

ARGYLE COMMUNITY TRUST
Policy Documents

On-Line and Digital Learning Policy
Version 3

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Policy Statement

Argyle Community Trust acknowledges and embraces the fact that digital technologies are becoming more prevalent and relevant to the economy, and it is important that we prepare our students, participants and other learners to be able to take advantage of and be prepared for an ever increasing technological world. Digital technologies and on-line learning can be used as an effective tool to enhance teaching, maintaining lines of communication and improving the learning experience.

This policy also acts as a guide to ensure that we are operating safely as well as we are engaging our students, continuing education during times of isolation through lockdown, long term absence or isolation in order to enabling them to become independent learners and make use of ICT to take teaching and learning beyond the classroom and school buildings.

The principles outlined in this policy will also be applied in the event of a course or business closure where ACT is committed to providing continuity of education to its learners and will do so through a process of remote (online) learning. Extensive remote learning would apply particularly in a situation in which the business is closed for an extended period of time, but when a high proportion of learners and teachers are healthy and able to work as normal from home. This policy does not normally apply in the event of short-term school closures (e.g. as a result of inclement weather) or a short-term learner absence.

Remote learning may also be appropriate in situations when learners, in agreement with the Trust, have a period of absence but are able to work at home, at least to some extent. This may apply in cases such as exclusion from courses or longer term illness, assuming learners are able to complete school work at home. Another relevant instance would be if, following an infectious disease outbreak, learners are self-isolating at home but are not suffering with relevant symptoms or if learners are designated as 'clinically vulnerable'.

There is no obligation for the Trust to provide continuity of education to learners who absent themselves from attending lessons, sessions or any other learning programme. This may apply, for example, if parents choose to take learners on holiday during term time or if post 16 learners choose to work during course delivery time. Similarly, this would apply if parents made the decision, without prior agreement with the Trust, to absent their children 'as a precaution', against official guidance, in the event of an outbreak of infectious disease such as Covid 19. Adult learners are equally exempt from the right to on line provision if they absent themselves for any of the reasons outlined above.

Who does this policy apply to?

This policy and all associated procedures apply to all staff (including volunteers and students on placement), young people and volunteers and should be read in conjunction with the following policies:

- E-Safety and On-line Learning Training
- The Teaching and Learning Policy
- The Acceptable Use Policy
- The Bring Your Own Device Policy
- Communications Policy
- Social Media and Safeguarding Policies
- GDPR and Privacy Notices

The aims of our policy are to:

- To ensure students are equipped to use ICT in a safe and secure manner and to enable them to use ICT appropriately.
- To engage students in the classroom and beyond both during enforced remote learning (Lockdown or enforced closure) and as an enhancement to their face-to-face lessons
- To outline the roles and responsibilities of all involved in the remote learning process (parents, staff, learners and managers)
- To ensure processes are outlined for safeguarding and managing appropriate content.
- To describe the Trusts' role in providing digital access and equality of opportunity with regard to accessing remote learning.
- To use ICT effectively to support students of all abilities and those with Additional Educational Needs to fulfil their potential

1. Responsibilities

Board of Trustees

- To monitor the ability of the College to deliver effective Teaching and Learning using ICT and Digital Technologies
- To assure that ACT resources and is managing effectively the use of ICT and Digital Technologies in the interests of the learners.
- To ensure appropriate policies are in place to safeguard students and staff using ICT and Digital Technologies.
- To ensure that GDPR and Staff conduct policies are in place and a system for monitoring is operational

