



Policy Statements and Procedures

Online Learning Policy

1. INTRODUCTION

This policy covers educational provision which leads to an award, part of an award or delivery of the College curriculum which is delivered and/or supported and/or assessed through means which generally do not require the student to attend particular classes or events at particular times and particular locations. This, therefore, includes practice such as e-learning, distance learning, blended learning, flexible learning, teacher-led training and the use of web-based materials to supplement classroom-based learning. This approach is in response to the current situation relating to COVID-19 and may be adapted for similar situations whereby traditional delivery of face-to-face teaching and learning in the classroom is not possible. This policy also reflects the Trust's ambition that no student will be disadvantaged in their progress through not being able to attend on-site lessons, and that all staff will demonstrate the highest expectations and professional responsibility for ensuring that all students are supported in continuing their learning remotely.

This policy outlines the minimum requirements set by The Rosedale Hewens Academy Trust with expectations that must be met by the College when facilitating this provision. The requirements of this policy are in addition to the usual expectations of the College.

2. DELIVERY AND EXPECTATIONS

At De Salis Studio College, teachers must ensure students have access to:

- information that sets out the respective responsibilities of the College for the facilitation of the programme, module, or element of study and delivery of its curriculum for all year groups;
- module descriptors and/or curriculum maps, to demonstrate the intended learning outcomes and teaching, learning and assessment methods required of each key stage; learning aims and curriculum content for each subject and/or topic;
- a clear schedule for the provision of their learning materials and for assessment of their work. A clear timetable, including deadlines for homework.

At De Salis Studio College, teachers must ensure that students can be confident that:

- teaching and learning materials, whether provided through staff or a programme presenter, or through web-based or other distribution channels, meet the expectations of the College and its curriculum. This must be provided in respect of the quality of teaching and learning support material;
- the provision is subject to monitoring and the review process and that the expectations of the quality of teaching and learning are the same as if they were on site.

3. STUDENT SUPPORT

Teachers must ensure that students receive a clear and realistic explanation of the expectations placed upon them for their home learning, and that their parents, guardians and carers are able to understand these expectations. These expectations must be age appropriate and it must be taken into consideration who the explanations and instructions are

for. Additional support for SEND and EAL students must be prioritised as would during face-to-face delivery. This support can be facilitated through the use of online channels for differentiation and TLA support, or to facilitate one-to-one delivery where applicable. EAL support can be facilitated through the use of various online Literacy programmes in line with the Trust's Literacy Policy. These programmes include and are not limited to the 'Language Link' and 'Learning Village' utilised for Secondary support.

Students must have access to:

- a schedule for any support available to them through timetabled activities, for example tutorial sessions or web-based conferences;
- clear and up-to-date information about the learning support available to them locally and remotely for their programme or elements of learning;
- documents that set out their own responsibilities as students, and the commitments of the College in supporting them to access the College's full curriculum.

Students must have:

- from the outset of their learning, an identified college contact, either local or remote through email, telephone or post, who can give them constructive feedback (in line with the existing marking and assessment policy) on their progress and learning and guidance on their overall development;
- where appropriate, regular opportunities for interactive discussions about their learning, both to facilitate collaborative learning and to provide a basis for facilitating their participation and involvement in the quality assurance of the programme;
- Access to appropriate summative and formative assessment if appropriate;
- The assurance that, should remote learning be necessary for a sustained and ongoing period of time, all necessary examinations and formal assessments will be designed and conducted appropriately. These include but are not limited to end of year assessments, base line assessments, trial examinations, Post 16 entry assessments and suitability tests;
- appropriate opportunities to give formal feedback on their experience of the programme of learning for example through parent, guardian and carer as well as student surveys.

At De Salis Studio College, teachers must ensure that students can be confident that:

- staff who provide support to learners on these platforms have appropriate skills, and receive appropriate ongoing learning and development;
- support for students, whether delivered through staff of a support provider or through web-based or other distribution channels, meets the expectations of The Trust for the quality of student support for a programme of learning.

4. ASSESSMENT OF STUDENTS

Students and their parents, guardians and carers must have access to:

- information on the ways in which their achievements will be assessed, and the relative elements of their learning in respect of assessment overall, as appropriate for the year group in question; (topics relating to half termly learning – curriculum maps can be found on the College website);
- timely formative assessment on their learning and progress to provide a basis for individual, constructive feedback and guidance, and to illustrate the Trust's expectations for summative assessment. This will continue to be in line with the College's existing assessment schedule.

