

Remote Teaching and Learning Plan

COVID-19 RESPONSE AND EXPECTATIONS

This plan ensures the continuation of learning within several scenarios for remote teaching, learning and assessment as a result of COVID-19. The College recognises that 'digital poverty' can prevent significant barriers to participation in digital learning, requiring additional support or alternative approaches maintain an inclusive learning experience.

The three key categories for remote teaching include:

- **Category 1** - Individual learner/teacher isolation (e.g. shielding other household members or following a positive test or via test and trace)
- **Category 2** - A class group of learners must isolate (e.g. a positive case within a group requiring precautionary isolation)
- **Category 3** - A whole cohort/college remote learning/working (e.g. Several positive cases in different groups or a tier 2+ national response or forced closure)

In all scenarios, course tutors and curriculum teams hold responsibility for the continuation of teaching, learning and assessment.

Digital Experience – Platforms, resources and communication

- Teachers should use [Microsoft Teams](#) as the core application for digital teaching and learning. All lesson resources should be accessible online via Microsoft Teams.
- Supplementary online learning resources should be appropriately sequenced with curriculum. This can include wider reading opportunities and/or content from our video-based learning platforms, [ClickView](#) and [LinkedIn Learning](#).
- The range of [online resources available through LibraryPlus](#) can provide further resource and opportunities for wider reading and research. This includes eBooks, online magazines and journals, Britannica online encyclopaedia and more.
- Where appropriate, teachers can assign work and quizzes [using the Microsoft Teams Assignment tool](#) which includes options for tutor feedback and grading.
- Teachers should [use Microsoft Teams to maintain communication](#) with learners, understanding how to post, use channels, use @ tags to gain attention and post announcements.

Ready to Remote? – Need to know information

Learners and parents/carers should be made aware that participation in remote learning will be expected and will contribute toward a learner's attendance. Curriculum areas are expected to ensure that parent/carers have access to or a copy of a young person's timetable that clearly outlines where a session is face-to-face or online. Learners and apprentices should be aware of the remote learning sessions that form part of their timetable and through their induction provided with guidance and training on how to access this learning through Microsoft Teams.


[Our 'Ready to Remote?' guidance](#) for learners and staff provide a clear overview of the steps to a remote learning transition.


The induction standards outline that learners, as a minimum, must know:


- How to access and use Microsoft Teams
- How to join and participate in 'live' online sessions
- How to access the Student Zone for support services and guidance (this should be linked in all Microsoft Teams)
 - This includes guidance and information for staying safe online in our 'Digital You!' section
- Know how to submit work on the assignment tool (if applicable)

Personal Tutors are responsible for the induction of full-time learners. Course tutors are responsible for ensuring that adults on PT courses understand how to access remote learning. Assessors are responsible for ensuring apprentices know how to access remote learning through Microsoft Teams and Smart Assessor.

Remote Learning Categories and Expectations


Category 1 – Individual/small group learner isolation (e.g. shielding other household members or following a positive test or via test and trace)		
Curriculum expectations	Staff training and support	Student support and communications
<p>Where parents/carers request home learning for a learner, staff should consult <i>Appendix - Dealing with requests for home learning from students and parents/carers</i>.</p> <p>Class based teaching will continue to take place on campus.</p> <p>Teaching staff are required to assign learning resources and activities for individuals who are self-isolating to complete independently. Submitted work should be marked and feedback provided in the normal way. The Personal Tutor must ‘keep in touch’ with the learner through Microsoft Teams with any scheduled 1:1 tutorial continuing through this platform. The Personal Tutor should communicate with the parent/carer at the start of the self-isolation period to ensure they are clear on how work will be set and the expectation.</p> <p> <i>Good practice: Where a small group of learners are remote, assigning activities/work that encourage the group to work together may be beneficial.</i></p> <p>Video based learning including ClickView and LinkedIn Learning offer a range of content for independent learning that may be sequenced with curriculum.</p>	<p>Learning Technology SharePoint</p> <p>Digital Cog – Mastering the ‘Core 4’ (launching 21st October)</p> <p>Online content and resources: ClickView guidance LinkedIn Learning guidance LibraryPlus online resources</p> <p>Quick guides: Ready to Remote? – Staff guidance Ready to Remote? – Student guidance</p> <p>Contact learningtech@weston.ac.uk for support with classroom technology needs.</p> <p>Contact jon.hofgartner@weston.ac.uk to enquire about Digital Coach support.</p>	<p>If a learner is required to self-isolate, this must be reported to COVID.reporting@weston.ac.uk.</p> <p>The SAM and Tutor must liaise with the parent/guardian on learning and work expectations.</p> <p>The Personal Tutor and subject teachers should communicate with the learner through Microsoft Teams.</p>

