



**SIR JOHN DEANE'S**  
**SIXTH FORM COLLEGE**  
**1557**

**Document Control Sheet**

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## **Remote Learning Policy**

### **1. Rationale**

- 1.1 In the context of coronavirus and the uncertainty this presents to the educational setting, this policy is designed to outline the measures to be taken to ensure the continuity of learning for students.
- 1.2 The college's preferred delivery format is to have students physically attending the college, but this policy recognises that this may not always be possible, and some element of remote learning, defined as *learning from home* will be necessary.
- 1.3 This College at all times will follow the latest guidance published by the Department of Education, entailing that different measures or approaches may have to be adopted than those outlined in this policy in order to ensure appropriate compliance.

### **2. The College's priorities**

- 2.1 The College's main priority is to maintain at all times the continuity of learning, and where possible to ensure students have as near a normal learning experiences as is possible. Therefore, the College will prioritise face-to-face teaching as much as is possible, following a normal timetable.
- 2.2 If circumstances require some form of hybrid teaching approach, for instance a rota of Year 12 and Year 13, possibly alternating each week, then in instances where students are not in college they will follow their full timetable remotely, using the Microsoft TEAMS platform. In such circumstances, teachers and progress mentors are likely to be in college, teaching a mixture of classes face-to-face as well as teaching some classes remotely. The College will invite 'vulnerable students' to study in college during their specific periods of remote learning.
- 2.3 If circumstances require the complete closure of the College, then the normal timetable will be followed using the Microsoft TEAMS platform. Students will learn from home, with lessons administered on-line by teachers and progress mentors. In such circumstances, the College will again identify vulnerable students and ensure there is provision for them to attend supervised learning facilities in College in order to support them.

### 3. Contingencies to support learning

- 3.1 During the induction period and subsequently in both Year 12 and Year 13, the College will prepare students with the skills and knowledge to access lessons via Microsoft TEAMS from home, for the possible eventuality of needing to learn remotely. Students will be educated how to access TEAMS channels and resources, scan and upload work, access TEAMS calls and interact appropriately. This is to enable, in the extreme case, a seamless transition to on-line lessons and learning.
- 3.2 In the event of remote learning being required in either a hybrid approach or via a full lockdown, students will be required to follow their normal timetable using Microsoft TEAMS. For each lesson, students are expected to fully participate by having cameras on, and being prepared to contribute as appropriate, both verbally and in the chat and response functions.
- 3.3 The College is to ensure that all teachers, have access to laptops, visualisers and headsets to facilitate the on-line delivery of lessons. Progress and learning mentors are also to be issued with laptops and headsets to enable their roles to continue on-line.
- 3.4 In the event of students having to self-isolate at home because of COVID, they will be supported via the Head of Remote Learning with regular welfare calls. These are to ensure students are supported and guided during their period of absence. Each student is to be monitored and RAG rated, with students of concern receiving more regular contact.
- 3.5 All students self-isolating will be added temporarily to a specific subject TEAMS channel for each of their subjects where they will be able to access support from their teachers and appropriate resources for remote learning. ~~They will be able to access appropriate resources, be required to upload sample work and be supported in at least one formal TEAMS call from a specialist teacher for each week of their absence.~~
- 3.6 In the event of home learning, and on-line lessons, the College will continue to operate a formal assessment calendar, although this may be modified accordingly. The assessment calendar will involve a mixture of timed practise and marked assessments, supervised in lesson time on Microsoft TEAMS calls. All marks will be added to the College mark book on ProMonitor.
- 3.7 In cases where a teacher is absent due to COVID, but is able to deliver a full or partial lessons remotely, suitable accommodation will be made to enable them to deliver their normal timetable. This will involve using appropriate Microsoft

TEAMs enabled rooms, and scheduling a progress or learning mentor or other member of the curriculum support team to help supervise the lesson.

3.8 In the event of a number of teachers isolating at home and being unable to deliver lessons, the following prioritisation will occur:

- First priority – to maintain year 13 subject lessons
- Second priority – to maintain year 12 subject lessons
- Third priority – to maintain year 13 personal development sessions
- Fourth priority – to maintain year 12 personal development sessions

It may be necessary, in order to provide additional classroom support, for the need to cancel firstly year 12 personal development sessions and then year 13 personal development sessions.

3.9 In the event of too many teachers and curriculum support staff being absent, the College reserves the right to impose either a restricted opening system or complete college closure. This may also be necessary if the college assesses that the number of students absent makes the continuing operation of college opening inefficient and a switch to full remote learning a better option in the pursuit of the continuity of education for students.

#### 4. Student Support

4.1 —In cases of remote learning, with the timetable being delivered on-line via TEAMs, the College will endeavour to monitor the welfare of all students, and offer vulnerable students or students with parents who are key workers, the opportunity to undertake supervised study in college.

4.2 —The College will also seek to ensure that all students have suitable access to on-line learning, and where appropriate loan out equipment such as college laptops to facilitate remote learning.

4.3 —Progress and learning mentors will continue to operate the Personal Development Programme timetable as per normal, and will manage a suitable caseload of vulnerable students. Additional on-line subject and welfare support sessions will also be offered where possible to students.

4.4

5.4.4 A member of the learning mentor team will contact any student with special educational needs to provide additional advice, guidance and support.

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#### 6.5. BTEC Assessments

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The following applies for internally assessed BTEC units with respect to remote learning:

~~6-15.1~~ 6-15.1 Setting of assignments and their deadlines will be completed in the face-to-face sessions. Where this is not possible, it will take place during live TEAMS sessions. Students will be given the opportunity to ask any questions they may have.

~~6-25.2~~ 6-25.2 Students are required to submit a signed student declaration and a detailed reference list alongside their assignment work to ensure the work is authentic and has been completed by the students.

~~6-35.3~~ 6-35.3 Where assignment work is submitted electronically, comments will be added to their work electronically (annotating where the evidence for each criterion can be found for example). An assessment record will also be completed per student per assignment within 10 college days of submission.

~~6-45.4~~ 6-45.4 Student work and assessment of work will be internally verified within ten college days of submission. Where face to face meetings are not possible, assessors and internal verifiers will meet via Teams to complete internal verification. Assessment decision will be given to learners in a timely manner.

5.5 All assessment and internal verification records will be maintained and stored electronically in accordance with the Pearson Centre Agreement.