At De Salis Studio College, teachers must ensure that students can be confident that:

- those with responsibility for assessment are capable of confirming that a student's assessed work is the original work of that student only, particularly in cases where the assessment is conducted via virtual or remote methods.

5. THE VIRTUAL LEARNING ENVIRONMENT DELIVERY SYSTEM

Facilitating Learning – Students should be confident that:

- they will receive online virtual teaching even when the teacher is on-site delivering lessons face to face;
- any programme or element offered for learning has had the reliability of its provision model tested, and that contingency plans would come into operation in the event of the failure of the designated models of learning;
- the provision of the programme provided through e-learning methods is fit for its purpose, thus allowing all subjects/ key stages, to fully deliver their content to ensure students achieve their learning outcomes;
- the provision of any learning materials direct to students remotely through, for example, e-learning methods or correspondence, is secure and reliable, and that there is a means of confirming its safe receipt;

Assessment – Students should be confident that:

- their assessed work is appropriately attributed to them, particularly in cases where the assessment is conducted through remote methods that might be vulnerable to interception or other interference;
- any mechanisms, such as web-based methods or correspondence, for the transfer of their work directly to teachers, are secure and reliable, and that there is a means of proving or confirming the safe receipt of their work.

6. EXTERNAL ASSESSMENTS

For external assessments (which include but are not limited to CFE and AAT,) a separate examination administration login is used. This is arranged by a De Salis Assistant Principal and the TRHAT IT Department. It will restrict access to the network and prevent access to any roaming profile attached to the PC concerned including any folders or files saved to that profile and will remove access to internet browsing. The Assistant Principal, will check that these arrangements are in place for any PC used will be assisted by an I.T. technician, in doing so. A trained invigilator will ensure that any saved assessment is transferred from the PC to an appropriate device and then removed from the PC. Any interruptions or faults will be reported, by the invigilator, to the Assistant Principal and then to the TRHAT IT Department and, if required, to the external organisation involved.

7. THE ACADEMY BOARD

The Academy Board has overall responsibility for monitoring this policy and holding the Principal to account for its full implementation.

Principals will co-ordinate regular meetings with appropriate staff to discuss online safety, and monitor online safety logs as provided by the designated safeguarding lead (DSL).

The trustee who oversees online safety is Debbie Smith.

The Academy Board will:

- Ensure that they have read and understand this policy;
- Agree and adhere to the terms on acceptable use of the College's ICT systems and the internet.

8. THE PRINCIPAL

The Principal is responsible for ensuring that all staff understand this policy, and that it is being implemented consistently throughout the College.

9. THE DESIGNATED SAFEGUARDING LEAD (DSL)

Details of the School's DSL are set out in our Safeguarding and Child Protection Policy.

The DSL takes lead responsibility for online safety in the School, in particular:

- Ensuring that staff understand this policy and that it is being implemented consistently throughout the School;
- Working with the ICT manager and other staff, as necessary, to address any online safety issues or incidents;
- Ensuring that any online safety incidents are logged and dealt with appropriately in line with this policy;
- Ensuring that any incidents of cyber-bullying are logged and dealt with appropriately in line with the Trust's Behaviour and Relationships Policy and Safeguarding and Child Protection Policy;
- Updating and delivering staff training on online safety;
- Liaising with other agencies and/or external services if necessary;
- Providing regular reports on online safety in school to the Local Advisory Board (LAB) and/or Trust Board.

This list is not intended to be exhaustive.

10. THE ICT MANAGER

The ICT manager is responsible for:

- Putting in place appropriate filtering and monitoring systems, which are updated on a regular basis and keep students safe from potentially harmful and inappropriate content and contact online while at college, including terrorist and extremist material;
- Ensuring that the College's ICT systems are secure and protected against viruses and malware, and that such safety mechanisms are updated regularly;
- Conducting a full security check and monitoring the College's ICT systems on a weekly basis;
- Blocking access to potentially dangerous sites and, where possible, preventing the downloading of potentially dangerous files;
- Ensuring that any online safety incidents are logged and dealt with appropriately in line with this policy;
- Ensuring that any incidents of cyber-bullying are dealt with appropriately in line with the Trust's Behaviour and Relationships Policy.