Senior Leadership Team

- To provide the Trust's policies and guidance on the use of ICT and Digital Technologies
- To ensure appropriate funding is in place to support the infrastructure enabling effective remote learning using ICT and digital technologies and ensure learners have the necessary equipment to make effective use of remote learning and Digital Technologies
- To monitor the use of ICT and Digital Technologies as an effective tool for teaching and learning
- To provide and support on-going staff training opportunities in the use of remote learning and Digital Technologies
- To ensure that systems and procedures are in place to safeguard young people and adults at risk and ensure digital online safety
- To ensure all ACT priorities in the use of ICT and Digital Technology are communicated to the staff
- To provide the ACT policies and guidance on the use of ICT and Digital Technologies
- To communicate with parents and learners only through ACT business and Argyle Community Trust Google accounts, email systems and ACT G Suite.
- Ensure the ACT's E-Learning Policy is reviewed and updated in line with DfE Guidelines

Remit / Course Leader

- To ensure appropriate opportunities are identified in Schemes of Work / learning

- Schedule for the use of digital technologies
- To ensure a Departmental E Learning strategy is communicated to all department staff
- To ensure subject teachers and tutors are implementing Trust policy on E Learning
- To ensure students are using remote learning and digital technologies in a safe manner
- To communicate with learners (and parents, where appropriate) regarding E Learning and On-Line Code of Conduct
- To ensure that learners are aware of their responsibilities when using digital technology for ACT programmes
- Ensure their learners are abiding by the E Learning policy, E Safety Policy, Acceptable Use Policy and other related policies
- Inform the SLT and/or Safeguarding Lead of any misuse of digital technology by any student
- Ensure the E Learning Policies are implemented
- Lead and monitor the E-Learning strategy in the programmes they oversee
- Ensure relevant information is disseminated to all staff regarding the use of ICT and Digital Technologies
- Lead and monitor the implementation of E Learning in the classroom
- Assist in the delivery of CPD and Sharing Good Practice in the use of ICT and Digital Technologies
- Actively promote the use of E Learning strategies in teaching and learning.

Teachers and Tutors

- Ensure opportunities identified in Schemes of Work are implemented in the classroom
- Deliver quality lessons using ICT and digital technologies where appropriate, adapting existing lessons to suit on-line delivery
- Ensure students are using ICT and digital technologies in a safe manner
- Communicate with students regarding Google Classroom email system not via personal email

Expectations for Post 16 and Adult Learners

- Ensure they are abiding by the E Learning code of conduct and Acceptable Use Policy.
- Attend on line sessions and do not schedule other commitments during lesson times.
- Inform the ACT of any misuse or any issues arising from E Learning which may be having a negative impact on their learning.
- Report absence (if unable to attend though for *authorised reasons) and catch up with work that has been missed as soon as possible

Parents of students under 16 yrs

- Ensure that children are aware of their responsibilities when using digital technology for learning purposes
- Do not attend student sessions (unless invited by the tutor) as this constitutes a safeguarding infringement
- Regularly check children's digital technology devices to ensure they are being used responsibly
- Ensure their children are abiding by the E Learning code of conduct and Acceptable Use Policy
- Inform the ACT of any misuse or any issues arising from E Learning which may be having a negative impact on their child's learning of digital technology

2. What learners can expect if they need to self-isolate, or work from home during local or National Lockdown.

In the event of a need (see policy statement) to deliver courses or learning online, ACT will follow PHE, Government and DfE Guidance about the level of face-to-face learning that is permitted. Appropriate strategies will be implemented following a site specific risk assessment and timetables will be created based upon this guidance and risk assessment; where possible the maximum amount of on-site learning will be scheduled.

Strategies to maximise on-site learning

These may include:

- Modifications to course structure and SOL where learners may complete outdoor practical assignments ahead of classroom based learning where appropriate in order to maximise course time.
- Modifications to class timetables where different or reduced size groups are scheduled at different times to create 'bubbles' and reduce risk of infection between cohorts.
- Changes of venue to allow for increased social distancing or reduced contact with other groups (eg: changes in room use at Home Park or Carn Brea Leisure Centre to avoid publically accessed spaces)
- Blended learning – where tasks are set to be completed at home and then used in lesson time as a starting point for learning and thus reducing time spent in lessons.

