

Online Learning Policy (whole centre)

Rationale

Elmhouse Training now offer courses online This policy covers educational provision leading to an award/Certificate or Diploma or part of an award 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 includes practices such as e-learning, blended learning, flexible learning, instructor-led training and the use of web-based materials to deliver classroom-based learning.

The policy outlines the minimum requirements which are expected by the Centre to be met when delivering this provision. The requirements of this policy are in addition to the normal expectations on Teaching and Learning which are detailed throughout the Teaching and Learning Policy.

The Centre should ensure that students have access to:

- Information that sets out the respective responsibilities of Elmhouse Training for the delivery of the programme, module, or element of study;
- Module descriptors, to show the intended learning outcomes and teaching, learning and assessment methods of the module(s);
- A clear schedule for the delivery of their study materials and for assessment of their work.

The Centre should also ensure that students can be confident that:

- Study materials, whether delivered through staff of a programme presenter or through web-based or other distribution channels, meet the expectations of Elmhouse Training in respect of the quality of teaching and learning-support material for a programme or element of study leading to one of its qualification;
- The provision is subject to Termly Monitoring

Students should have access to:

- Information on the ways in which their achievements will be judged, and the relative weighting of units, modules or elements of the programme in respect of assessment overall;
- Timely formative assessment on their academic performance to provide a basis for individual constructive feedback and guidance, and to illustrate the awarding institution's expectations for summative assessment.

The Centre should 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 through online methods.

The Learning Technologies section of University of Nottingham Libraries has responsibility for meeting the guidelines below for the Virtual Learning Environment (VLE) systems which they maintain, namely Moodle. However, if schools use delivery systems which are not supported by Information Services (IS) then they would be expected to assume responsibility for ensuring that the following guidelines are met.

Delivery

Students should be confident that:

- Any programme or element offered for study has had the reliability of its delivery system tested, and that contingency plans would come into operation in the event of the failure of the designed modes of delivery;
- The delivery system of the programme or element of study delivered through e-learning methods is fit for its purpose, and has an appropriate availability and life expectancy;
- The delivery of any study materials direct to students online through, for example, e-learning methods or correspondence, is secure and reliable, and that there is a means of confirming its safe receipt.

Assessment of students

Students should be confident that:

- Their assessed work is properly attributed to them, particularly in cases where the assessment is conducted through online 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 assessors, are secure and reliable, and that there is a means of proving or confirming the safe receipt of their work.

Elmhouse provides classroom base and online courses and have been doing this for over a year. This policy sets out the or online Teaching and Learning Policy and emergency Policy if all classes are moved to online delivery

In the event of a centre closure, the centre is committed to providing continuity of education to its students and will do so through a process of online (online) learning. Extensive online learning would apply particularly in a situation in which the centre is closed for an extended period of time, but a high proportion of students and teachers are healthy, and able to work as normal from home. This policy does not normally apply in the event of short-term centre closures (e.g. as a result of inclement weather) or a short-term student absence.

Online learning may also be appropriate in situations when students, in agreement with the centre, 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 centre, or longer term illness, assuming students are able to complete centre work at home. Another relevant instance would be if, following an infectious disease outbreak, students are self-isolating at home but are not suffering with relevant symptoms.

There is no obligation for the centre to provide continuity of education to students who absent themselves from centre, in contravention to centre or government guidance. This may apply, for example, if students on holiday during term time. as a precaution', against official guidance, in the event of an outbreak of infectious disease.

At the time of writing, the centre has not experienced an example of an extended centre closure and so this policy is under review and may be revised as necessary in light of further experience of online learning and the circumstances around its necessity. For example, the extent to which different methods of instruction are employed is likely to be determined by the length of any centre closure and the ability of both students and teachers to participate in online learning, owing to widespread illness, for example COVID-19.

Assuming an absence has been agreed with the centre, and the student in question is healthy enough to work from home, the centre will provide work for students who are unable to attend in person. If this occurs for an individual student, the collation of work and communication with the parent will be coordinated by the student's head of year and form tutor.

The student's subject teachers will use a specially set up Padlet page to make work available to the student. If there are any issues with the compilation of work, tutors should liaise the relevant head of year or subject leader (particularly if a classroom teacher is unavailable).

Though every case will have its own specifics, a rough guideline for the frequency of communication between centre and learner would be once per week. Work will only be provided to students in this way if there is an agreed absence lasting more than three working days.

If a significant number of students are absent from centre, but the centre remains open, the Centre Manager will decide whether the method of online learning operated will take the form outlined here, or as outlined below.

