

Remote Learning Contingency Plan for Students, Parents / Carers and Staff

2020/21

Introduction

The term 'Remote Learning' refers to the teaching, learning and assessment of students where full face-to-face learning is not possible. The focus is to ensure a continuity of education to our students when 'normal lessons' are not possible. This could be because individual students cannot access college due to COVID-19, if teachers themselves are not able to teach from college or the college is closed as a result of a local breakout or regional / national lockdown. It is important that all students are able to access the same quality of teaching, learning and assessment whether they are receiving face-to-face learning or they are being educated remotely. If college were to go into partial or full lock down then teaching, learning and assessment would continue and remote learning would be the only means of curriculum and pastoral delivery.

The Assistant Principal for Learning and Achievement is responsible for the implementation, review and oversight of the college remote learning – contingency plan.

How we plan to operate when the college is open

1. Curriculum

The college currently operates on a week A and week B timetable. This means that vocational students and A Level students of both year groups are in college on a week on and week off basis to receive face-to-face learning. For example; week A students would physically be in college for week 1 and week B students would be learning remotely from home. In week 2, week B students would be in college to receive face-to-face learning and week A would be receiving remote learning. This remote learning takes place for the vast majority of students on Microsoft teams and students see and hear what is being delivered in the classroom via their mobile devices from home. However, for some practical subjects this is not possible and set work is given for students to complete at home. This remote learning method reduces the number of students on the college campus and within classrooms which is in line with the college risk assessment for COVID-19.

2. Pastoral

The college tutorial program operates on a similar basis to the curriculum model with week A and week B. However, the remote learning element is not included. The delivery and contact with students is designed so that delivery and pastoral care is maximized. Week A students are seen in college one week and week B the following the following week.

3. Assessment

The college will continue to assess student progress in the usual way through informal assessments, tasks and homework. In addition, the formal assessment schedule will be adhered too with week A and Week B students scheduled for the relevant dates.

- Teachers/department are free to set additional assessment tasks as part of your formative assessment. It is good practice to set an early piece of work as Initial Assessment, so that any support needs can be identified and so that referrals/interventions can be put into place.
- The Formal Assessment Points should be delivered on the identified day rather than at some other point in the week, so that this is clear for students in college and at home. The students not in college that week will not join lessons that day and should be set work to complete at home.
- Week A and Week B students will therefore complete their Formal Assessment Points on different days when they are in class. If the Week A and B system is reversed and we return to all students being in college together, then the first date identified for each cohort will be the assessment day.
- There is no change to the format of these assessments. For A Level and GCSE, assessments should replicate the style of assessment in an exam (e.g: at least one hour long, in class, exam conditions, standardised across the year group, marked to exam standards). For vocational qualifications, Criminology and Art, the assessment should be a holistic and take into account all work to date.
- Minimum Target Grades this year will be called **MEGs (Minimum Expected Grades)**. MEGs for both A1 and A2 level three students will be calculated using the usual formulae.
- GCSE assessments can take place on the days identified as best for teachers/the class (i.e. they will be from mixed cohorts and therefore have different study days)

4. In case of partial or full lock down

Curriculum

To ensure a rapid move to remote learning provision as required and to ensure no learning time is lost, the following will be in place:

- The curriculum will be taught as it was in college wherever possible. However, we may need to make some adjustments to some curriculum areas where there are practical elements or specialist vocational equipment required. Subjects such as Art, Drama, Music technology, Media, may be subject to some change in the way that we sequence the curriculum. Curriculum implementation plans are likely to be subject to change to ensure we can deliver the appropriate elements of the curriculum suited to the technology at teacher and student disposal and physical elements of courses as seen in Drama for example will be delayed college reopens.
- Each lesson has been slightly reduced from 70 minutes to 60 minutes to allow for students to transition from one taught session to the next. The technological demands to set-up and pack down remote lessons are sometimes challenging especially where there is shared equipment in households or there is significant

demands on Wifi. Students will follow their normal timetable to include curriculum subjects and tutorial; an A level or mixed study programme student will receive 4 hours of taught sessions per week per subject plus tutorial. Vocational students will receive 10 hours of taught sessions per week plus tutorial. Students will continue to receive support through 1:1 sessions with curriculum and pastoral staff help with their learning. Students will also be expected to engage in independent learning to complement their taught sessions

