UTC South Durham Blended and Remote Learning Policy

Date of adoption	September 20 June 21
Approved by	Governing Body
Signed: (Principal) 	**Date:** **June 2021**
Signed: (Chair of Governors) 	**Date:** **June 2021**

Review History	DG – Jan 21, May 21 SBr, IN – May 21
Date to be reviewed by	June 24
Responsibility	Vice Principal (Academic)

1. Scope:

Covid-19 has disrupted our educational provision in a way no one could have foreseen. However, it is vital that as an education provider, we do everything we can to ensure the continuation of learning for all of our students, regardless of whether they are able to be on site or not. This document outlines what we will provide to facilitate this, and our expectations, in a range of different eventualities.

2. Guiding Principles:

The aims of this policy are:

- To ensure that the expectations of staff and students are clear for a range of scenarios.
- To ensure appropriate safeguarding measures are in place.
- To ensure that the quality of provision and access is high for all students.
- To ensure clarity of expectations regarding how assessed work is handled.

3. Scenarios:

Blended and Remote Learning can cover a range of different eventualities for staff and students. The following covers these and summarises our expectations.

a) Student is unwell

- *Work does not need to be set. Parent will contact via email or by phone. A code 'I' (illness) will appear by the student's name on the register in Bromcom.*

b) Student is well but at home. The majority of other students and staff are still at the UTC

- *Teachers will set work on Microsoft Teams within 24 hours of the lesson taking place. We expect students to work a normal day and to spend 40 minutes working on each lesson. Teachers will focus on ensuring the learning is relevant and accessible, with clear explanations and instructions. Deadlines will be set for the completion of work, and teachers will feedback where possible. Students encouraged to contact us via Microsoft Teams / email if they need any help.*

c) Student is well but at home. Whole class groups of students are absent but the UTC is still open.

- *As above, except that we will deliver a blend of live lessons and resourced assignments with teachers available to offer instant support via Microsoft Teams. Feedback will be regular and personalised.*

d) The UTC is closed to all staff and students

- *Students will be expected to log on to Microsoft Teams by 8.45am each morning, and 'register' with their Mentor / Crew Leader. Instructions on how to do this given to students.*

- *Year 10 and 11 will follow a collapsed timetable, consisting of four lessons per day. Precise details to be sent very shortly after confirmed closure. Work will be set on Microsoft Teams for these lessons.*
- *Year 12 and 13 will follow their regular timetable and work will be set on Microsoft Teams for these lessons.*
- *Resources will be high quality, with a focus on clarity of explanation and instruction. Feedback will be regular and personalized.*
- *We will run a programme of live lessons. These will take place between 9am and 2.30pm, Monday – Friday. Subjects will be allocated priority slots to ensure no clashes occur.*
- *Students who are deemed vulnerable – ie particular SEND or a Looked After Child, will still be able to attend the UTC full time, and will be supervised by teaching staff, as per the latest DfE guidance.*

e) Teacher is isolating and unwell

- *The usual Staff Absence Policy will apply in this situation. If the teacher is well enough to do this, they will liaise with their line manager and ensure that work is saved in the T Drive (staff shared area). Line Manager to be responsible for work set otherwise.*

f) Teaching is isolating but otherwise well.

- *Provisions in place to ensure that the quality of learning is as high as possible. Expectation that lessons are taught live, unless circumstances don't allow it. Focus on ensuring that clarity of explanation and instructions are good and that activities are both challenging and engaging. Teacher should also use AFL strategies to track and monitor understanding and progress.*

4. Quality assurance:

- When possible, laptops and dongles loaned out to students who do not have adequate access to IT and the internet.
- Teachers to log student engagement in remote learning using Classcharts.
- SLT, Student Support, Subject Leads and the Head of Sixth Form to monitor this and follow up as appropriate.
- SLT and Subject Leads to monitor quality of remote learning provision via various means, including Student Voice, Classcharts and regular checks of Microsoft Teams.
- Training in place to ensure that all staff and students are familiar with the technology and the expectations of them.

5. Safeguarding:

- Student Support team to co-ordinate regular telephone calls to students not in school – particularly those recognized as vulnerable, with a designated need or whom are not engaging in remote learning.
- Teachers encouraged to contact parents and students regularly if work is not completed to the expected standard. Phone calls from personal mobile phones not recommended, but if no alternative ensure that number is withheld.
- Ensure all staff familiar and up to date with safeguarding protocols and that concerns are flagged in the usual way with designated leads.

- Teachers delivering live lessons from home to disguise their backgrounds and all live lessons to be recorded.
- Use of Microsoft Teams as a communication channel for students to be monitored closely. IT support team (Stone) to be kept informed of inappropriate usage and measures put in place promptly to restrict any misuse.

6. Coursework and Examinations

- In the event of longer periods of absence, students are likely to need to complete assessed coursework for BTEC and Cambridge National / Technical qualifications.
- Teachers are responsible for ensuring that the correct conditions for the assignments are adhered to. This is supported and monitored by subject and programme leaders.
- Where conditions aren't strictly controlled, and students are permitted to complete assignment work at home, teachers must ensure that deadlines are clear. However appropriate extensions can be agreed for any students who are unwell, or have circumstances preventing them from working at home.
- On checking and assessing work, thorough checks need to be in place to ensure that the work seen is that of the student alone.
- Where possible, IV and QA processes to happen as normal, with standardisation and Moderation of marking meetings to happen via Microsoft Teams and through the sharing of files electronically. If not possible, SLT and exam boards to be informed and advice sought as appropriate.
- Students can complete past papers and assessment materials at home, with work submitted electronically and feedback given or markschemes provided for self-assessment. The data and evidence generated is useful to inform future planning, however it can't be guaranteed that appropriately controlled conditions were in place and therefore grades should not be used to inform any Centre Assessment Grading decisions.

7. Other Policies

This policy should be read in combination with other policies/documents:

- Staff Absence Policy
- Teaching and Learning Policy
- Safeguarding Policy
- Exams Policy
- Assessment and IV Policy
- Registration and Certification Policy