Online learning in the event of extended centre closure

In the event of an extended centre closure, the centre will provide continuity of education in the following ways:

- a) Regular direct instruction from teaching teachers, with the ability of students to ask questions online (via Padlet or other cloud-based systems)
- b) The setting of work that students complete, written responses (if relevant) completed electronically
- c) The assessment of specific assignments that are submitted to teachers electronically and on which feedback is provided

Students and teachers are expected to have access to the internet whilst at home; the centre recognises that many families may not have home printers and will therefore not require the printing of material. The primary platforms the centre will use to deliver continuity of education are:

Padlet: -A link, username and password will be issued

Whereby: A link will be sent before class

Learning Cube: A link will be sent before class

Access to these platforms is via a student's normal centre login; if students have difficulty with logging in, they should contact the centre email:

info@elmhousetraining.com or 07792576776.

The extent to which different methods of instruction are employed is likely to be determined by the length of any centre closure and the ability of both students and teachers to participate in online learning. For shorter closures, for example, teachers may set work on Padlet for submission in person once the centre has reopened.

For longer closures, teachers would make more use of live sessions (see specific guidance below and appendix) and electronic assessment. The centre reserves the right to vary the range of methods used to provide online learning tasks, feedback and interaction, based on the particular circumstances of any closure and based on our experience.

The setting of tasks (using ECORDIA)

Tasks will be set in accordance with existing schemes of work, and tasks will be designed to allow students to progress through schemes of work at the same pace as if they were in centre, where possible. Naturally, online learning will require students and teachers to take a different approach to working through content, but tasks should ensure the pace of content coverage is as close as possible to in-centre teaching, and ensure students do not fall behind.

All assignments will be set on our online portfolio called ECORDIA. The type of task set will vary between subjects and reading for the task attached, but examples of appropriate tasks might include:

- Assignments
- Case studies
- Reflective Account
- Case Studies
- Questions
- Projects
- Observation of Practice

Teachers will set tasks through ECORDIA (See APPENDIX 1) of teachers and students to ensure they know how to use this functionality effectively (instructions are made available separately).

Live sessions

Elmhouse online classes are live classrooms and the online platforms enable learners to experience a classroom environment that promotes interactive classes

Elmhouse uses learning Cube platform that allows for resources to be shared, teachers to provide exposition, and students to ask questions in 'real-time'. Students will be provided with details sessions on how to use the platform and will be expected to participate in them if they are asked and able to. In a live session, consist of audio and video resources being used

Assessment

Providing timely and helpful feedback is a cornerstone of good teaching and learning, and this is sent via our online portfolio tutors provide regular feedback to students on pieces of work that they are required to submit. Assessed work will be set giving SMART feedback which is clear and instructional

EXAMPLE

The screenshot shows a web browser window displaying an online portfolio system. The URL is app-2.ecordia.co.uk/app/Portfolio/evidence.aspx?evidencelid=58d4e280-5e1a-40d2-abac-735bdc5a6d73&listNavSort=PlanDate. The page is titled "Coverage" and indicates "This evidence is not linked". Below this, there is a section for "Primary Assessor Feedback:".

Feedback Date	Feedback By	Feedback	Assessment Decision
23/07/2018	Zebina Campbell	<p>You are clear on your role and responsibility if you suspect harm what is your role when harm is caused and how to report it following policies and procedures.</p> <p>Outcome 6 a good start but you need to extend further. The response to Ms Briggs should be in a formal letter you also need to give more suggestions on ideas for rough and tumble play and also include in the letter how this type of play help children's development</p> <p>Action-Complete letter addressing issue identified in the paragraph</p> <p>Outcome 5-you explain the effects of bullying on children and young people, you had clear strategies on how to deal with the bullying to ensure positive outcomes for all. You stated you will speak to the children and use the curriculum to give Ansa parents an opportunity to come in and talk to the children about how they live. Also you also tackle the difficult element by speaking to parents and informing them that this type of behaviour would not be tolerated and this will be monitored. This shows that you are following your setting's Equality policies and procedures including following the bullying policy.</p> <p>Well done complete action for outcome 6 then this will be completed.</p>	Action Required

Accepted by: *Chaneice Alleyne (alleymec)* on: 12/12/2019

Below the feedback, there are several interactive buttons: "Prepare Attachments", "Abandon", "Assess", "Go To Plan", "Prepare Assessment Feedback", "Show Plan", "Show Standards", "Show Users", "Summative Assessment", and "Go To IQA Matrix".

At the bottom of the browser window, the taskbar shows several open files: "question 2 (1).docx", "Re_change to word.zip", "RENUGAQUESTI...docx", "RAVINDERQUEST...docx", and "question 2.docx". The system tray shows the time as 20:29 on 07/07/2020.

Expectations of students

Assuming that a student is healthy and well enough to work, students will be expected to participate as fully as possible in the online learning process, attending relevant live sessions, completing independent work, and submitting assessed tasks promptly and to the best of their ability. Students will also be expected to read and respond to communication from the centre (e.g. an email from a form tutor) on a regular basis.

