REMOTE TEACHING, LEARNING AND ASSESSMENT POLICY

Version Control

VERSION	REVIEWER NAME	DATE	NEXT REVIEW	COMMENTS
1.0	Katrina Greenshields	February 2022	03/07/2023	New Policy
1.1	Katrina Greenshields	17/07/2023	July 2024	Updates Completed

Remote Teaching, Learning and Assessment Policy V1.1

Contents

1. Introduction

SCCU is committed to providing high quality teaching, learning and assessment opportunities for learners. The Remote Teaching, Learning and Assessment Policy covers the online tools that are suitable for use, examples of teaching strategies, expectations, safeguarding regulations, and communication rules that are necessary for online delivery.

2. Aims and objectives

- Every learner has access to teaching and materials for all of their lessons, all of the time.
- All planned assessments can take place and mechanisms are in place to submit this remotely.
- All members of staff acknowledge that the quality of teaching and teaching materials directly affects the achievement and attainment of our learners and is of paramount importance for a successful provider.
- There is a commitment by all members of staff to provide consistently high standards of teaching even when conducting that remotely in order to have a direct positive impact upon the progress, engagement, and aspirations of our learners.
- Feedback to learners following all assessment is effective in developing their understanding of their next steps.
- All members of staff understand what is meant by the term 'good teaching and learning' as outlined within the teaching, learning and assessment policy and can replicate this in an online environment.
- All members of staff understand their role and responsibilities in improving the quality of online teaching.
- All members of staff understand how the quality of online teaching impacts upon the ability of a teacher to reach and exceed the standards for Teachers and Trainers.
- All members of staff understand the role of CPD and appraisal in developing and improving the quality of online teaching, learning and assessment.
- All members of staff are informed about the clear and transparent procedures in place for monitoring and evaluating the quality of online teaching.
- All members of staff understand how to provide online learning that conforms with current safeguarding regulations and practice.

3. Remote Teaching Learning and Assessment Online

tools suitable for use

Staff must set learners work using one of the following:
- BUD online platform
- Google Meets/Zoom/Microsoft Teams - staff must only use Microsoft Teams, Google Meets or Zoom as an audio / video platform to communicate with learners. The use of WhatsApp and Skype are not permitted for use in the teaching of lessons, small group work or 1:1 work.
- Email

Examples of teaching strategies

- Course areas on SCCU Google Drive and BUD are populated with all the materials and resources necessary for the delivery of the course.
- Tutors can set assignments online and learners can submit them directly online.
- Tutors can mark work and share feedback with learners.
- Relevant videos can be uploaded by tutors and links to useful websites.
- Tutors can record virtual lessons and post them so that learners can revisit learning.
- PowerPoints for lessons can be stored and tutors can record voice overs of these to make them more interactive if required.
- Learners can be directed to useful articles for research.
- Breakout rooms in Zoom (tutors need to move between breakout rooms to monitor)

4. Expectations and safeguarding regulations and communication rules

All Staff must have completed the "Online Safe Spaces" training and their CPD log must always be kept up to date for this.

Staff should under no circumstances share their personal address, email, telephone number or any other personal information with learners. If they do so accidentally or inadvertently, they must notify the Designated Safeguarding Lead (DSL) immediately.

Staff should deliver virtual lessons via video link, using their webcam on their SCCU laptop. Staff can hold meetings with learners using video links.

The expectation is that learners will have their cameras turned on during lessons and other communication with staff. Cameras on for all parties improves participation, can improve safeguarding, the ability to see / identify the learner's environment with ease, learners in lesson and facilitates some learners with specific learning differences. Where a learner does not have access to a camera, suitable provision must be adhered too, to ensure the learner is in a safe and secure environment for their learning and regular checks are made to support the learner's understanding of session content.

Staff can record lessons and store them on their SCCU Google Drive (where applicable) this safeguards all concerned. Learners will be clearly notified, and consent requested, that they are being recorded and confirm this by typing this in the chat facility. Recorded sessions will be retained in accordance with our data retention guidance.

