
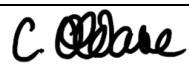


Doncaster UTC: Remote Learning Policy
Effective Date: November 2020
Review Date: September 2021



Status	UTC Specified
Responsible Committee	Local Governing Body
Author	ICT Development Manager
Target Audience	All Stakeholders
Date Policy Agreed	January 2021
Review Date	September 2021
Principal Signature	
Chair of Governors Signature	



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Aims

Our remote learning policy sets out the scenarios and expectations on students, parents, staff and senior leaders with the responsibility for the school to provide quality online provision in the occasions where students are unable to attend school due to the ongoing COVID-19 situation. This policy also provides details on how the school would normally set work during and outside of the school timetable.

Definitions

Remote Learning

A method in which students will continue their education when not on school premises.

Live Lessons

Where students would attend lessons either virtually or in person, and a teacher would take a register and deliver new content. Live lessons generally follow the school timetable.

Blended Learning

Where technology is used to deliver new content to students, whether that be at home or at school. This content is often in video form with some aspects of interactivity or logging of use (for instance, a set of questions are presented to be answered by a student after watching a video, which are captured and logged for teachers to access later).

Feedback/Q&A Session

A session that can be delivered either remotely or live where students and teachers would communicate in order to audibly and visually review content, questions and answers. These kinds of sessions are not designed to deliver new content but to help secure knowledge already delivered. They can be planned or unplanned and are generally 20 minutes long.

Platform

At the Doncaster UTC, we embrace new technologies as we understand that we are educating the work force of the future, and as such students should be familiar with technology that they may well use in the workplace.



We use Microsoft Teams in order to deliver our remote learning curriculum, as well as a communication platform for our students and staff.

Communications



New conversation

For communicating with staff outside of Live/Feedback sessions, students are encouraged to use the conversation function within their classes on teams. These messages can be seen by a whole group. One example would be for a student to ask for clarification on deadlines, or additional questions to aid understanding of a topic. As a guide imagine putting your hand up in class to ask a question. This question can then be answered by anyone of the students in the group or the teacher themselves.

For more private conversation's students are encouraged to use email. For example, a student has an issue with completing work for a specific deadline or another private matter that should not include the rest of the group.



The Calendar in Teams will show all available live lessons and sessions that the student can join. Students can click here to join directly, or join from the main team channel. Either way, students should join with cameras and microphones muted in the first instance.

Setting Work

All work is set in Teams Assignments within class teams. This will alert students that work is present for them to complete, and allow the school to track work set, handed in, reviewed

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and giving feedback. A guide to using assignments from the student perspective can be found on our website www.doncasterutc.co.uk

While work is set on assignments we understand that technology is a factor for our students completing it. Staff are sympathetic to this and although you will be required to complete the work, this can take many forms including pen and paper. Students should then upload their work using a photograph to assignments when it is possible to do so.

Scenarios

The following will present the expectations based on scenarios in which remote learning would be deployed.

Normal Measures (all students in school)

When all students are attending normally there is no expectation that students or staff use remote learning over and above the course expectation. Some courses to expect homework to be complete using the platform.

Stage 1 – Single cases of students isolating due to isolation order, symptoms or confirmed case in the household.

Students will be set work using the platform. All lessons will be broadcast as Live Lessons/Meetings for students to join where possible so they can take part in the lesson.

Deadlines will be reflective of that and sympathetic to the student and the circumstances surrounding the absence. Missed deadlines, quality and completion of work will be followed up by teachers and normal sanctions/reporting mechanisms will be used.

Students should answer either verbally or via chat in response to the teacher, including for registration. Students should be present on time to ensure that their present mark is given.

Stage 2 – Partial class Closure

Similar to Stage 1, however we expect all students to join the teams meeting for their lesson time. Where this is not possible for any reason the students or parents need to contact the school via phone or email.

Stage 3 – Full class/year group closure

All work will be delivered through the platform and teachers will ensure that work is set, reviewed and feed back to students. Students should join the live lessons/teams meetings set for them where they can, and work will be set by the teacher. Work where appropriate will be marked and feedback given in line with the schools marking and feedback policy.

Teachers may decide to cover different aspects of the curriculum/course that are better suited to remote learning at this time, but learning will continue.

