of Faculty in case of absence
- Take an attendance register using the register system in MIS
- Set and share clear learning outcomes - What are learners going to learn?
- Check resources are ready to be shared when required
- Create an active experience for your students
- Provide helpful and timely feedback that will advance learning
- Ask for regular feedback including what do your students enjoy and what would they like more of?

GOOGLE CLASSROOM CONTENT

All classrooms should contain the following:

- Google Meet Code in the classroom header
- Lesson Materials
- Course Module Specification
- Student Scheme of Learning Outline including key assessment dates
- Useful Links

- Announcements for Students
- Use of topics to split content
- Assignments with templates
- Assessed classwork
- Classroom Q&A

Google Classrooms should also include a mix of the following content where appropriate:

- A range of BLC modules,
- Quizzes
- A range of YouTube videos
- Full integration of TLA apps
- Selected Video recordings
- Student commenting to posts

RECORDING YOUR LESSONS

There is no requirement for all of your sessions to be recorded. Use the record feature in Google Meet to record topics where there is complex information; demonstrations, outline of assessment requirements and topics for revision purposes. These should be no more than 10/15 mins to maintain interest and to convey key learning points. These videos must be suitable for all students including those with learning difficulties and disabilities.

STUDENTS' AND ONLINE SAFETY AWAY FROM COLLEGE

It is important that all staff who interact with students, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with in accordance with the Safeguarding for All policy and where appropriate, referrals should still be made to student's social care and as required, to the police.

Our students will have completed e-online safety modules in the first term and so should know how to keep safe, but be mindful of this. Be mindful about what support you can offer remotely.

Signpost students to external services via the Student Intranet or advise them that you will refer them to our Safeguarding team.

To make a safeguarding referral to flag any safeguarding concerns that require communication with Children's/Adult Social Care, email:

- Stamford: safeguarding@stamford.ac.uk
- Peterborough: safeguarding@peterborough.ac.uk
- Or call the Deputy Designated Safeguarding Lead: Stamford: 07810 161 010 Peterborough: 07740 456 720. Direct students to call 999 if they are in any immediate danger.