

<b>Procedure 3.9 Remote Learning</b>					
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**Procedure Issued** : April 2014  
**Procedure Owner** : Principal/CEO

- ❖ This procedure is shared with our students and staff and/or can be obtained:
  - on our website <https://docklandsacademy.co.uk/policies-and-procedures>,
  - on the desktops of all computers in the library on the top floor,
  - by emailing us at [info@docklandsacademy.co.uk](mailto:info@docklandsacademy.co.uk).
- ❖ Also, our students and staff are informed about the main aspects of the procedure in the Student and Staff Handbooks, Induction Seminar and Learning Agreement.
- ❖ The procedure is reviewed and monitored on a regular basis for currency and fitness as part of our 1.9 Review and Revision of Policies and Procedures.

## 1 Rationale

In the event of closure of the campus due to an unavoidable situation such as Government restrictions on face-to-face teaching delivery, the Academy is committed to providing continuity of education to its learners and will do so through a process of remote (online) learning. Extensive remote learning would apply particularly in a situation in which the Academy is closed for an extended period of time, but a high proportion of learners and teachers are healthy, and able to work as normal from home. This policy does not normally apply in the event of short-term Academy closures (e.g., as a result of inclement weather) or a short-term learner absence.

Remote learning may also be appropriate in situations when learners, in agreement with the Academy, have a period of absence but are able to work at home, at least to some extent. A relevant instance would be if, following an infectious disease outbreak, learners are self-isolating at home but are not suffering with symptoms. There is no obligation for the Academy to provide continuity of education to learners who absent themselves from the Academy in contravention to Academy guidance.



## 2 Remote Learning in the Event of Extended School Closure

In the event of an extended school closure, the Academy will provide continuity of education in the following ways:

- a) Regular online live teaching sessions (for ELD students → either one to one or in groups of up to 5 students). The primary platforms the Academy will use to deliver online teaching sessions are:
  - **Zoom** (zoom.us)
  - **Skype** ([www.skype.com](http://www.skype.com))
  - **Google Meeting**
  - **Microsoft Teams**
- b) The setting of work that learners complete electronically (e.g., by email)
- c) The assessment of specific tasks that are submitted to teachers electronically and on which feedback is provided.

Learners and teachers are expected to have access to the internet whilst at home; the Academy recognises that many individuals may not have home printers and will therefore not require the printing of material.

## 3 Online Live Teaching Sessions: Our Delivery

Our aim is to deliver teaching and organise learning resources in such a way as to ensure that every student can attain the learning outcomes. We provide learners a strategic approach to learning which recognises the importance of active engagement, reflection and the development of independent learning skills.

Our approach to teaching and learning online is aligned with that of our face-to-face approach; lessons are students-centric and encourage reflective, autonomous learning. We exploit the range of online material and delivery modes available, including activities such as quizzes, written exercises, peer teaching, project work and opportunities to work collaboratively through breakout rooms where possible. Furthermore, we leverage the advantages of online learning through flipped classrooms and, when possible, blended learning.

A key component of our English lessons is communicative competence, which focuses on enabling students to use language according to real-life situations. Subsequently, lesson activities to reflect this include plenty of fluency practice, opportunities to express opinions, and language for particularly communicative functions.

## 4 Assessments

Providing timely and helpful feedback is a cornerstone of good teaching and learning, and whilst this may be more challenging with remote learning, teachers will endeavour to provide regular

feedback to learners on pieces of work that they are required to submit. Under normal circumstances, not all pieces of work are formally assessed by teachers, and this would continue to be the case should the school employ remote learning.

#### **4.1 Expectations from Learners**

Assuming that a learner is healthy and well enough to work, learners will be expected to participate as fully as possible in the remote learning process, attending relevant live sessions, completing independent work, and submitting assessed tasks promptly and to the best of their ability. Learners will also be expected to read and respond to communication from the Academy (e.g., an email from a form tutor) on a regular basis. If learners have any questions about the nature of specific tasks set, these should be directed towards their teacher. If there are questions about a learner's overall workload (e.g., a learner feels they are overwhelmed or falling behind), these should be directed to the learner's head of Department (Academic Head and DoS for English School). Teachers must work on the assumption that learners will not necessarily have the full range of books and equipment that they would usually have when attending the Academy. The Academy does not expect learners to have access to any specialist equipment that would usually be provided. Teachers should ensure they are able to scan or upload photos of important resources in case learners do not have access to them at home. Online textbooks are helpful in this regard. Learners are also expected to continue following the same procedures as they would if they were on site regarding safer internet usage and maintaining their online safety. Learners should be aware of these steps as they are covered in the induction sessions or by referring to procedures 5.1 and 6.15.