<p> <i>Good practice: Where there are facilities to record sessions (webcams and microphones), this can provide a useful 'catch up' resource for remote learners.</i></p> <p>Where learners do not have IT access, the 'At Risk – Student device loan scheme' via LibraryPlus should be utilised. If no IT/internet access is available to a learner, paper-based resources should be provided.</p> <p>'Mixed participation' where individuals or small groups join class-based lessons via Microsoft Teams <u>is not</u> an expectation.</p> <p>Mixed participation requires additional equipment and adaptation of lesson plans to include remote participants. This should only be undertaken where approved by Deans following consultation and agreement with delivery staff. This model will require Digital Coach and Learning Technologist support.</p>		
Category 1 - Individual teacher isolation (e.g. shielding other household members or following a positive test or test and trace)		
<p>If an individual teacher is well and required to isolate, all taught timetabled sessions must be transferred to the Microsoft Teams calendar ready for online sessions.</p> <p>The teacher must have access to the technology resources required for remote teaching (laptop, webcam and microphone).</p> <p>Non-isolated learner groups that are taught by an isolating teacher may be required to attend other class-based sessions on campus.</p>	<p>Planning for Remote Teaching, Learning and Assessment</p> <p>Teams for Online Teaching</p> <p>Online booking for LibraryPlus computers and study spaces.</p> <p>Contact library@weston.ac.uk for queries regarding study spaces and IT access.</p>	<p>When a teacher must isolate at short notice, the following options should be considered:</p> <ul style="list-style-type: none"> - Could the standard cover plan/rota be initiated in order to provide the isolating teacher additional time to adjust to remote working/teaching? - Can the LibraryPlus team provide space to accommodate learners who have travelled to the College?

<p>Learners should attend their online session via Microsoft Teams if they are on campus. For IT access, learners could book computer space in LibraryPlus or learn remotely if there are no other face-to-face sessions.</p> <p> Managers: Timetables should be reviewed with the isolated staff member and other teachers to identify any adjustments to delivery plans (e.g. is it sensible to make a day wholly online? What is the best timetable structure for learners?). In a scenario where multiple staff are self-isolating, managers should consider whether moving to a fully remote timetable would be improve the learner experience. Any adjustments should be clearly communicated to learners.</p>		<p>If the college is not already informed, any COVID-19 related absence must be reported to COVID.reporting@weston.ac.uk.</p> <p>The isolating teacher must inform their direct line manager to agree arrangements and any timetable adaptations.</p> <p>The faculty must initiate parent/carer communication, confirming the approach and providing reassurance.</p> <p>Plans must be immediately communicated to learners via their Microsoft Teams as an announcement.</p>
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Category 2 - A class group of learners must isolate (e.g. a positive case within a group requiring precautionary isolation)		
Curriculum expectations	Staff training and support	Student support and communications
<p>If a class group are required to isolate, all taught timetabled sessions must be transferred to the Microsoft Teams calendar ready for online sessions. Teachers who are timetabled to teach a self-isolating group are required to deliver their class on Microsoft Teams as per the normal timetable for that student group.</p> <p>The teacher must have access to the technology resources required for remote teaching (laptop, webcam and microphone).</p>	<p>Remote teaching and blended learning guidance</p> <p>Device Loan Schemes and Approaches</p> <p>At Risk Student – Long-term Device Loan – Application form</p>	<p>The college will contact learners with the requirements to isolate as a class group.</p> <p>The faculty must communicate arrangements to parents and carers, including expectations of learning during isolation period.</p>

Non-isolated learner groups that are taught by an isolating teacher may be required to attend other class-based sessions on campus. Refer to category 2 expectations in this instance.		
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Category 3 - A whole cohort/college remote learning/working (e.g. Several positive cases in different groups or a tier 2+ national response or forced closure)		
Curriculum expectations	Staff training and support	Student support (including safeguarding and SEND)
<p>All teachers and learners will transition to fully remote learning and working.</p> <p>The teacher must have access to the technology resources required for remote teaching (laptop, webcam and microphone).</p> <p>All timetabled sessions should be accessible by Microsoft Teams. The structure of the learning day should be maintained.</p> <p> <i>Good practice: Live (synchronous) sessions benefit from a blended approach. Chunk up your live sessions with a variety of activities, resources and tasks to maintain attention and engagement of learners.</i></p> <p>Communication with learners should be maintained through Microsoft Teams, using posts, @ tagging and announcements.</p>	<p>Remote teaching and blended learning guidance</p> <p>Staying safe online guidance for learners</p> <p>Join our 'EdTech Hub' remote teaching community to share practice and seek support</p>	<p>Corporate communicate strategy will be initiated.</p> <p>Information will be communicated to learners through all outlets, including the Microsoft Teams, the website, social media, text message and the Student Zone.</p>

Appendix - Dealing with requests for home learning from students and parents/carers

NOTE: This approach applies to learners attending college for class-based learning. An apprentice would need to discuss their concerns with their employer. Any agreement for an apprentice would need to be agreed between the apprentice, employer and the College.