Students should ensure that, in addition to completing the tasks promptly, they should complete any administrative tasks that allow the centre to monitor their progress.

If there are questions about a student's overall workload (e.g. a student feels they are overwhelmed or falling behind), these should be directed to the student's tutor.

Elmhouse will provide each learner with an online course book, all assignments come with reading materials that are linked to the assignments.

The centre expects that students have internet access at home to access online learning resources, but teachers will make no presumption of the student's ability to print at home.

Expectations of teachers (and subject areas)

Teachers should ensure they have effective internet and a phone connectivity at home. If this is not available for any reason, teachers can request a centre device. If there are IT related issues while online working, teachers can contact the Business Manager via the service desk email-info@elmhousetraining.com

The setting and assessment of online learning tasks will take place in accordance with centre and subject area policies. Under normal circumstances, subject areas take different approaches to the setting and assessment of students' work – for example, the frequency of substantive task set, and the regularity of written assessment provided – and subject area policies will be applied in the event of online learning.

In order that we are providing a consistent approach, Class Teachers are responsible for overseeing the nature and frequency of tasks set and assessed within their subject areas. All teachers should pay due care to the nature of tasks set, so that students have a range of activities to complete at home.

Teachers are responsible for providing constructive feedback to their students in a timely manner. Subject leaders are responsible for overseeing the form and regularity of feedback, and will liaise with Centre Manager to ensure consistency.

In the event a teacher is unwell during a period of online learning, it becomes the responsibility of the line manager to ensure work is set to her/his classes. Note that illness in these cases will be treated as normal and recorded in CoreHR with back to work discussions conducted online if required.

Subject areas are expected to:

- Plan and deliver 'live sessions' where appropriate in consultation with Business Manager
- Respond to reasonable amounts of communication from students
- Plan and set tasks for their students using the ECORDIA
- Be able to set and mark assessed work promptly, in line with centre and subject area policies, returning it to students electronically (or after the period of online working for written and project work)

The centre will provide a range of training opportunities that teachers should access to before any planned centre closure. Teachers should ensure that they have looked through specific instructions, watched walkthroughs, and attended teacher training sessions. If teachers require support with any aspects of online learning, they are encouraged to consult the Business manager.

The professional development pages in Padlet are a useful source of training – simply search for the element required we also use Loom video to give staff

Unless there are extenuating circumstances, teachers will be expected to be contactable online by colleagues and students. Teachers also should ensure their communication with students does not encourage unhelpful work habits. All communication should take place during usual office hours, with no expectation for colleagues to read or respond to emails after 4pm, although responses should be made to electronic messages within one working day in normal practice. For those who are on part-time contracts, communication is expected only on the days on which they would usually work.

Communication must always occur via official centre channels, and not through personal accounts or other websites. Permitted methods are (please also see appendix regarding live links and flipped learning):

- Email using centre email addresses only (both teachers and student)
- ECORDIA

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. Profiles are available for SEND learners and advice can be sought from the Centre Manager.

Safeguarding during a centre closure

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

Review: March
2020 Reviewed

Appendix - online working, flipped classroom, GDPR and safe working practice

Please note that any online working methods should adhere to GDPR guidelines. In most cases online working via shared documents and the tasks function on Padlet will give you plenty of flexibility.

Instructions for setting up video conferencing and live links are available on Staff PADLET

All teaching sessions and meetings must be recorded

Teachers must update in students online portfolio any additional audio/video live links outside of their live classes.

Teachers must not set up or join social media groups for centre use with students (such as WhatsApp etc.).

No online communication must not fall outside Elmhouse Training Network please ensure you have discussed with Business manager. Any possible GDPR queries should be resolved by emailing the Business Manager.

AAPENDIX 1- Plan for Assignment with resources

OUTCOME 3
<https://www.gov.uk/guidance/notifiable-diseases-and-causative-organisms-how-to-report#list-of-notifiable-diseases>
<https://www.balliol.ox.ac.uk/current-members/nursery/balliol-day-nursery-policies-and-procedures/managing-children-who-are-sick-infectious-or-with-allergies>

Accepted by: Jia NI Wang (jia) on: 15/05/2020

- EYE15-1PowerPointA.pdf
- EYE15-1ReadingA.pdf
- EYE15-3ReadingA1.pdf
- EYE15-4ReadingA1.pdf
- EYE15-5ReadingA1.pdf
- EYE15-6-7-8PowerPointA.pdf
- EYE15-6ReadingA6,7,8.pdf
- EYE15-Assignment project.doc

question 2 (1).docx | Re_change to word.zip | RENUGAQUESTI....docx | RAVINDERQUEST....docx | question 2.docx | Show all X

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