BMet2016_MASTER_STRAP_CMYK

Remote Teaching, Learning and Blended Learning and Assessment Policy

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| POLICY REFERENCE:  POLICY OWNER: | POL-173  Vice Principal Curriculum and Quality |
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| DATE OF REVIEW: | September 2023 |
| DATE OF APPROVAL: | 11th September 2023 |
| FOR APPROVAL BY: | SLT |
| NEXT REVIEW DATE: | September 2024 |
| CHANGES: | Small changes to names and titles and specific link to TLA Strategy. |

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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, a blended or hybrid approach 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.

## 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.
* Secure a positive virtual environment for teaching which reflect our Teaching and Learning Policy and utilise effective pedagogical strategies.

## 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 /Microsoft Teams support.

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

**Blended Learning:** A combination of both in-person and online or e-Learning methods. Traditional classroom learning takes place in a dedicated location where both student and teacher are present while online material allows students to work at their own pace in their own time. Blended learning is a dedicated teaching strategy that combines the in-person with the online.

**Hybrid Learning:** A combination of traditional classroom and remote teaching. Some students will be present in class while others can join a live lesson remotely from another location.

**Synchronous teaching:** The teacher is present at the same time as the student(s). This is almost always the case in a face-to-face environment. Synchronous teaching can also take place via online learning, via the use of video conferencing and live chat. As with the face-to-face environment, the students in synchronous online teaching can ask questions in real time.

**Asynchronous/Online teaching:** Teaching materials are posted online, and students work through them in their own time, communicating with each other and the teacher via discussion boards or forums/chat channels.

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 Strategy, ensuring students continue to make good progress.

The college’s preferred platforms are Microsoft 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 (Refer to Attendance Policy).

In addition to online, delivery may also consist of:

* Tasks posted and tracked.
* Independent study tasks set.
* Completion of printed packs for students who have access barriers
* Attendance to virtual lessons (via Microsoft 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.
* Ensuring accurate marks in registers are recorded and enter these into college centralised records in the same way as face to face teaching.
* Engaging in regular contact (as timetabled) with students for academic and health and wellbeing purposes.
* Actively follow up on none engagement or attendance of students.
* Safeguarding 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 Microsoft Teams and Moodle, or other college sanctioned IT platforms as the only forms of communication used during contact with all students.
* Effectively and timely reporting of any safeguarding concerns about students. Staff will report issues via the staff portal: My Concern.
* Continuing 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.
* Ensuring all students are challenged and supported and that work is correctly attributed to them.
* Providing 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. Consider Flipped learning approaches and setting offline tasks to be completed in a set time before recommencing delivery (see the TLA Strategy (digital technologies for learning) for more details or contact the Learning Technology team.
* Paying 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.
* Giving due regard to individual learning needs of students. Consider using relevant accessibility tools to meet needs of students with learning difficulties or disabilities e.g., use of subtitles on presentations and recordings, changing the colour of the screen, text size/font etc. and use of accessibility checker in Word and PowerPoint etc. 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.
* Providing 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.
* Ensuring all students have access to equipment and if not make alternative arrangements, as required.
* Ensuring the setting of summative assignments is undertaken, wherever it is safe to do so, in the face-to-face or synchronous sessions and that deadlines are clear.
* Ensuring 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 (as per the college policy).
* Maintaining and store securely all assessment and internal verification records in accordance with AO requirements.
* Ensuring students are aware of the need to avoid any forms of malpractice (for example plagiarism) and the consequences should they commit it.
* Using 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 Positive Behaviour Policy accordingly.
* Maintaining 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).
* Maintaining 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)
* 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.
* Having 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)
* Seeking 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. Consider Flipped learning approaches and setting offline tasks to be completed in a set time before recommencing delivery (see the TLA Strategy (digital technologies for learning) for more details or contact the Learning Technology team).
* Give due regard to individual learning needs of students. Consider using relevant accessibility tools to meet needs of students with learning difficulties or disabilities e.g., use of subtitles on presentations and recordings, changing the colour of the screen, text size/font and use of accessibility checker in Word and PowerPoint etc.
* Ensure language and behaviour always remains professional and appropriate (as per expectations of being on a college site), as should anyone else in the household that could be overheard.
* 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 the teacher (before and during the live online learning lesson).
* Be on time and mute the 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 the 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 and in line with DFE guidance of categorise of vulnerable students:

* **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 alerting, recording and monitoring any Safeguarding concerns.

## 5.1.1 Safeguarding concerns

Staff must report any Safeguarding issues through MyConcern.

The Designated Lead Safeguarding Officers can be contacted for BMet and each college:

**BMet**

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

**James Watt College:**

Randeep Sami Randeep.Sami@bmet.ac.uk

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)

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

**Sutton Coldfield College:**

Dagen Thompson [Dagen.Thompson@bmet.ac.uk](mailto:Dagen.Thompson@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 Cooper** Director for Inclusive Support

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

**Ellen Boomer** Inclusive Support Coordinator - Sutton Coldfield Centre

[Ellen.boomer@bmet.ac.uk](mailto:Ellen.boomer@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 the 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.

## 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)

**Shamim-Ara 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
* Digital Approaches to Curriculum Delivery Guide