



# REMOTE TEACHING, LEARNING AND BLENDED LEARNING ASSESSMENT POLICY

POLICY OWNER:	Vice Principal Curriculum and Quality
AUTHOR:	Antoinette Pennington
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## 1.0 Purpose and Scope

This policy covers all educational provision delivered remotely, as well as the responsibilities of staff and students participating in either remote or distance learning and or/live online learning. The College is committed to providing continuity of education to its students and will do so through a process of remote learning. This policy also includes responsibilities of staff and students participating in all virtual remote and online learning in the event of college closure due to COVID 19 or where a class/group or small number of students or staff need to self-isolate. This policy is under constant review and may be revised at any time as necessary in light of Government guidance and developments in remote learning.

### 1.1 Aims

Through remote teaching the College will aim to:

- Ensure that every student achieves in relation to their individual potential and aspirational target grade.
- Promote the achievement of students through the development in knowledge, understanding, skills and behaviours (academic and wider skills, including maths, English, digital and employability skills).
- Provide an inclusive education within a culture of high expectations.
- Make learning an interactive, developmental and enjoyable experience.
- Promote assessment for learning.

### 1.2 Definitions

**Distance or Remote Learning:** Students are recruited and enrolled online, study independently using virtual learning environments – for example via live online lessons, accessing and completing posted resources (from a VLE platform) or telephone/email /teams support.

Where Distance Learning is planned to take place, the college will apply formally through the requisite Awarding Organisation processes before delivery of these programmes and in accordance with AO expectations and policies.

**Blended Learning:** A formal approach to education that creates an integrated learning environment where face to face and online teaching, learning and assessment take place, with the purpose of giving students a diverse and engaging learning experience.

## 2.0 College preferred delivery

Where staff and/or students are participating in any remote or online learning as a regular learning method or where staff and/or students are unable to attend college due to self-isolation, any local or national lockdown, or any other circumstances that prohibit learning within the college environment, the college expectation is that teaching, learning and assessment should continue via a remote learning platform and maintain the expectations in the college TLA Policy: The BMet Way, ensuring students continue to make good progress.

The college's preferred platforms are Teams and Moodle. Classes should continue as timetabled (subject to exceptional or agreed circumstances) and attendance should be recorded in the usual way via the online register system, with staff selecting the appropriate mark for virtual attendance (Refer to Attendance Policy).

In addition to online, delivery may also consist of:

- Tasks posted and tracked in Moodle.
- Independent study tasks set.
- Completion of printed packs for students who have access barriers
- Attendance to live virtual lessons (via MS Teams)

### **3.0 Expectations and responsibilities of Staff**

When providing remote learning, teachers will be available during their usual working hours.

#### **When providing any type of remote learning, teachers are responsible for:**

- Ensuring that teaching/delivery/assessment is timetabled to support blended learning when students are working remotely.
- Ensure accurate marks in registers are recorded and enter these into college centralised records in the same way as face to face teaching.
- Ensure all students have access to equipment and if not make alternative arrangements, as required.
- Ensure the setting of assignments is undertaken, wherever it is safe to do so, in the face-to-face sessions and that deadlines are clear.
- Ensure that when students submit work, measures are taken to ensure the work is authentic and has been completed by the student.
- Ensuring there is a process to manage feedback on assignments, questions are constructively answered, and feedback is provided in a timely manner.
- Maintain and store securely all assessment and internal verification records in accordance with Awarding Organisation requirements.
- Ensuring students are aware of the need to avoid any forms of malpractice (for example plagiarism) and the consequences should they commit it.
- Use Plagiarism Tools such as 'Turn it in' wherever practicable, to screen for Student Malpractice.
- In the event of suspected Student Malpractice follow the guidance and procedures within the Assessment Malpractice Policy and Student Disciplinary Policy accordingly.
- Safeguard yourself and your students through using college recognised communications. This is achieved by the use of college email, college phone numbers, the college website and MS Teams and Moodle, or other college sanctioned IT platforms as the only forms of communication used during contact with all students.
- Continue to deliver content in line with existing learning schemes/schemes of work (as far as possible) making the necessary adaptations for remote and online use or as directed to by Awarding Organisation.
- Wherever possible the setting of summative assignments should be set in face to face settings where this is safe to do so or through a synchronous session.
- Ensure all students are challenged and supported and that work is correctly attributed to them.
- Provide inclusive learning materials and regular and clear communication with students, which continue to meet the expectations of the college in terms of relevance, quality, equality of opportunity and safeguarding.
- Pay due care to the nature of the tasks set, so that students have a range of activities to complete and not exclusively working on a screen.
- Clearly and effectively communicate expectations, tasks and deadlines to students.

