

# VIRTUAL LEARNING GUIDANCE

2021-2022

**BRYN-Y-DERYN**



**CARNEGIE CENTRE**

*Cyfleoedd ar gyfer newid a*

*Ilwyddiant*

*Opportunities for change and success*

For the purpose of this policy where you read Bryn y Deryn (ByD) it means Bryn y Deryn & The Carnegie Centre

## **Virtual Learning Guidance Sept 2021**

### **Aims:**

1. To ensure that blended learning delivery meets the guidelines set by the awarding organisation.
2. To ensure that assessment methodology is valid, reliable and does not disadvantage any group or individual learners

In order to do this the centre will:

- Ensure that teaching/delivery/assessment staff are timetabled to support blended learning when learners are working remotely
- Ensure there is a process to manage feedback on assignments, questions are constructively answered, and feedback is provided in a timely manner
- Ensure the setting of assignments is undertaken in the face-to-face sessions and that deadlines are clear
- Ensure that when learners submit work measures are taken to ensure the work is authentic and has been completed by the learner

### **Safeguarding and Security Information**

- All our teachers have been safely recruited, have up-to-date training, are fully DBS checked (Disclosure and Barring Service) and are experienced professionals
- Please note, teachers can mute participants and end the lesson at any time and have been instructed to end immediately if anything happens that they feel uncomfortable about
- Parents/Students should also be willing to end a lesson at any time if they have concerns relating to conduct of staff and/or students
- MS Teams is an end-to-end encrypted system which will record all lessons, which will be retained for 12 months
- Parents/Students should not make any additional audio / video recordings of the lesson
- When accepting an online lesson please ensure that you and your child see the message 'This session is being recorded'. If you do not, contact your teacher before continuing
- Lessons will be reviewed by senior Bryn y Deryn & Carnegie staff on a sampling basis

If anything happens that you as a parent feel uncomfortable about, please contact T Leahy at [t.leahy@brynyderyn.cardiff.sch.uk](mailto:t.leahy@brynyderyn.cardiff.sch.uk)



## **Online Learning Guidelines for Virtual Lessons for Parents & Students**

Please adhere to the following guidelines during online lessons:

- Adhere to the Bryn y Deryn & Carnegie ICT User Agreement
- Select a suitable, neutral location for your lesson; ideally this should not be a bedroom. Please select an area with as few distractions as possible and blur your background (if possible) or select a place where the background is neutral and not displaying lots of personal items
- Student's behaviour and dress must be appropriate at all times. If students are not suitably dressed or if any behaviour is inappropriate, staff will end the online lesson immediately then contact parents to inform them of the reason for this
- Please join your lesson on time. Take the time to check that all equipment is working, and you know how to use it well in advance of the lesson
- All written and verbal comments must at all times be appropriate to the formality of your lesson. Teachers and pupils should communicate as is normally appropriate in a lesson at school
- The lessons will be recorded

### **General Online Guidance**

- Please be patient
- Make sure you have made yourself familiar with the software beforehand and understand how it works
- Ideally ensure your device is plugged in to a power source when in use
- Please ensure you have your equipment that you need for your lesson ready in advance, just as you would do in a normal lesson.

### **Communication with children (including the use of technology for online/virtual teaching)**

There has been a sharp increase in the use of technology for remote learning since March 2020 and this addendum to our existing policy provides some additional guidelines for students, parents and staff.

We will review our online safety Policy and procedures and ICT User Agreement and amend these where necessary to ensure that all staff involved in virtual teaching or the use of technology to contact pupils are briefed on best practice and any temporary changes to policy and/or procedures.

When selecting a platform for online/virtual teaching, we will ensure that the 'provider' has an appropriate level of security. Wherever possible, staff will use school devices and contact pupils only via the pupil school email address/log-in. This ensures that the school's filtering and monitoring software is enabled.

The following points must be considered:

- Resources/videos must be age appropriate – the child may not have support

- immediately to hand at home if they feel distressed or anxious about content.
- It is the responsibility of the staff member to act as a moderator; raise any issues of suitability (setting, behaviour etc.) with the child and/or parent immediately and end the online interaction if necessary
  - Staff must raise any concerns that arise as a result of online provision with the appropriate member of staff, including but not limited to Designated Safeguarding Leaders, and they must also contact parents/guardians.

**Staff and other adults will not:**

- Contact pupils outside the operating times defined by the senior leader, take or record images of pupils other than recording virtual sessions;
- Record virtual lessons or meetings using personal equipment (unless agreed and risk assessed by senior school staff); Download and store special information or data to personal computer
- Engage online with children using video conferencing facilities without prior agreement from members of the senior leadership team

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*Appendix A*

**Pearson guidance for Distance Learning and Blended Learning approaches during the COVID-19 period**

As we all become more accustomed to working with the restrictions and obstacles placed on us by coronavirus, we thought it would be helpful to issue some guidance for you to consider when deciding on your approach to delivering qualifications.

First, some terminology:

- Blended Learning is defined by Pearson as follows:
  - Blended learning is a formal approach to education that creates an integrated learning environment where face-to-face and online teaching and learning become complementary, with the purpose of giving learners a more diverse and engaging learning experience
- Distance Learning as defined in our Distance Learning and Assessment Policy is as follows:
  - Learners recruited and enrolled online and study independently using virtual learning environments – for example via online courses, posted resources, and telephone support

Please note that prior approval is needed from Pearson prior to distance learning delivery.

Distance Assessment is a method of assessment where the assessment is designed to be carried out remotely. Distance Assessment enables learners to be assessed even if they are in situations/settings where traditional methods of assessment may be difficult or impossible to operate. Our teaching guides provide support on this

activity.

There are scenarios where distance assessment will not be possible and not appropriate where:

- Practical skills and/or interaction with individuals/equipment need to be demonstrated and assessed in person
- There are group work situations/units where collaboration with others is required
- There is a requirement for learners to be overseen in person by centre staff at a specific physical location, under controlled conditions, including observations of performance in SVQ/NVQ type competency-based qualifications and Pearson externally set and marked examinations and controlled tasks

In the above scenarios, you should consult our teaching guide for the qualification in question.

Where you decide to adopt distance assessment as part of a blended learning approach, we expect you to have carefully considered the points below so that you are able to confidently state 'Yes' in response to each point below:

- We have policies, processes and structures that reflect the blended learning and distance assessment models of assessment
- Teaching/delivery staff are timetabled to support blended learning when learners are working remotely
- We have a process to manage feedback on assignments, and questions are constructively supported, and feedback is provided in a timely manner, if not in the classroom environment
- The setting of assignments is undertaken in the face-to-face sessions and that deadlines are clear where possible
- We have provided staff training and implemented measures to prevent and detect any instances of malpractice which may arise due to the different delivery/assessment methods chosen
- When learners submit work, we can provide evidence to ensure that the work is authentic and has been completed by the learner
- Learners are fully aware of the need to ensure they avoid any forms of malpractice (for example plagiarism) and the consequences should they commit it

Please find below an example policy that you can adapt to meet your requirements and the Quality Assurance process for Pearson.

## **Blended Learning Policy**

### **Aims:**

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In order to do this the centre will:

- Ensure that teaching/delivery/assessment staff are timetabled to support blended learning when learners are working remotely
- Ensure there is a process to manage feedback on assignments, questions are constructively answered, and feedback is provided in a timely manner
- Ensure the setting of assignments is undertaken in the face-to-face sessions and that deadlines are clear
- Ensure that when learners submit work measures are taken to ensure the work is authentic and has been completed by the learner
- Maintain and store securely all assessment and internal verification records in accordance with Pearson Centre Agreement