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 is chosen to enhance student engagement and learning outcomes while maintaining the 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 workforce 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 were 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

Keeping children safe online is paramount. Our approach is guided by Keeping Children Safe in Education (KCSIE) and recognises the diverse range of online opportunities and risks. We focus on empowering students to navigate the online world safely and responsibly while protecting them from harm. This work encompasses the following key areas:

Content: Encouraging critical evaluation of online information, identifying misinformation, and understanding the potential harms of exposure to age-inappropriate content, including pornography, violent content, hate speech, fake news, racism, views related to ideologies which can lead to online radicalisation, misogyny, self-harm or suicide promotion, harmful online challenges/trends, and health misinformation. Recognising the impact of online content on mental health and wellbeing.

Contact: Educating about the risks of online interactions with strangers and other known individuals, including cyberbullying, grooming, online exploitation, and peer pressure and emphasising the importance of protecting personal information, understanding privacy settings, and reporting any concerning contact.

Conduct: Promotion of responsible online behaviour to all students, including understanding the impact of sharing intimate images without consent and the serious consequences of cyberbullying, including its various forms like name-calling, spreading rumours, exclusion, and online harassment. Awareness about digital footprints, the importance of respectful online communication and the legal implications of certain online behaviours.

Commerce: Understanding the risks associated with online commerce, such as in-app purchases online gambling, online gaming risks (including loot boxes and communication with strangers), and online scams, including phishing and identity theft. Encouraging protection from financial exploitation online and to be aware of inappropriate advertising.

Filtering and Monitoring: Appropriate filtering and monitoring systems are in place to help protect students and staff online, alongside a robust review of access to sites whilst accessing college networks.

Blended Learning **may** be offered:

- Where appropriate elements of the course may be suitable for online 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

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- 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 to fire, flooding or pandemic (this is not an exhaustive list)

In addition, Remote Learning will be available:

- If staff or students test 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 online teaching and learning wherever possible timetables will remain the same as this helps to keep a solid routine in place for students. Teachers 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 online.

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 online.

No access to College sites

If access to College sites is not possible delivery will move online 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 phones. Provision of USB dongle for those without high-speed broadband access.

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In all circumstances, IEG expects students to:

- Engage with their remote learning
- Keep in contact 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 are 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 in more than one format and /or approach to support different learning styles
- 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 face-to-face sessions and 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' 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 work
- IEG quality teams oversee the consistency of the 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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