Remote Learning Contingency plan

2020/21

Last updated - September 2020

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 as a result of a local or national lockdown which closes schools and colleges, because individual students cannot access college due to COVID-19 or if teachers themselves are not able to teach from college. 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.

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 (A1 and A2), level two students and HE / Adult students 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 from home. 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 computer or their mobile devices from home; the classes are broadcast live. However, for some practical subjects this way of working 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. It also supports the learning of those student who are self-isolating.

HE Curriculum

Adult and HE students who study at the college during the day time 9-4 are following an A and B week pattern of attendance. However, in the vast majority of cases, the whole group attend one class week and then the whole group learn from home (via Teams) in the other week. This is possible where student numbers in a class are low or a double space classroom enables 2m or more between students. The exception is the new Access to HE Diploma due to begin in November. There will be 24 students and therefore they will be split as per 16-19 arrangement. All of these students will therefore be familiar with moving to fully remote learning should the need arise.

Adult and HE students who attend college after 4pm (evening students) are all attending weekly classes as the class sizes accommodate this. These students will need preparing for learning from home in the case of lockdown.

2. Pastoral

The college tutorial programme 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. Senior Tutors are in contact with their tutees on a regular basis and can complete one to one sessions with these students as appropriate. Senior Tutors will prioritise those students deemed vulnerable for any reason.

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. Please see the schedule up to and including October half term below:

Revised Formal Assessment Points: Autumn term 2020/21

	A2	**A1 (all courses) Level 2 Voc and GCSE**
Formal Assessment Point 1	Thursday 8th October (Week B) & Monday 12th October (Week A) *[Deadline for marks to be inputted: Tuesday 20th October]*	Friday 16th October (Week A) & Monday 19th October (Week B) *[Deadline for marks to be inputted: Friday 6th November]* This assessment point is for A1 (all courses) and L2 Voc. No GCSE assessment at this point.
Formal Assessment Point 2	Thursday 19th November (Week A) & Tuesday 24th November (Week B) *[Deadline for marks to be inputted: Thursday 3rd December]*	Friday 27th November (Week B) & Monday 30th November (Week A) *[Deadline for marks to be inputted: Thursday 10th December]*
Formal Assessment Point 3	Mock Week: 14th – 18th December (both A and B week students)	NA

	[Deadline for marks to be inputted: Wednesday 13th January '21. *Results Day: Friday 15th January]*	

This will be updated on a termly basis dependent on the status of any local or national lockdowns.

- The above are the college standardised Formal Assessment Points. Teachers / department can 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 to Inclusive Learning / interventions can be put into place.
- The Formal Assessment Points above will be on the identified day (rather than at some 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 complete their Formal Assessment Points on different days when they are in class. Should the college move to a more normal way of teaching and learning with all cohorts present on site then the first date identified for each cohort will be the assessment day.
- Normal arrangements for assessments: for A Level and GCSE these should replicate the style of assessment in an exam (at least one hour long, in class, exam conditions, standardised across the year group, marked to exam standards). For Vocational qualifications / Criminology and Art and Design – these should be a holistic assessment of all work to date.
- Minimum Target Grades this year will be called **MEGs (Minimum Expected Grades**). These will be issued soon.
- GCSE assessments can take place on the days identified as best for teachers / the class as they will be from mixed cohorts and have different study days.

Assessment for HE courses

- Assessment will run as normal and as scheduled with the relevant amendments made for courses which require placements such as teacher education and programmes for teaching assistants, and the early years' workforce. In the case of a further lockdown, guidance will be taken form the college's university partner regarding the HE programmes.

4. In case of partial or full lockdown

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:

- All staff have been issued with the correct IT equipment required to continue teaching and learning remotely. Staff laptops, microphones, clickers have been issued. 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. It is good practice to check that all links on Canvas are functioning.
- 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.
- 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 in each class have access to the relevant Microsoft Teams platforms via laptop computers or mobile devices. These are found through the college VLE, Canvas.
- Parents, carers and learners 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 and remote learning became necessary. This would be communicated through email and the college social media feeds.
- A communication strategy to inform key stakeholders has been written to be used if required

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 easily set and assessments easily communicated for marketing either through the 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, then lessons would be set to record to enable learners to access the lesson at a later point and for safeguarding reasons.
- Have received and understand the timetable and expectations for the period of remote learning. All learning will take place online and will follow the usual timetable.
- Have signed and understood the college's Acceptable Use Policy
- 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 their background and professional attire.
- Have access to key resources not available online at home as required (eg. Text books, paper resources etc.) It is also important that teachers prepare any print examples in advance for their classes so these can be issued if needed.