Changes to timetables

Where possible scheduled lesson times will be maintained and transferred to on-line delivery. However, this may not always be possible and learners will be notified of temporary schedules as soon as guidance documents and risk assessments have been completed. This applies to 16-19 learners, adult courses and apprentices.

ACT recognises that there are constraints and limitations to the amount of on-line delivery time that would be sustainable for both learners and staff and will not, therefore, deliver 100% of the regular timetabled lessons on line – however ACT will guarantee that all GLH are delivered for the relevant qualification during the academic year and that a minimum of 60% of regular scheduled lessons will take place online either in groups or as small group tutorials. The remainder of lessons will be directed and independent learning supported by dialogue through the Google platform.

Assessment Arrangements

ACT courses cover a range of assessment methods and these will be modified according to the requirements of Examination Boards and QCF regulations.

In general:

- **Coursework** – can be completed and assessed using Google Classroom
- **Examinations – Functional Skills** these examinations can be conducted at home with online invigilation however, decisions to use this style of delivery will be based upon what most benefits the learner and the time scales by which examinations need to be completed. See conditions for Skillsfirst Examination Board remote proctoring. <https://skillsfirst.co.uk/index.php?page=qualifications&url=coronavirus-update&id=11658&type=Folder>
- **Examinations – BTEC** Ofqual guidance will be followed in the event of the cancellation or rescheduling of on-site examinations and learners will be informed of any arrangement as soon as ACT has the relevant information. Where estimated grades and rank order data is requested by examination boards this will be provided in line with the examination board

stipulations. (This information will not be shared with learners or parents in accordance with the guidance from Pearson and OfQual)

- **Controlled Assessments** – as examinations (above)

Practical Assessment and coursework requiring specialist equipment.

Where local or National lockdown does not permit learners to complete practical elements of their course such as work experience or fitness training, ACT will seek to reconfigure SOL and course planning to frontload these activities during periods when they are permitted.

Every effort will be made to provide these opportunities remotely should this need arise before the termination of the course; this may be through smaller group delivery (eg. fitness session for groups of 6 socially distanced) or relocation to a permitted space (eg. Outdoor coaching on 3G instead of indoor gym)

We will, where possible, adapt observation assessment methods to include recordings or live streaming of sessions, when agreed in advance with school placement or work placement provider.

Supporting learners without access to connectivity, devices or suitable learning environments

Devices – ACT will provide appropriate access to devices for any learner who does not have the use of a personal computer or laptop. The business has a number of Chromebooks and ipads that can be made available (where relevant) for learners to complete online assignments or access on-line learning.

Connectivity – ACT will provide remote 3G dongles to learners who do not have internet access or will provide access to learning spaces where connectivity is available. This will be assessed on a case by case basis at the discretion of the course co-ordinator and will be provided where there is an educational need for the individual to have access. [This may mean that some learners on short programmes (less than 12 weeks) will need to transfer to different delivery dates in order to access their learning]

3. Support for learners with SEND, EAL and other specific learning enhancement needs

Teachers should ensure that work is differentiated as required for all learners when setting online tasks in the same way that they would plan for support and interventions in face to face lessons. Where profiles are available for SEND learners and an EHCP is in place, this should be referred to and addressed when setting individual tasks.

Where students are provided with 1-2-1 support as a result of EHCP or ILP this will continue during online delivery although it may be re-scheduled to accommodate the availability of support or teaching staff.

4. Pastoral care during a lockdown, course closure or long term absence

In event of a course closure, the primary responsibility for the pastoral care of a learner rests with their parents / carers. However, tutors (under the guidance of the Senior Leadership Team)

should check in regularly to monitor both academic progress and their general wellbeing. Tutors will be expected to pass on feedback to Senior Leadership Team, particularly if there are concerns or a lack of communication.