- Give due regard to individual learning needs of students. For students with special education needs (SEND), teachers must consider how best to support these students and/or in liaison with the Inclusive Support team, where applicable.
- Provide timely formative and summative feedback on work completed and submitted remotely by students that aids progression and develops understanding of next steps in line with the Assessment and Internal Quality Assurance Procedure.
- Engage in regular contact (as timetabled) with students for academic and health and wellbeing purposes.
- Actively follow up on none engagement or attendance of students.
- Maintain the security and confidentiality of student personal information (such as email addresses and phone numbers where required) by using the approved college information system only (Pro Monitor).
- Maintain the security of electronic devices. For example, use of password and device lock (also see the college's IT and Social Media Usage Policy, which details acceptable use of ILT equipment and resource and e-Safety)
- Effectively and timely reporting of any safeguarding concerns about students. Staff will report issues via the staff portal: Myconcern.
- Good practice would be to record sessions for offline viewing. Remind students of the Online Netiquette in lessons and they are live and will be recorded. Please refer to the Student Netiquette guide as part of the student college induction.
- Have a clear understanding of how to access college systems and data remotely. In cases of a technical issue, please log on the IT Help Desk or, for all sites, email [itservicedesk@bmet.ac.uk](mailto:itservicedesk@bmet.ac.uk)
- Seek support with effectively using virtual learning platforms where required with the college Learning Technology Coaches team. Support can be found from your Department Manager and/or the Quality LTC Team for bespoke 1-1 or team training.

### 3.1 Teacher engagement in synchronous (live) online learning

#### When engaging in synchronous (live) online learning lessons, teachers will:

- Deliver live online lessons to groups only (more than one student).
- Individual tutorial support may also be provided online to discuss progress.
- At the start of every lesson, advise students that the lesson is being recorded for reference purposes. If you intend to share the recording with students, then clearly state this on the recording at the start of the session. The live class will be recorded and backed up, so that if any issues were to arise, the video can be reviewed.
- Safely store all recordings on college approved systems only.
- Only share recordings with students if stated at the start of the session.
- Wear suitable clothing (as per expectations of being on a college site), as should anyone else in the household. Refer to the Online Netiquette Guide.
- Keep your camera on whilst delivering the session, where possible. Encourage students to also keep their cameras on.
- Ensure computers used are in an appropriate area, and where possible be against a neutral background. (Static, minimalist backgrounds provide less distraction to students) A professional/appropriate virtual background may also be used.
- Ensure live online lessons are kept to a reasonable length of time.
- Ensure language and behaviour remains professional and appropriate at all times (as per expectations of being on a college site), as should anyone else in the household that could be over heard.

- Staff will only use platforms provided by BMET College to communicate to students.

#### 4.0 Expectations and responsibilities of Students

##### When engaging in all types of remote learning students will:

- Notify the college if they do not have access or have limited access to equipment.
- When working remotely continue to adhere to the college's expectations of behaviour and attitudes as if they were within the college environment e.g. acceptable use of IT and communication and Ready, Respectful and Safe.
- Show a greater level of autonomy and self-motivation, ensuring any work undertaken remotely is their own and to the best of their ability.
- Engage in all remote learning activity as directed to do so by their teachers.
- Submit completed work timely to meet any deadlines set by the teacher.
- Ensure they are clear of how to navigate any remote learning platforms and contact their teacher if further assistance or guidance is required.
- Use all virtual platforms in a formal and professional manner. Inappropriate behaviour could result in disciplinary in line with the college Student Disciplinary procedure.

##### 4.1 When engaging in synchronous (live) online learning lessons students will:

- Carefully follow all instructions given by your teacher (before and during the live online learning lesson).
- Be on time and mute your microphone on joining.
- Not record or take photographs of the teacher or peers.
- Engage in audio conversation when asked to do so by the teacher.
- Use the chat function as a tool for learning: to engage with peers; ask questions and engage with the learning session when invited to do so by the teacher.
- Remain professional at all times when engaging in both written and verbal communication and to only annotate on slides/whiteboards when instructed to do so by your teacher.
- Ensure language and behaviour remains professional and appropriate at all times (as per expectations of being on a college site).
- Remain attentive during the live online lesson without distractions (where possible).
- Raise your hand when you wish to attract the attention of your teacher as part of online sessions (Ready, Respectful Safe (RRS)).

#### 5.0 Contact and Support

##### 5.1 Safeguarding

The college safeguarding teams will identify their vulnerable students on the basis of risk:

- **High** - most risk of harm or neglect and fewest protective factors (would include those with a child protection plan).
- **Medium** - a moderate risk of harm, but with some protective factors (would include those identified as 'Child in Need'; and those with a social worker).
- **Low** - some concerns escalating or unmet needs; or have been red or amber and need monitoring.

All staff will use **MyConcern** for recording and alerting any Safeguarding concerns.