Stage 4 – Full School Closure

As stage 3 however all teachers will also be working remotely, where possible. Where teachers are unable to work remotely for any reason the school will either have another member of staff cover the live lesson or curriculum leads will maintain the work set and post information into the class team, there will always be adequate work set for students.

Roles and Responsibilities

Students will:

- Monitor student email accounts and teams messages for important messages from teachers.
- Complete any given work for remote learning set by teachers to a given deadline using technology available to them. Where no technology is available written work is permissible to be uploaded by students when technology becomes available (e.g. using the camera from a smart phone).
- Communicate with teachers, curriculum leads and senior leaders as appropriate given any issues with completing set work on the platform with reasonable notice before any deadline.



- Attend live lessons and feedback sessions set by teachers where the technology is available to do so and participate in those sessions fully (e.g. answer questions from teaching staff).
- Be available and contactable on the platform throughout the timetabled lessons.
- Mute microphones and cameras during live lessons and feedback sessions unless answering a specific question from staff.

Parents/Guardians will:

- Monitor students work and ensure they are spending adequate time on their studies
- Where possible provide technology to be able to complete set work
- Where possible provide technology to be able to attend live lessons and feedback sessions (however the school does understand the pressures of shared devices, screen time and financial costs) and inform the school where there is an issue so that the school can look to resolve it.
- Report illness/absence through the normal communication channels with the school.
- Be sympathetic to teachers and the school to be setting the very best quality given difficult circumstances.

Teachers will:

- Create teams meetings as live lessons to cover their normal timetable. During these live lessons take a register and admit students via the lobby.
- Set work via the platform given as much detailed instruction as reasonably possible
- Be available to communicate with students throughout the timetabled session either verbally or by chat.
- Check that work set is complete by the given deadline
- Follow up on work that is not complete by contacting students/parents
- Communicate with students via the platform to give direct and guidance on completing work
- Pass issues with non-completion to curriculum leaders as appropriate
- Be sensitive to deadlines given circumstances beyond student's control (e.g. poor equipment or using shared devices)
- Apply the behaviour policy appropriately within any live lessons/sessions and in student communication.
- Within live lessons and feedback sessions, ensure that professional standards of presentation are maintained including personal presentation and high quality resources and following the teaching and learning policy,
- where possible use a camera considering the surroundings and safeguarding.

Curriculum Leads will:

- Quality assure the content of remote learning via the platform by checking set work, providing exemplars and in some cases creating the content themselves (where appropriate).
 - Ensure that work is well paced
 - Ensure work is differentiated
 - Ensure deadlines are reasonable and attainable
 - Ensure work is challenging and aspirational
- Ensure staff within areas are setting work and holding feedback sessions as according to this policy
- Communicate fully with students and parents given any issues arising
- Report to senior leadership team any issues/discrepancies relating to remote learning with groups or individual students that would need their attention/intervention

Senior leadership will:

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- Collate and report on the quality of remote learning
- Intervene where appropriate to ensure quality remains high
- Communicate with staff/students/parents/curriculum leads where appropriate to ensure remote learning is effective and is being completed
- Ensure that the platform is fit for purpose and available for the maximum number of students
- Adapt and change policy should the need exist

Brighter Futures Learning Partnership Trust will:

- Produce, maintain and be responsible for policies and procedures in particular Data Protection, Privacy and Staff Code of Conduct (including acceptable use of IT) Policies.

Brighter Futures Learning Partnership Trust ICT Support will:

- Ensure that IT systems on and off site are maintained
- Ensure that IT systems are monitored and report potential safeguarding issues to the DSL in schools
- Ensure students are furnished with appropriate logons for systems and a short guide in how to login and complete work.
- Troubleshoot problems with individual staff and students' access to IT Systems where appropriate (including resetting passwords)
- Troubleshoot issues with staff equipment and provide an ICT Support ticket system
- Work within the Data Protection Act (1998) or DPA and General Data Protection Regulations or GDPR when providing support to ensure that personal data is not breached, including but limited to ensuring that usernames and passwords are only provided to students/parents/guardians once identity is established.
- All data protection or GDPR issues will be logged and reported to the Data Protection Officer (DPO)
- For some limited circumstances provide technology to allow some students to complete work remotely – this will be from established devices and 4G dongle for connectivity provided by the Department for Education (DfE).



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