- The college uses Microsoft TEAMS and Canvas as its two primary platforms. Students know how to access both of these as these are the same platforms used in the week A and Week B provision that has been in place since September 2020. All students have received training to use these platforms. We are aware that some students might not have access to IT equipment or broadband at home but this has been solved largely through our Bursary laptop scheme and pre-loaded sim cards for data. All of which has been well communicated to students. Senior tutors are able to request IT support for other students should the need arise.
- Students must remember that by attending 'live lessons' they are consenting to and are adhering to the acceptable use policy. They must consistently follow the rules that are outlined relating to conduct online. Good behavior online is paramount so that consistent quality teaching and learning can take place. Students have also received reminders about e-safety and how to stay safe online.
- Students and Parents receive regular communication via email and the college's social media platforms about assessment and resources that are used in online teaching and learning.
- The college remote teaching includes; live teaching through TEAMS, recorded sessions available on the Canvas VLE, printed paper packs by teachers (where applicable), text books and reading books, website access to video clips and in some curriculum areas longer term projects or portfolio work e.g. Art subjects. Teachers will use a blend of synchronous and asynchronous teaching and learning during the lockdown period.
- All students are expected to fully engage with remote learning. Registers are taken at the start of each session and full attendance required. If for any reason the student cannot attend a live session they will have a recording of that session made available to them through Microsoft Stream accessed through Canvas.
- If there is a concern relating to student engagement with the curriculum, the usual steps will be taken. The subject teacher, Head of Department and / or Senior Tutor would contact the student and/or their parents put in place relevant interventions to address the concerns. Teachers will report concerns using Cedar.

- Feedback to students on their work will be digitally annotated and sent to students in the usual timely manner. Alternatively, feedback may be given via email or during live teaching sessions using the audio or chat function.
- Students who need support from Inclusive learning have been contacted by the Inclusive Learning team or their Senior Tutor. A number of those will come to college to work and access their live lessons. Students who are recognised as vulnerable or are children of key workers will be accommodated. Regular communication from the Inclusive Learning team and Senior Tutors will take place to support any vulnerable student or student with an EHCP should they stay at home. Regular contacts with the children's social work team will take place where necessary.

In addition and to support the above, the following infrastructure has been developed and staff training has taken place to ensure Teaching, Learning and Assessment is effective during lockdown.

- Staff have been provided with laptops, microphones and clickers in case a shift to full or partial remote learning is required. It may be the case that this remote learning has to be delivered from home.
- Staff have access to Microsoft Teams for classes and to Canvas; full training has been provided.
- Staff are familiar with the main functions of Microsoft Teams and instructional sessions will have been provided (staff guides will be produced to support with this). These guides have been produced by the learning technologies manager and Head of IT and can be found on the Microsoft platform. Sharing good practice CPD sessions have been set up for all staff to further develop innovation and good practice in remote teaching, learning and assessment.
- Teachers and front facing support staff have the ability to host a Teams Live Event with their classes both from home and from classrooms.
- Students have access to the relevant Microsoft Teams via laptop computers or mobile devices. All students have received training on the platforms used.
- Parents, carers and students will be made aware in advance of the arrangements in place for the continuity of education if the college were to go into lock down.
- Parent, carers and students have been made aware of the protocols we expect teachers, students and parents/carers to adhere to. The expectations from staff and students have been shared.

5. Assessment

- Regular formative assessment will continue as usual. Assessments will be set, marked and fed back by the teacher on a regular basis
- Formal Assessment Points will continue but their format and implementation may be changed to promote fairness and accessibility

- Mock examinations take place in March. The exact format and implementation of this mock examination series will be communicated to students ahead of the mock examination period.

Teaching Staff and Teaching Support Staff should ensure that they:

- Use Microsoft Teams in conjunction with 'live teaching'. The work set for those at home or learning remotely should be accessible and communicated either through Canvas VLE or via email.
- Under the current situation there is no requirement to record sessions. However, if remote learning is needed in full or for students self-isolating lessons would be set to record to enable learners to access the lesson at a later point and for safeguarding reasons.
- Have received and understood the timetable and expectations for the period of remote learning. All learning will take place online and will follow the usual timetable.
- Use microphones and headsets (if applicable) to improve the quality of the audio in the remote lessons. It is important to note that if the camera function is used, then staff should adhere to the acceptable use policy and be mindful of the background and professional attire.
- Have access to key resources not available online at home if required (eg. Text books, paper resources etc.) It is also important that teachers prepare any print examples in advance for their classes.

6. Tutorial

- These groups will be delivered via Microsoft teams to the whole tutor group on a weekly basis for all Level 2, A1 and A2 students
- Senior Tutors to discuss outcomes of tasks in
- 1 to 1 meetings.
- **1 to 1 Meetings:** All students will receive regular 1 to 1 meeting via Microsoft Teams with their Senior Tutor. Vulnerable students will be contacted weekly by their Senior Tutor. Updates will be provided to the Senior Tutor Managers on a regular basis.

7. Safeguarding and counselling:

- Standard Safeguarding practice and procedures will continue to apply during any period of remote learning. This includes the sharing and referral of any concern that comes to a member of staff's attention via the safeguarding type options on Cedar. An appendix to the safeguarding and child protection policy has been introduced to help staff manage the challenges of remote learning whilst keeping students safe.
- In most cases, a safeguarding referral should be directed to the relevant Senior Tutor. However, if the concern leads you to believe that the welfare of a young

person is at immediate and serious risk you should contact either Chris Cox as Designated Safeguarding Lead or Shane Kelly as Deputy Safeguarding Lead.

- As communicated in the amendment to the College Safeguarding Policy following lockdown, staff who interact with students online should continue to look out for signs a child may be at risk. Where concerns are identified immediate communication should be made as described above. In addition, there are important policies to adhere to in relation to acceptable use with highlighted sections in the documentation linked to learning and teaching remotely from home.
- Access to counselling will be through Microsoft Teams. Students can self-refer through Cedar. Senior Tutors can refer in the usual way.