Introduction

The level of anxiety for many learners is high as they start or return to College to begin face to face learning. The College has taken significant steps to make the learning environment as safe as possible as well as educate staff and students on how to adhere to any new ways of working or changes that have had to be applied to the learning environment. We have started to receive requests from learners and parents/carers to learn from home and not attend college. These fall into a number of categories:

- Students with specific health concerns that make them very vulnerable should they contract the virus.
- Students who live with family members who have health issues that make them vulnerable should they contract the virus
- Students who are anxious about returning to college and worried about both the risk of contracting the virus and/or their capacity to adapt and cope in face to face sessions following a lengthy period of isolation.

Approach

There is a danger that in our attempt to support and accommodate learners requests we inadvertently agree to providing a mode of educational delivery that is neither possible or sustainable based on the resource available to us. Many programmes have a practical element that cannot be accommodated remotely and for learners to succeed they would need to have some attendance to complete the technical practice and associated assessments. There is also a concern from an Ofsted and quality perspective regarding the effectiveness of any directed study model. The following outlines a number of options that should be considered and applied to try and meet and support those learners where a genuine concern exists.

It is recommended that option 2 and 3 are implemented for a set time period to help learners and parents gain confidence in the safety of the College environment. It also enables specialist support teams to work with the learner and their family to overcome any barriers that might exist. The temporary period should be set for a **maximum of 4 weeks** in the first instance. We should not agree to any permanent arrangements as this could be detrimental to the progress and experience of the learner and put undue pressure and workload on staff who will have to meet these additional requirements for the full year.

Options

1. Change Programme

Review the suitability of the programme for the learner and their ability to be able to complete it. It may be appropriate for the learner to transfer to a different programme if that programme has a high skills-based requirement and they are not prepared to attend for those elements as outlined in option 2.

2. Temporary partial attendance programme

It is agreed with the learner and their parents/carers that they attend college for identified practical sessions that are crucial to their success on the programme. It may be possible for practical workshop sessions to have greater spacing or there may be additional PPE measure in place as recommended by industry e.g. Hair and beauty. Directed learning would be provided for the learner for the theory content and arrangements made to ensure progress is being regularly reviewed. If the programme has online lessons the student would access these as normal. Learners requiring maths and English can access a virtual session that is being put on weekly as a catch-up session for learners.

3. Blend of directed study and online learning lessons

Most level 3 programmes have an element of online delivery and this could continue as normal. Learners could be provided with directed study and learning tasks that would need to be completed and submitted as per an agreed schedule or plan with their personal tutor. Personal and/or subject tutorials would be conducted online and the frequency of these may need to be increased to help ensure that the learner was able to stay on track and was coping with the learning. If there are a number of learners where this option is being applied it may be possible to do some combined subject tutorials.

Notes for Managers

Any adjustment for a student needs to ensure that their programme would still conform to the funding rules which require all elements of a study programme including virtual and distance learning to be planned, organised and timetabled. It would therefore be expected that a temporary study timetable would be agreed with the learner under option 2 and 3.

A learner who is receipt of high needs would be funded for ALS. This means that they could receive remote support with their learning against any agreed timetable of activity. Faculties should check with their Campus ALS Co-ordinator prior to agreeing any arrangement with a learner who may need this support and be funded for it.

Any agreed approach will need to be sanctioned by the Dean of Faculty. A record of the agreed approach should be communicated to the learner and their parent(s)/Carer(s). It is advised that any agreement is done in consultation with the Campus ALS Co-ordinator and the relevant middle manager and personal tutor. Any agreement will be for a temporary period of no more than 4 weeks in the first instance and a learning timetable should be agreed. A review meeting with the Learner and their parent(s)/carer(s) should take place at the end of the temporary period to review progress and discuss their safe transition back in to College learning. Where the learner is in receipt of High Needs funding the Campus ALS Co-ordinator should be involved in the review meeting. Learners who are highly anxious should be referred to the specialist mental health team. This team should be involved with welfare on any support and transition arrangements for the learner.

Faculty areas are encouraged and expected to develop their digital accessibility for all learners. Faculties should check that learners have access to the required device and software before either option 2 or 3 is agreed. Efforts should be made to loan them the necessary equipment for the temporary period. Deans of Faculty should liaise with Jon Hofgartner on this as well as what might be practical and achievable above the minimum digital commitment outlined in options 2 and 3.