11. ALL STAFF

All staff, including agency staff, must ensure they retain full responsibility for:

- Completing detailed weekly reports, as they would when teaching on site which must be shared directly with their Line Manager;
- Maintaining an understanding of this policy;
- Providing lessons and/or distributing resources to support the learning of the students in line with expectations of the Trust, taking into consideration the needs of all students and therefore differentiating appropriately;

- Only using Microsoft Teams to deliver remote lessons, and not using any other platform;
- Adhering to safeguarding practices with regards to online learning, including ensuring that all procedures are followed as they would be for on-site learning (including, but not limited to, Attendance, Behaviour and Relationships, Child Protection and Safeguarding).
- For all year groups in the secondary phase, the expectation is that all staff teach their timetabled lessons in accordance with the provision of audio interactive lessons and that form tutors and support staff make best use of the technology available in order to best support their students;
- Managing the appropriate use of their own camera, and, if choosing to combine audio visual delivery, recording all lessons where they choose to have their camera 'on'. If choosing to have their camera 'on' while on site, colleagues can use their classroom background. If choosing to have their camera 'on' off site (at home) colleagues must use one of the Trust backgrounds.

12. PARENTS, GUARDIANS AND CARERS

Parents, guardians and carers are expected to:

- Notify a member of staff or the Principal of any concerns or queries regarding this policy;
- Ensure their child has read, understood and agreed to the terms on acceptable use of the Trust's ICT systems and internet.

13. VISITORS AND MEMBERS OF THE COMMUNITY

Visitors and members of the community who use the College's ICT systems or internet will be made aware of this policy, when relevant, and expected to read and follow it. If appropriate, they will be expected to agree to the terms on acceptable use.

14. EXAMINING ELECTRONIC DEVICES OR ANY ELECTRONIC DEVICES USED TO ACCESS COLLEGE WORK

College staff have the specific power under the Education and Inspections Act 2006 (which has been increased by the Education Act 2011) to search for and, if necessary, delete inappropriate images or files on children's electronic devices, including mobile phones, iPads and other tablet devices, where they believe there is a 'good reason' to do so.

When deciding whether there is a good reason to examine or erase data or files on an electronic device, staff must reasonably suspect that the data or file in question has been, or could be, used to:

- Cause harm, and/or
- Disrupt teaching, and/or
- Break any of the College rules

If inappropriate material is found on the device, it is up to the staff member in conjunction with the DSL or other member of the senior leadership team to decide whether they should:

- Delete that material, or
- Retain it as evidence (of a criminal offence or a breach of Trust discipline), and/or
- Report it to the police

Any searching of students will be carried out in line with the DfE's latest guidance on screening, searching and confiscation. Any complaints about searching for or deleting inappropriate images or files on students' electronic devices will be dealt with through the Trust's complaints procedure.

15. HOW THE TRUST WILL RESPOND TO MISUSE OF ICT SYSTEMS

Where a student misuses the Trust's ICT systems or internet, we will follow the procedures set out by the Trust via the Behaviour and Relationships Policy. The action taken will depend on the individual circumstances, nature and seriousness of the specific incident, and will be proportionate.

Where a staff member misuses the Trust's ICT systems or the internet, or misuses a personal device where the action constitutes misconduct, the matter will be dealt with in accordance with the staff disciplinary procedures/staff code of conduct. The action taken will depend on the individual circumstances, nature and seriousness of the specific incident.

The Trust will consider whether incidents which involve illegal activity or content, or otherwise serious incidents, should be reported to the police.

16. TRAINING ON SAFE INTERNET USE

All new staff members will receive training, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation.

All staff members will receive refresher training at least once each academic year as part of safeguarding training, as well as, relevant updates as required (for example through emails, e-bulletins and staff meetings).

The DSL will undertake Safeguarding and Child Protection training, which will include online safety, at least every 12 months. They will also update their knowledge and skills on the subject of online safety at regular intervals, and at least annually.

Trustees and Governors will receive training on safe internet use and online safeguarding issues as part of their safeguarding training.

More information about safeguarding training is set out in our Safeguarding and Child Protection Policy.

17. LINKS WITH OTHER POLICIES

This Online Learning Policy is linked to our:

- Safeguarding and Child Protection Policy
- Behaviour and Relationships Policy
- Staff disciplinary procedures
- GDPR Policy
- Anti-bullying Policy
- Home College Agreement
- Complaints procedure
- ICT and Internet Acceptable Use Policy

These policies can be found at: <http://www.therosedalehewensacademytrust.co.uk/47/policy-matters-and-reports>