



REMOTE LEARNING POLICY

1.	Purpose
1.1	The policy aims to set out the SMB Group approach to remote learning to ensure that:
1.2	All students have access to safe and high-quality online and offline resources where these are supplied for remote use.
1.3	Staff use recommended IT platforms and software that are supported by IT Services and conform to online safety and GDPR requirements.
1.4	Staff develop effective pedagogy to ensure that learning strategies, approaches and activities generate high level engagement, embed core elements and wider themes and enable all students to make the progress of which they are capable.
1.5	Where students or staff do not have the necessary resources to deliver or undertake remote learning the Group will seek to provide access to IT devices and/or training or alternatively support a different means of delivery. (A student is deemed to be in 'digital poverty' if they are without one or more of the core items of digital infrastructure which are: appropriate hardware, appropriate software and reliable access to the internet and they may therefore be classed as a vulnerable learner). There is recognition that some students with SEND may not be able to access remote education without adult support and in these cases staff should work with families to deliver a broad and ambitious curriculum.
2.	Scope
2.1	<p>This policy relates to:</p> <ul style="list-style-type: none">• All students studying SMB Group courses• All teaching staff including lecturers, training officers, and learning support assistants• All pastoral staff including Progress Coaches and Apprentice Liaison Officers• All Directors of Curriculum and Section Managers



3.	Policy Statement
3.1	<p>The following guidance should be read in conjunction with the SMB Group Online Safety Policy that sets out guidance on safe and acceptable use of all online technologies.</p> <p>Practitioners are reminded of the following key points when delivering remote sessions:</p> <ul style="list-style-type: none">• Where sessions are recorded or live streamed make sure you film in a neutral area where nothing personal or inappropriate can be seen or heard in the background. You should ideally use a SMB recommended background.• Lessons that are live can be recorded for students that cannot attend for valid reasons at that time to access. Staff should ensure that students leave together at the end of the session.• Ensure the platform you are using is endorsed by your Director of Curriculum or Section Manager (e.g. college email, Moodle and Microsoft Teams). You should also check the privacy settings.• Set up college accounts for any online platforms you use. Teachers must never use personal accounts. This also applies to communication via email.• Make sure any phone calls are made from a blocked number so teachers' personal contact details are not visible. <p>Staff should dress professionally and students should dress in line with the college code of conduct</p> <ul style="list-style-type: none">• Staff should check that any other tabs staff have open in their browser would be appropriate for a student to see, if they're sharing their screen• Staff should use professional language at all times <p>Staff can engage in one to one online meetings with students but must ensure their cameras are switched off</p> <ul style="list-style-type: none">• Chat functions can be used on learning platforms to ask and answer questions, but students should be reminded of the appropriateness of the use and should be used for educational purposes and not a social platform

- Students should not 'attend' live lessons from their bedrooms and should be guided to a more open space. If this is appropriate background or turn their camera off
- Students should be reminded of their code of conduct and appropriate behaviours whilst learning remotely. Staff should act in accordance with the Group disciplinary policy to remove any students from the session and address later. This includes inviting non-authorized students into the meeting and unauthorised video/picture sharing on social media
- If staff have any concerns about the welfare of students during remote learning they should contact the relevant member of staff such as Progress Coach by logging the issue on Pro-monitor or contacting the Safeguarding Officer where appropriate.

3.2

The following is guidance on effective pedagogical practice in remote learning and should be read in conjunction with the Group's TLA strategy.

- Set students clear expectations of what you will expect of them during any remote learning activity
- Set clear aims and objectives and targets for each session
- Set assignments/work/lessons so that students have meaningful and ambitious work each day that meets their curriculum needs
- Continue to teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- Provide frequent, clear explanations of new content and provide high-quality curriculum resources, for example, using a 'go-pro' camera to capture footage of surveying techniques for students to view in the session. Ensure any resources are used in line with their copyright status
- Monitor how well students are progressing through the curriculum, using questions and other suitable assessment tasks and set a clear expectation on how regularly teaching staff will check work
- Balance teacher led and particularly didactic teaching with opportunities for students to engage in independent and group interactive activities. Consider 'chunking' sessions into parts where teacher led delivery lasts no longer than 20 minutes at a time.

- Use functionality such as ‘break out rooms’ to facilitate student interaction.
- Adapt the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure students’ understanding
- Where possible, use electronic means such as turnitin and moodle to enable students to submit and receive feedback on summative assessment
- Plan a programme that is of equivalent length to the key aspects of the curriculum

Curriculum Contingency planning

3.3

The primary aim for the College Group is business as usual with full face to face teaching as the preferred method of delivery.

Courses should be sequenced appropriately to exploit any early opportunity to explore knowledge and skills that might be more difficult to complete in a full lockdown situation.

There are a number of scenarios in which adaptations to the curriculum delivery will need to be made.

Scenario 1 - Full Closure of all SMB Group campuses

Action – All teaching, learning and assessment to swiftly move to remote teaching, learning and assessment. This will predominantly be delivered through Microsoft Teams, related Apps and Moodle.

Lecturers should use a variety of synchronous and asynchronous lessons along with assessments and the planning of these will be at the discretion of the curriculum area depending upon the time of the year. Attendance should be monitored at livestream sessions and engagement with online independent study tasks should be tracked.

Where students or staff do not have the capacity to access online materials, resources should be provided. Where online resources are not appropriate for the student, other means of work will be provided which could include hard copies of work being sent home and regular communication through phone calls with Progress Coaches and Vocational Lecturers



	<p>Scenario 2 - Whole groups have to self-isolate</p> <p>Action – Section Managers will implement a planned timetable for the students to access both synchronous and asynchronous lessons through Microsoft Teams and students access from home.</p> <p>Scenario 3 - Staff member has to self- isolate</p> <p>Students attend the lesson and Section Managers enable students who are at college to access via Teams. Alternatively another member of teaching staff may cover the session depending on the subject matter.</p> <p>Scenario 4 - Individuals have to self-isolate</p> <p>Staff use a variety of methods to enable the students to ‘access’ the lessons through simultaneous teaching, whereby the students(s) access the lesson from home through Microsoft Teams and attend remotely or alternative materials/tasks are sent to the learner to complete.</p>
<p>4.</p>	<p>Definitions</p>
<p>4.1</p>	<p>Asynchronous delivery: a form of education, instruction or learning that does not occur in the same place or at the same time</p> <p>Synchronous delivery: a form of education, instruction or learning that does occur in the same place and timeframe.</p>
<p>5.</p>	<p>Responsibilities</p>
<p>5.1</p>	<p>Lecturer: Responsible for the planning and delivery of remote learning, recording attendance at ‘livestream’ sessions and monitoring students’ engagement with remote learning.</p> <p>Section Manager: Assist with arrangements to ensure business continuity. For example, arranging cover for session or enabling students to access learning from home.</p>



6.	Equality and Diversity Impact Measure
6.1	The college has considered the Equality and Diversity implications in relation to the rules and policies set out in this document and does not consider them to unduly impact upon any protected group.

Person Responsible for Policy _Quality Manager_____

Date Policy Written __Oct 2020_____

Date Approved by Exec __xxx_____

Date Approved by Governors/
(where applicable) _____

Date to Review _xxxx_____

Version	Date	Status & changes	Author
V1	Oct	Live Version	G. Caplan