##### 5.1.1 Safeguarding concerns

Staff can report any Safeguarding issues through MyConcern.

The Designated Lead Safeguarding Officers can be contacted at each centre:

**James Watt College:**

Claire Harvey [Claire.Harvey@bmet.ac.uk](mailto:Claire.Harvey@bmet.ac.uk)

Katie Dyer [Katie.Dyer@bmet.ac.uk](mailto:Katie.Dyer@bmet.ac.uk)

Ben Gamble [B.Gamble@bmet.ac.uk](mailto:B.Gamble@bmet.ac.uk)

**Matthew Boulton College:**

Ianthe Wassell [Ianthe.Wassell@bmet.ac.uk](mailto:Ianthe.Wassell@bmet.ac.uk)

Jan Myatt [Jan.Myatt@bmet.ac.uk](mailto:Jan.Myatt@bmet.ac.uk)

Lisa Underwood [Lisa.Underwood@bmet.ac.uk](mailto:Lisa.Underwood@bmet.ac.uk)

Taher Hussain [Taher.Hussain@bmet.ac.uk](mailto:Taher.Hussain@bmet.ac.uk)

**Sutton Coldfield College:**

Kay Burton Williams (DSL BMET) [Kay.Burton-Williams@bmet.ac.uk](mailto:Kay.Burton-Williams@bmet.ac.uk)

Anna Jackson [Anna.Jackson@bmet.ac.uk](mailto:Anna.Jackson@bmet.ac.uk)

Sonia Crook-Lake [Sonial.Crook-Lake@bmet.ac.uk](mailto:Sonial.Crook-Lake@bmet.ac.uk)

## 5.2 Inclusive Support SEND

The college is committed to support students both within face to face and virtual classroom environments to ensure no student is disadvantaged. 1-1 and Small Group Study Support and in class support is maintained whether remote or face to face across all centres.

### 5.2.1 Key Contacts for Inclusive Support

**Helen Ryman Cooper** Department Manager for Inclusive Support

[Helen.Cooper1@bmet.ac.uk](mailto:Helen.Cooper1@bmet.ac.uk)

**Kirsty Stokes** Inclusive Support Coordinator - Sutton Coldfield Centre

[Kirsty.Stokes@bmet.ac.uk](mailto:Kirsty.Stokes@bmet.ac.uk)

**Vicky Robbins** Inclusive Support Coordinator Matthew Boulton Centre

[Vicky.Robbins@bmet.ac.uk](mailto:Vicky.Robbins@bmet.ac.uk)

**Sharon Henry** Inclusive Support Coordinator James Watt Centre

[Sharon.Henry@bmet.ac.uk](mailto:Sharon.Henry@bmet.ac.uk)

## 5.3 Student Access to IT

Whilst we recognise that remote learning will be predominantly online, we remain committed to meeting the needs of all our students and will endeavour to provide alternative means as required. This may include paper-based activities and printed materials.

The college is committed to providing students without access to IT at home with appropriate IT resources, wherever possible. The college will conduct regular surveys with students to ascertain those students without access to IT through ProMonitor and provide support where possible subject to review of individual circumstances.

### 5.3.1 Student Support for Technical issues

Students should initially contact their tutors to support them with any Technical Issues.

Where tutors are not able to resolve the issues for students, students can contact

[itservicedesk@bmet.ac.uk](mailto:itservicedesk@bmet.ac.uk) by telephone 0121 362 1130. For “password” enquiries please refer students to helthe guidance on the college webpage on how to reset your password.

## **5.4 Staff Support with Learning Technologies**

In addition to ongoing support for staff in Essential CPD weeks, additional and bespoke learning support can be arranged through the Learning Technology Team and Learning Technology Coaches.

### **5.4.1 The Learning Technology Team:**

**Pooja Pun**, Learning Technologies Manager: [Pooja.Pun@bmet.ac.uk](mailto:Pooja.Pun@bmet.ac.uk)

**Mara Cruzado**, LTC Sutton Coldfield Centre: [Mara.Cruzado@bmet.ac.uk](mailto:Mara.Cruzado@bmet.ac.uk)

**Andy Beddoe**, LTC Matthew Boulton Centre: [Andrew.Beddoe@bmet.ac.uk](mailto:Andrew.Beddoe@bmet.ac.uk)

**Sham Begum**, LTC James Watt Centre: [Shamim-Ara.Begum@bmet.ac.uk](mailto:Shamim-Ara.Begum@bmet.ac.uk)

## **6.0 Other related College policies**

- Academic Assessment Appeals Policy
- Inclusive Support Policy
- Assessment and Internal Quality Assurance Procedure
- Assessment Malpractice Policy
- IT and Social Media Policy
- Safeguarding Policy
- Student Disciplinary Policy
- Student Guide to Online Netiquette
- TLA Policy