5. **Tutorial**

- **A1/L2:** These groups will receive a weekly email directing them to a task on their respective canvas sites that largely focuses on PSHE* and next steps after college; this will follow the already devised curriculum implementation plan. Examples of tasks/activities include: watching film clips and answering questions, completing online modules/programmes, research tasks using Unifrog and the UCAS website with regards to progression.
- Senior Tutors to discuss outcomes of tasks in 1 to 1 meetings.

**Senior tutor managers and the designated PSHE / safeguarding manager will meet to discuss specific PSHE themes.*

- **A2 UCAS:** These will be conducted using online tutorials: Prioritising completion of UCAS applications, Student Finance and preparations for HE.
- **A2 Employability:** Online tutorials and/or set tasks to help students make plans/complete applications for apprenticeships and employment will take place to make sure students are supported and can access resources from home.

- **1 to 1 Meetings:** All students will receive regular 1 to 1 meeting via MS Teams with their Senior Tutor. Vulnerable students will be contacted weekly and updates to the STMs provided via Cedar and in fortnightly phone calls between STs and their STM.

HE Students

- Adult and HE learners do not have a tutor. Their teacher acts as a pastoral link and can make referrals to services such as IL, Careers and raise safeguarding concerns to ensure continuity of support and service.

- In addition, adult and HE students are able to contact Adult and HE Admissions staff who will have a college mobile and can be contacted via Teams, in the event of remote working and learning. They act as a one stop shop for putting students in touch with staff and the services they require. Contact with Admissions is particularly important for any adult and HE student in the process of applying for loans or requiring information about financial support or fees.

6. **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.
- In most cases the referrals 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.

- The safeguarding policy has been amended to reflect any different ways of working and increased risk should a lockdown take place.

7. Inclusive Learning (IL):

- All students will be allocated to an IL staff member whereby they will be able to liaise/monitor. IL staff will make contact daily/weekly (depending on student) via email or phone.
- Support/intervention will continue to be offered for both educational and emotional needs for learners.
- 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 MS 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 be using the Tameside Authority Risk Assessments, for EHCP/High Needs learners and these will be in place before teaching starts.

8. Exams:

- The autumn series of exams concerns mainly external candidates with the exception of GCSE Maths, GCSE English and Criminology.
- H&S safety guidance is currently to maintain a distance of two meters between examination desks - external candidates will be treated as an additional bubble with week A and B students treated as one bubble for examination purposes. Different entrances and arrangements will be made for these students to prevent cross contamination of different cohorts.
- December mocks are being planned to run and all A2 will be in mock week but with bubbles kept separate.
- No A2 lessons at all will take place in mock week.
- If remote learning were to become the only option, all information regarding exams would be sent via email to students. This is the primary means of communication.

- Arrangements for the summer examination series will be discussed in the spring term and in response to the national and local picture, or any decisions taken by Ofqual and the awarding bodies. Health and safety will continue to be the main driver for decision making.

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 that 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.

- Contact their Senior Tutor if they have any concerns

Role of parents:

- Contact college (Reception and / or senior tutor) if there are difficulties accessing the remote learning being set.
- Contact college if there are concerns with the quality / quantity of remote learning.
- Organise a suitable area at home for students to work.
- Help to ensure that students have the resources they need at home for learning and contact the college if there are any concerns / issues regarding this.
- Help ensure that students do complete their remote learning each day (students should study the same subjects that are on their college timetable unless advised otherwise).
- Ensure that students have the resources they need at home for learning.
- Ensure that students complete their remote learning and any homework, assessments or formal assessments as requested.

Students self-isolating

Whilst the college remains open with face to face learning taking place and certain individuals or classes are unable to attend college, then their work for each day will be set by their class teachers via Microsoft Teams. Students should follow their full lesson timetable if they are able. If this is not possible, an amended timetable will be provided to staff, learners and parents/carers.

11. 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 learner guides for how to use and access Microsoft teams
- Supporting staff and learners 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.

12. Availability / expectations 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 should expect 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.