



Choices College – Remote Learning Policy

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1.0	Oct 2020	Linda Selby	New Policy
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Executive Summary

Since April 2023, Choices College has been part of NHS England and as such, this policy should be read in conjunction with the relevant and associated NHS England policy/policies.

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1. Introduction

1.1. If the college is to undergo enforced temporary closure due to government and/or public health guidelines, related to COVID 19 we have designed the most effective online learning package we could in the circumstances. We also need to consider the management of students who go into self-isolation for any reason.

1.2. Our remote Education platform is Microsoft Office365. Each student will be given access to an account to log onto the platform. Within this we will use Microsoft Teams for virtual classes and OneNote for classwork and homework.

2. Purpose

2.1. The aims of this policy:

2.1.1. To outline procedures and practice for remote delivery of learning in local/national lockdown

2.1.2. To outline procedures and practice for interns in self-isolation, and who are otherwise fit and healthy, to continue with their academic program.

2.1.3. To outline procedures and practice for staff in self-isolation, and who are otherwise fit and healthy, to continue with teaching, and setting, marking, and feeding back on intern work as part of the normal academic program.

3. Policy Detail

3.1. Student expectations

3.1.1. Interns should retain structure to their education day starting with log-in to Microsoft Teams by the time specified by the tutor or area manager.

3.1.2. Check Microsoft Teams to access the posts/resources for each lesson and work through tasks in a timely fashion.

3.1.3. Complete all set work and hand in work to the subject tutor in the agreed manner e.g. upload, photograph, scan etc.

3.1.4. Use designated messaging to communicate with their tutors and ask questions if they do not understand/require help within normal college time hours. They may need to email the tutor as appropriate/if they are having difficulties with the system or for a longer question.

3.1.5. Interns may need to photograph work of a visual nature and use Microsoft Teams or email to submit this to tutors.

- 3.1.6. Deadlines must be met where practically possible; Area managers will be informed if they are not.
- 3.1.7. All interactions on Microsoft Teams to be of classroom level type discussions. Interns to keep personal conversations to their own social media streams to keep channels free.
- 3.1.8. Appropriate dress is expected for remote learning.
- 3.1.9. Consider what is in the background of your videoed content or chat – ask if you don't know how to blur background.
- 3.1.10. Attend all class sessions unless actually ill – in which case you must report the illness to your area manager as usual.
- 3.2. Tutors and support tutors are expected to:**
 - 3.2.1. Upload teaching materials and lessons to Microsoft Teams
 - 3.2.2. Tutors will endeavour to set work equivalent in length to the lessons on their revised timetable and be available during scheduled lessons to answer any questions interns may have via Microsoft Teams Chat. It is recognised that it is not easy to estimate the time it takes for interns to complete work and some interns will work faster than others. An element of differentiation by outcome is to be expected. Extension tasks may be set if appropriate.
 - 3.2.3. It may be that it is more appropriate for the tutor to set one longer task that covers several shorter lessons (e.g. a task for the whole week). The total set work should reflect the total length of lesson time that is missed.
 - 3.2.4. Mark and feedback using Microsoft Teams with the same regularity they would have done if in college.
 - 3.2.5. Make sure that all resources are available online including scanned pages of handouts.
 - 3.2.6. As much as possible, use the usual rewards and sanctions and verbal praise/warnings. Email parents/Carers if there are ongoing concerns.
 - 3.2.7. Staff can answer Microsoft Teams chats during college hours and their working day but not beyond 5pm or at the weekend. However, emails can be answered at the weekend if staff deem it essential to reply. Students not to expect a response over the weekend or during the staff members lunch break.
 - 3.2.8. Staff must ensure a classroom level of interaction is maintained through use of email, and Microsoft Teams. This is a new experience for the students, and we must guide them in how to behave. Just as in their own physical classroom staff must set out their expectations.
 - 3.2.9. Staff to set expectations such as microphones off and blurred background.
 - 3.2.10. College staff are not to have a one-to-one video chat with a student, they should invite another member of staff to be a silent attendee.

3.3. The area teams are expected to

- 3.3.1. Connect with students and/or parents/carers, during their usual allocated time, to check how they are coping with the home learning and keep formal records of all interactions.

3.4. Parents/Carers are expected to:

- 3.4.1. To ensure their child has adequate computer equipment and internet access in order to fully participate in home learning – contact the area manager if this is a problem.
- 3.4.2. Encourage and support their children's work including finding an appropriate place to work, checking that set work is completed and submitted by the end of each day and ensuring that the normal college timetable for the day is followed as much as possible.
- 3.4.3. Contact the tutor if there are any concerns.
- 3.4.4. Support students in choosing an appropriate location for Team video calls.
- 3.4.5. Allow the student to take part in the class without interference.

3.5. Feedback

- 3.5.1. Students can continue to receive the feedback they need through online annotation of documents, along with audio feedback, whilst tutors can track their progress and see where support is required.

3.6. Safeguarding

- 3.6.1. This guidance document is supported by the Safeguarding policy and the Covid-19 addendum to the Safeguarding policy.

3.7. Recording of calls and videos calls

- 3.7.1. To maintain our offer of a high-quality provision and a safe learning environment for Choices College students and staff, we will make recordings of educational sessions conducted over online video and calls platforms. Formal written consent ([Appendix A](#)) will be required before any recording and verbal consent will be asked prior to all individual calls and video calls where recording is need.

3.8. Specific additions to note:

- 3.8.1. Parental involvement during video sessions:

- 3.8.2. By bringing instruction into the home, the lessons can feel different. The same rules of communication apply as if this were a regularly taught lesson, meaning that the interaction in these lessons are between the tutor and the invited members of the class.
- 3.8.3. We are aware of the increased level of risk around one-to-one video meetings with interns, however, there are many reasons why they would be helpful and appropriate. One to-one sessions with students should follow the same guidance as one-to-one conversations in college, in most instances' these should take the format of a one to one or merged call rather than a video and recording can be considered. If the video option is chosen, then invite another member of staff who would have a silent involvement.

4. Arrangements for Review

- 4.1. This policy will be reviewed no less frequently than every two years. An earlier review will be carried out in the event of any relevant changes in legislation, national or local policy/guidance, organisational change or other circumstances which mean the policy needs to be reviewed.
- 4.2. If only minor changes are required, the author has authority to make these changes. If more significant or substantial changes are required, the policy will need to be reviewed before final approval.

Appendices

Appendix A



Online Video calling recording Consent Form

