

Remote Learning Policy

Purpose

Anglia Professional Training is committed to promoting and maintaining a safe environment for learners to learn through a blended learning approach of both face to face and online delivery. This policy aims to ensure:

- consistency in approach to remote learning for learners
- sets out our expectations for all staff with regard to remote learning
- provide appropriate guidelines for data protection

Scope

This policy applies to all learners, staff and visitors who attend any of APT's premises.

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.

Aims:

- Learners are inspired, motivated and engaged to learn, through blended learning approaches that vary according to their appropriateness to the particular learning context
- Tutors are encouraged and supported to adopt fit-for-purpose and innovative blended learning approaches
- Flexible delivery options are offered to reflect the needs of learners, the intended learning outcomes and the availability of resources
- Blended learning methods are chosen to enhance learner engagement and learning outcomes while maintaining delivery of sustainable high-quality learning and teaching
- Remote learners to be supported to develop the technical and communication skills to enable them to work independently and communicate effectively
- To ensure that blended learning delivery meets the guidelines set by the awarding organisation
- To ensure that assessment methodology is valid, reliable and does not disadvantage any group or individual learners.

In order to do this we will:

- Ensure that teaching, delivery/assessment staff are timetabled to support blended learning when learners are working remotely.

- Ensure there is a process to manage feedback on assignments, questions are constructively answered and feedback is provided in a timely manner
- Ensure the setting of assignments/ assessment activities is undertaken in the face-to-face /online sessions and that deadlines are clear
- Ensure that when learners submit work, measures are taken to ensure the work is authentic and has been completed by the learner
- Maintain and store securely all assessment and internal quality assurance records in accordance with awarding organisation requirements
- Learning materials are of a high standard, relate to the intended course learning outcomes and are inclusive, current and accessible to all learners
- Where complex ideas are presented, the content to be 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
- Learners' personal 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
- APT Quality Lead will oversee the consistency of quality of learning being delivered
- Tutors are supported through development opportunities to develop skills needed to effectively and safely deliver remote learning.

Senior Leaders

Senior leaders are required to:

- Monitor the effectiveness of remote learning through regular review of Google classroom and regular feedback from staff and learners
- Monitor the security of remote learning including data protection and safeguarding considerations
- Ensure all staff attend CPD activities to update their skills and knowledge on e-learning safety
- Ensure no learner is disadvantaged in terms of access to remote learning and that reasonable adjustments are applied to the blended learning approach.

Safeguarding

- All staff are responsible to look out for signs that a learner may be at risk. Any such concerns should be dealt with as per the Safeguarding and Child Protection Policy
- All staff should be aware of the potential risks associated with online learning
- Ensure that any use of online learning tools and systems are in line with privacy and data protections GDPR requirements

Related Procedures and Documentation

Tutor and Learner Behaviours and Code of Conduct for online learning are set out in the following documents:

- Learner Online Code of Conduct -Appendix 1
- Tutor Guide to Remote Learning- Appendix 2
- Strategy for improving Teaching, Learning and Assessment

APPENDICES-

Appendix 1-

Learner Online code of conduct

BE READY

- Attend and participate in all online timetabled classes
- Arrive early –aim to be logged in and online at least 5 minutes before the session; this way you can work out any audio and connection issues before the session starts.
- Have your stationery ready such as notepad, pens, calculators etc

BE RESPECTFUL

- Mute your microphone when you are not speaking to avoid unwanted background noises that can distract other students
- Do not switch your microphone on to speak unless invited to, or your tutor has told you it's fine to do so.
- Use the “raise hand” feature to ask a question.
- Dress appropriately
- Use appropriate language
- Advise others in your household that this is a live session
- Remember that text chat can move quickly in large classes and tutors may not have immediately seen your message whilst presenting, so be patient for replies
- Have your phone on silent and do not use it unless instructed to by your tutor

BE SAFE

- Please set your background to blur (your tutor will show you how to do this)
- Keep your personal information secure
- Where possible have the camera on, unless other arrangements have been made with your tutor
- Sessions are not to be recorded or shared, in any form, with peers or anyone outside of the organisation through any media platforms

I understand and agree to my responsibilities and accept that failure to comply with these may result in on the spot sanctions, disciplinary action or being asked to leave my programme of study.

Appendix 2- Tutor Guidance to online delivery

INTRODUCTION

It's important that you maintain a level of professionalism when supporting learners remotely and that you plan for your online session in the same way you would a face to face classroom session. However, simply delivering your face-to-face session online might not work to effectively deliver the same learning outcomes.

Consider chunking activities and explore different strategies to include:

- Some pre-reading and questions for learners to answer prior to the session
- A quiz or question and answer forum to check and consolidate understanding
- Use of the "breakout room " feature to encourage collaboration between learners
- Planning two shorter Zoom/ Google Meet sessions with a set activity between the two sessions.

Always ensure that your content is age/gender appropriate and is accessible for all learners.

CONDUCT

- Dress appropriately and ensure that there is no personal information on display behind you. If possible use the blur feature and ask learners to do the same. (In Zoom you may need to select a virtual background and then change the focus)
- Remind learners of acceptable behaviour- if necessary
- Ask learners to mute their microphones on entry to prevent any unwanted background noise
- Do not share personal emails or social network links. Ensure all communication is carried out using your work email address, Google Classroom or the video conference as much as possible.

CONTENT

- Invite the Designated Safeguarding Officer to be a Co-Teacher in each of your Google Classrooms.
- Take an attendance register and follow up on any non-attendance/participation
- Set and share clear learning outcomes - What are learners going to learn?
- Check resources are ready to be shared when required
- Create an active experience for your learners.
- Provide helpful and timely feedback that will advance learning.
- Ask for regular feedback including what do your learners enjoy and what would they like more of?

GOOGLE CLASSROOM CONTENT

As good practice, the Google classrooms should contain the following:

A learner Outline Scheme of Learning including key assessment dates
Lesson Materials
Useful Links
Announcements for learners
Use of the “Topics” headings to split content (in “Classwork” session of Google classroom)
Interactive quizzes, where appropriate
A range of YouTube or alternative video clips.
Full integration of apps such as Kahoot, Wordwall
Classroom Q&A
Assessed classwork
Learner comments to posts

RECORDING YOUR LESSONS

There is no requirement for your sessions to be recorded. However, this can be very useful for learners who may not be able to attend. We would ask that you record topics where there is complex information for learners, demonstrations, outline of assessment requirements and topics for revision purposes. These should be no more than 10/15 mins to maintain interest and to convey key learning points. These videos should be suitable for all learners including those with any learning difficulties and disabilities.

STREAMING OF FACE TO FACE SESSIONS

As we develop this feature of remote delivery the same principles in terms of learner and tutor expectations apply.

LEARNERS AND ONLINE SAFETY AWAY FROM APT

It is important that all staff who interact with learners, including online, continue to look out for signs a learner may be at risk. Any such concerns should be dealt with in accordance with the Safeguarding Policy and where appropriate, referrals should still be made to the Designated Safeguarding Officer.

Our learners will have been given guidance on how to stay safe online during induction, so should know how to keep safe. Be mindful about what support you can offer remotely. Signpost learners to the Safeguarding email address below:

Safeguarding@apt4u.training

Direct learners to call 999 if they are in any immediate danger.

This policy has been approved and authorised by:

Name: Balwinder Gill
Position: Director of Business
Date: December 2020