8. Inclusive Learning (IL):

- All students receiving support from the Inclusive Learning team will be allocated to an IL staff member. IL staff will make contact daily/weekly (depending on need) via email or phone.
- Support/intervention will continue to be offered for both educational and emotional needs for students.
- Contact will be kept with teachers, tutors, parents via email, telephone or via Microsoft Teams
- All information of meetings with students will be logged and all correspondence and interventions placed on the college MIS system - Cedar
- The Inclusive learning team will have weekly IL meetings via Microsoft teams to keep in contact with each other and to have organised dialogue with each other and direction from the Head of the department.
- The Head of IL has been allocated a college work mobile so liaising with parents, schools, external agencies, etc. is more accessible when required.
- The working of flexible hours (outside of normal college hours) to be able to facilitate the working times of parents, carers and other members of staff.
- The college will use Tameside Authority Risk Assessments, for EHCP/High Needs students and these will be in place before teaching starts.

9. Careers:

- The Careers team will continue to offer Information, Advice and Guidance via email, telephone or video call (Teams) depending on student preference and suitability for situation. As always, there is no cap to how many interventions each student can have and the college anticipates using a blend of the above techniques to support each student.
- Mock interviews for university, apprenticeships or employment will also be available via telephone or video call using Microsoft Teams.
- Support with applications for university or apprenticeships will be predominantly via email (college preferred method of communication), with feedback appointments via video call if requested or required.
- Careers will continue to encourage employer engagement and the integration of careers in the curriculum by booking guest speakers who are willing to

interact with the class via Teams video link and also promoting National and Local employer talks, both live and pre-recorded.

- All Realising Aspirations activities have virtual delivery built into contingency plans. Lectures and Seminars can easily be delivered remotely and the college plans to work with key universities to deliver bespoke virtual open days where possible. Where this is not available, careers will instead introduce preparation sessions for students to ensure they are able to get the most out of generic virtual open events held at higher education institutions.
- Virtual work experience placements will be fully risk assessed and promoted to all students.
- For vocational courses with an integrated, compulsory work placement the college will follow exam board recommendations to provide students with relevant experiences.
- Some vocational courses are exploring a work related project instead of a work placement in one of the two teaching years. This can easily be converted to remote learning by using Teams for employer interactions and feedback.
- UCAS applications will continue to be supported via email and video call (especially useful for screen sharing) and can be coordinated remotely. Individual electronic payment has been implemented for all UCAS applications meaning that students can pay from home remotely.

10. Role of students:

- Organise a suitable area at home to work from.
- Stay in regular contact with subject teachers and senior tutors.
- Ensure they have the appropriate resources for completing their learning.
- Complete the remote learning each day in line with the college timetable.
- Email teachers completed work as requested
- Contact the IT department if there are difficulties accessing the remote learning being set.
- Ensure that they have the resources they need at home for learning.
- Ensure that they complete their remote learning and any homework, assessments or formal assessments as requested.

Students self-isolating

If, following advice from Public Health England, certain individuals or indeed classes are unable to attend college then their work for each day will be set by their class teachers via Microsoft Teams. Students would follow their full lesson timetable if they were well. If this is not possible, an amended timetable will be provided to all staff, learners and parents/carers.

11. Role of staff:

- College staff will be available during normal working college hours
- If staff are not available for work due to sickness or for any other reason, then normal absence procedures and requests must be followed according to HR policy and in line with the Covid-19 guidance as necessary.
- College staff will be expected to be contacted remotely by colleagues. College staff are not expected to be responding to telephone calls or emails from colleagues, students or parents / carers outside of their normal working hours, although responses should be made within one working day as normal practice.
- All staff should report IT issues to the IT team as soon as possible so a solution can be found.
- All staff must adhere to the Acceptable Use Policy and additional remote learning / working protocols at all times
- Ensure that the safeguarding of all students remains a priority; all safeguarding policies and protocols should be used as normal during the lockdown period.

12. Role of parents and carers:

- Parents and carers should support their son / daughter to maintain normal routines as much as possible
- Parents and students should support their son / daughter to maintain engagement in their learning and help them to stay motivated.
- Contact their son / daughter's Senior Tutor if they have any concerns
- Support the college in its attempts to improve engagement if required
- Raise any concerns about access to IT or any other barriers to learning which may affect your son or daughter's access to remote education.

13. Technical Support:

The IT Manager, Learning technologies manager and Teaching and Learning team will be responsible for:

- Ensuring that staff have appropriate access to devices and software for use at home as required, and providing technical support for staff to support remote learning.
- Provide staff and student guides for how to use and access Microsoft teams, Canvas and Cedar
- Supporting staff and students with any technical or access issues they may be experiencing by using the email techsupport@asfc.ac.uk
- Ensuring the provision through Microsoft Teams is ongoing and resolving any issues that may arise
- Reviewing the security of remote learning systems and communicating issues to the designated safeguarding lead.