Safeguarding during a course closure

In the event of a site closure, learners, parents, carers and tutors are reminded that the school's Child Protection and Safeguarding Policy still applies to all interactions between young people and tutors. In that policy, there are specifically prohibited behaviours and reporting obligations to which tutors must adhere, whether they are at home, in the community or at school.

Adults at risk are also subject to Adults at Risk Safeguarding Policy and procedures which staff will follow in the event of a cause for concern or disclosure.

Parents, carers, and learner will be informed of any changes to reporting procedures or relevant safeguarding points of contact. These are published on ACT website and will be updated in the event of any changes.

5. GDPR and Privacy

Data and privacy policies and agreement, signed during the induction period of any course remain in place throughout online learning sessions.

In particular,

- Participants in on line lessons must be made aware if recording of a session is going to take place.
- Consent from all participants must be obtained for recording to take place. (It is not sufficient for generic consent to be used in this context and specific consent must be sought on each occasion)
- Setting should be modified to ensure that individuals cannot record a session.
- Parents are not permitted to attend or record sessions

6. Action to be taken where there is ACT Remote Learning Policy is breached.

If there is evidence, that there has been a breach of policy, investigations will proceed through the following stages:

1. The breach will be drawn to the attention of the remit manager in the first instance.
2. If it involves a member of staff, they will be informed about the issues, possible consequences and right of appeal.
3. If it involves a student or parent, they will be informed within 24 hours of the issue being raised and their attendance on the course or Google Classroom access may be suspended.
4. An investigation will take place concerning the alleged breach.
5. The investigating member of staff will produce a report of their findings and share with Chief Executive Officer of ACT in the first instance.
6. If relevant, a formal meeting will be held the member of staff against whom an allegation has been made and disciplinary action will be taken as appropriate through our staffing policies.

7. Where a wider breach of GDPR has occurred, the Trust DPO will be informed and will address the issue and consider what action should be taken.

ACT will review this **On-Line and Digital Learning Policy** at least every three years. In addition, more frequent reviews will be undertaken following any major incidents, incident learning outcomes, organisational changes or changes to legislation.

Appendix A – On-line Learning Code of Conduct

Participant Code of Conduct

Participating in our online activity may be very different from your experiences at school/college. The Code of Conduct is used to ensure that all participants can benefit from the activity and enjoy this experience.

Key Expectations

- Participate fully in all activities.
- Tolerate and respect individual differences.
- Behave in a friendly, cooperative, polite and responsible manner towards everyone.
- Attend all sessions.
- Follow all of the following General Rules for Student Conduct in Online Activity.

General Rules for Student Conduct in Online Activity

- Participation in the activity always requires responsible behaviour from you together with respect towards other participants and members of staff. You must not engage in any anti-social behaviour or abuse of any kind towards other participants or staff. ACT treats all forms of abuse, bullying, intimidation, sexist and racist behaviour very seriously.
- Please do not share the link to the session(s) with anyone else. Only people who have been authorised by staff in advance may attend, any uninvited attendees will be removed from the session immediately.
- If you sign up with a name that we do not recognise, use an inappropriate nickname or use an inappropriate personal image, we will need to remove you from the session.
- Do not give out any personal information whilst online
- Please be aware of your surroundings, particularly if your online activity enables you to share your video or microphone.
- You should dress appropriately for a classroom setting.
- Ensure that your back-drop is appropriate for a classroom setting, and if there are any unexpected noises etc. (including noisy family members or pets) please mute your microphone or stop the video as needed, until you are safely able to re-activate.
- Please do not take photographs of your screens or share any images of the online session, this is for your safety as well as the safety of other participants and staff.
- Please contact a member of staff immediately if you become aware of anything upsetting or

inappropriate.

- If your behaviour is inappropriate in any way staff will immediately mute microphone/stop video/stop chat access as needed and warn you that if the behaviour continues, you will be removed from the session. Or, if the behaviour is serious enough you will be immediately removed from the session, and your place on any future sessions may be withdrawn.
- Participants must comply with any staff request