



REMOTE LEARNING

An outline of delivery expectations with pedagogical tips for best practice.



Introduction

With the recent change in the government's position regarding COVID-19, this document outlines the College's approach to future online delivery. In line with the government's position, it should be noted that the College's view is that where courses are being delivered on site, learners should make every effort to attend their lessons. It is a well-known fact that good attendance is linked to positive outcomes which can be measured in both achievement and securing positive destinations such as employment or further education and training.

However, despite the change in government advice, COVID-19 remains a barrier to onsite attendance for some learners. Where learners are required to remain at home, the College will do all that it can to ensure that non-attendance is not a barrier to achievement.

As with all aspects of learning, communication is vitally important; if a learner is not going to be in for their lesson, they must contact their teacher and explain the reason and anticipated length of absence. Following notification of absence, the teacher will explain how the learner will be able to catch up on missed work.

Remote learning

In the main, remote learning will take the form of teachers placing relevant learning materials online for those who are unable to attend. Learners should work their way through the set materials and complete tasks that have been set. Learners may be required to complete short online quizzes or upload tasks to show that they have engaged with the work set. Remote learning does not necessarily equate to remote work: learners may be required to bring into the College work they have completed at home by hand. Where there is clear evidence that the learner has engaged, their attendance can be recorded positively using the 'R' mark on the register.

The College currently uses MS Teams and Moodle, and learners will be aware of which platform is being used for their individual course. As a basic guide, learners should expect the teacher to upload the planned materials that were used to deliver the lesson (e.g. PowerPoint slides) alongside any worksheets and tasks that were completed by learners during the lesson. This may not always happen during the timetabled session, the timeframe will be communicated to the learner.

For practical sessions, teachers will endeavour to use short videos as a tool to highlight the skills that learners have completed. This could be in the form of videos created during their lesson, or videos that have been carefully selected from YouTube.

The practicalities of delivering 'live' from the classroom will be explored case-by-case, with the nature of the subject being the likely determinant factor as to how possible this is.

Live teaching

It may still be the case, that an entire cohort of learners are required to remain at home and lessons will be completely remote. Where this is the case, the live teaching will be delivered at the same time as the timetabled session. As per on-site expectations, it is important that the lesson starts on time, and a register is taken. Learners accessing any form of remote teaching should be marked present using the 'R' code.

The following is a guide for teachers as to how to deliver remote teaching. It is useful for learners to see this guide too, recognising that they are key to remote delivery being a success.



BE PRESENT

It is important that cameras are switched on so that all participants can be seen to be actively engaged. If there are sensitivities around the home, use the blurred background facility or allow for periods of time when cameras can be switched off. It is easy for learners to switch off when they feel that they are not seen, check they are engaging through thumbs up or reactions to comments.



ADAPT YOUR TEACHING FOR ONLINE DELIVERY

Online delivery is different, break the lesson into smaller chunks using assessment to make sure learners are still with you. Explain how the lesson will run online. Use a variety of different delivery methods to break up the lesson (e.g. PowerPoint, video, images). Know where to signpost learners for IT help if they are struggling with online access.



MAINTAIN HIGH EXPECTATIONS

It is important you explain that our classroom expectations apply, learners should contribute when asked to do so, they should not disrupt learning. Learners should be focussed on the lesson, not other tasks. The teacher should clearly highlight to the learners what they need to complete and by when it should be completed?



FEEDBACK

Ask lots of questions and get learners to reply using the chat facility. Provide feedback on extended writing using collaborative software. Use MS Forms to set self-marking quizzes that will enable the learner to see how much they have learnt and where there are gaps in their knowledge.



ENGAGE LEARNERS

Encourage collaboration between the learners, use break out rooms to hold discussions. Use questioning strategies such as 'pose, pause, pounce, bounce' that require learners to speak using a microphone, then encourage other learners to critique the given answer.