#### **4.2 Expectations from Teachers**

Teachers should ensure they have effective internet and a phone connectivity at home. If this is not available for any reason, teachers can request a device from the Academy. The setting and assessment of remote learning tasks will take place in accordance with the Academy policies. All teachers should pay due care to the nature of tasks set, so that learners have a range of activities to complete at home and are not exclusively working on a screen. Teachers are responsible for providing constructive feedback to their learners in a timely manner. In the event a teacher is unwell during a period of remote learning, it becomes the responsibility of the line manager to ensure work is set to her/his classes.

When creating online lesson content or resources, teachers should be mindful of the resources or external links used or sent to the learners to ensure the best possible safe internet usage. Teachers are expected to maintain online safety as best as possible by following relevant procedures (6.13, 6.15, 6.16) as well as ensuring communications are direct via the official Academy channels. Teachers should also aim to use encrypted tools as much as possible such as, requiring a specific link and / or password to join remote lessons. Further information can be found at: <https://www.saferinternet.org.uk/>

In order to ensure teachers are able to perform the minimum expectations outlined above; the Academy will provide a range of training opportunities that teachers should access before any

planned school closure. Teachers should ensure that they have looked through specific instructions, watched walkthroughs, and attended teacher training sessions. If teachers require support with any aspects of remote learning, they are encouraged to consult their line managers. Unless there are extenuating circumstances, teachers will be expected to be contactable remotely by colleagues and learners. Teachers also should ensure their communication with learners does not encourage unhelpful work habits. All communication should take place during usual office hours, with no expectation for colleagues to read or respond to emails after 5.00pm, although responses should be made to electronic messages within one working day in normal practice. For those who are on part-time contracts, communication is expected only on the days on which they would usually work. Communication must always occur via the official Academy channels, and not through personal accounts or other websites.

## **5 Related Documents**

### **5.1 Policies**

- **3** Teaching Learning and Assessment
- **4** Student Admissions
- **5** Student Support Engagement and Learning Resources
- **6** Human Resources and Staff Development

### **5.2 Procedures**

- **1.9** Review and Revision of Policies and Procedures
- **3.3** Encouraging Independent Learning
- **4.4** Attendance Monitoring
- **5.1** Student Code of Conduct
- **5.3** Equality, Diversity and Special Needs
- **5.4** Student Engagement
- **6.4** Personal Development and Performance
- **6.5** Discipline at Work Version
- **6.6** Absenteeism and Lateness
- **6.7** Holiday and Leave Entitlement
- **6.9** Continuing Professional Development
- **6.10.1** HE Lesson Observation
- **6.10.2** Peer Review
- **6.11** Requests for Training
- **6.12** Evaluation of Training
- **6.13** Staff Code of Conduct
- **6.15** Safeguarding
- **6.16** Prevent Duty (Racist, Discriminatory, Abusive and Extremist Behaviour)
- **7.1** Review and Sign off PI
- **7.4** HE Public Information
- **9.4a** Health and Safety Policy under HASAWA
- DAL Online Education Netiquette

### 5.3 Terms & Conditions

### 5.4 External References

- Office for Students (OfS) Requirements and Guidance at [Advice and guidance - Office for Students](#)
- UK Quality Code Advice & Guidance – Admissions, Recruitment and Widening Access at <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/admissions-recruitment-and-widening-access>
- UK Quality Code Advice & Guidance – Enabling Student Achievement at <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/enabling-student-achievement>
- UK Quality Code Advice & Guidance – Learning and Teaching at <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/learning-and-teaching>
- UK Quality Code Advice & Guidance – Student Engagement at <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/student-engagement>
- Higher Education Code of Governance (Committee of University Chairs, December 2014) at <https://www.universitychairs.ac.uk/wp-content/uploads/2020/09/CUC-HE-Code-of-Governance-publication-final.pdf>
- Association of Employment and Learning Providers (AELP) principles of Good Governance for Independent Training Providers at <https://www.aelp.org.uk/media/2595/code-of-governance-final-sept-2018.pdf>
- Pearson Recognition of Prior Learning Policy at [https://qualifications.pearson.com/content/dam/pdf/Support/policies-for-centres-learners-and-employees/Recognition\\_of\\_prior\\_learning\\_and\\_process\\_policy.pdf](https://qualifications.pearson.com/content/dam/pdf/Support/policies-for-centres-learners-and-employees/Recognition_of_prior_learning_and_process_policy.pdf)
- UKCISA Code of Ethics at <https://www.ukcisa.org.uk/Membership/Codes-of-practice/Code-of-ethics>
- Equality Act – 2010 at <https://www.legislation.gov.uk/ukpga/2010/15/contents>
- Related QAA guidance: Understanding assessment: its role in safeguarding academic standard Higher Education include the QAA Quality Code at <https://www.qaa.ac.uk/quality-code>.
- Teaching Excellence and Student Outcomes Framework at <https://www.gov.uk/government/publications/teaching-excellence-and-student-outcomes-framework-specification>.