Staff can be asked to provide this recording for safeguarding, investigatory purposes or by prior arrangement with another staff member or SCCU management. Staff can also make this recording available to any learner from the class who was unable to be present or may wish to listen to the lesson again. Staff may share the lesson recording with other learners if the other class members all consent (electronic / written evidence), for example where there are multiple groups learning the same subject / on the same course.

Recordings are the property of SCCU and staff are only permitted to use them internally and for the purpose in which they were created.

Learners are not permitted to record the lesson independently or upload recording / images of staff members or other learners to the internet. SCCU will safeguard staff from learners using footage in malicious or defamatory ways.

5. SCCU expectations when delivering virtual video / audio lessons / communication.

- 1:1 meetings with learners must only be recorded with the prior consent of the learner and employer e.g. learner reviews, skill scans and quality checks for staff development purposes.

- Waiting room/lobby facilities and appropriate usernames must be used to ensure the safety of the learner alongside the professional conduct of the session. Only invited attendees are permitted entry to the meeting (other than the IQA team who may be conducting a buzz observation) and in the event that you do not recognise a waiting attendee you should privately message them using the remote learning tool functionality to confirm their identification.

- Wherever possible, staff should use SCCU devices when contacting learners. This ensures that up to date firewalls and anti-virus software are in place. If staff are unable to use their SCCU devices for any reason for the purposes of their work, they must contact a senior staff member before using a personal device to deliver lessons or contact learners to ensure this is safe to do so.

- Staff must abide by the clearly defined business operating times as stipulated in the delivery schedule for virtual learning and consider the impact that virtual teaching may have on learners and their parents / carers / sibling's time. Delivery out of these times must be consented to by all parties.

- Staff must not continue a video virtual lesson if a learner is not appropriately dressed or is acting in a way that gives rise to a safeguarding concern.

- A staff member can eject a learner from the virtual lesson if they are behaving in a manner that is negatively impacting the learning of other learners by being abusive and / or behaving in a manner that gives rise to a safeguarding concern. The DSL must be contacted immediately.

- Resources / videos for a virtual lesson must be age appropriate – the learner may not have support immediately to hand at home if they feel distressed or anxious about content.

- Staff and learners have made reasonable appropriate steps to ensure that virtual lessons are delivered / received in an environment similar to that of a physical lesson, conductive to learning i.e. suitable background in place, personal space not displayed, quiet environment, internet connection is secure and reliable.

- Anyone not invited to the session should not be permitted to take part in the lesson at any point.

- Language must be professional and appropriate, including any person in the background.

- Alternative arrangements to be made by the tutor to support learners who do not have access to, or have limited IT facilities, so they are not penalised. SCCU will, where possible, provide IT facilities for learners, especially those who are identified as being vulnerable.

- When utilising breakout rooms in Zoom, staff should rotate around the rooms with frequency.

6. Responsibilities

- Oversite of SCCU's Teaching, Learning and Assessment Policy sits with the Quality Manager.

- Day-to-day management, upkeep, and innovation of SCCU's Google Drive and BUD platform is the responsibility of the Quality Manager.

- All learner facing functions are represented on the BUD platform and curriculum leaders of those areas are therefore responsible for the content displayed in their sections.

- Quality assurance of delivery content for learners sits with the Quality Manager and IQA's for those subject areas.

7. Follow up and review and monitoring

Materials placed on our online learning platforms are due the same level of scrutiny as any teaching materials, schemes of work, lesson planning or lesson delivery.

It is expected that tutors develop their use of remote delivery methods over time and therefore this will be reflected in personal development targets for individuals as required.

Curriculum areas should be considering the development of their online working as a priority and as such will be including aspects of this work in their development plans.

8. Related Policies

This policy is to be read in conjunction with other policies and procedures such as those listed below:

- Safeguarding Policy
- Staff Code of Conduct
- Learner Code of Conduct
- Teaching, Learning and Assessment Policy