



# Remote Teaching and Learning Policy

First Class Tailored Solutions has the capacity to deliver educational tuition via two main remote methods, webinars and/or Microsoft Teams, both secure virtual platforms.

- Webinar: this method of delivery will allow a tutor to appear on screen and 'broadcast' the lesson to learners. The tutor cannot see the learners and groups of learners cannot see each other.
- Microsoft Teams: this method of delivery will allow tutors to teach a lesson virtually primarily using audio links, on occasions extending this to video links. Tutors can share desktops/resources and therefore support learners.
- Due consideration has been given by the Data Manager and Company Directors to ensure that any teaching and learning software and/or platforms are suitable and raise no privacy issues.
- Both of these methods of delivery will require the learner to have access to a PC/Laptop at home or in a suitable venue, along with internet access. Microsoft Teams will require learners to be supplied with an email and password.
- Staff should text parents/carers 30 minutes before the lesson is due to ensure the learner/s is ready to engage and logging on at the start time for the lesson. If the learner does not log on within 30 minutes of the start of the lesson, staff should make contact with the parent/carer again. If after 30 minutes the learner has not logged on, attendance will be marked as absent with reasons given.

#### **FCTS expects tutors to:**

- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to a school's curriculum expectations
- give access to high quality remote education resources
- provide printed resources, such as textbooks and workbooks, for learners who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so tutors should work with families to deliver lessons for learners with SEND, to meet their needs
- set assignments so that learners have meaningful and ambitious work each session
- provide frequent, clear explanations of new content
- have systems for checking that learners are engaging with their work, and inform parents/carers/case managers immediately where engagement is a concern
- gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly
- to avoid an over-reliance on long-term projects or internet research activities.

Live classrooms enable important interaction between teachers and pupils through, for example, questioning, eliciting and reflective discussion. These complex teacher skills in the live classroom are not always easy to recreate in a remote environment, but where remote education recreates at least some aspects of this interactivity and intentional dialogue, teaching is likely to be more effective, support learner motivation and lead to better progress.

## Safeguarding Considerations

**When contacting learners, please ensure that normal professional boundaries apply.**

- Any lessons which are recorded should only be done so where there is an agreement with the CM that there may be safeguarding concerns. These recorded lessons will be automatically stored within the tutors' personal OneDrive file. Recorded lessons/sessions should be reviewed on a termly basis by the tutor and Case Manager and deleted if there are no existing/continuing safeguarding concerns.
- If a lesson is recorded the tutor/CM needs to seek the consent of the user/parents/carers. At the start of a lesson the option to record is made available.
- The FCTS Acceptable Use Agreement must be completed by all learners and staff (Updated version Jan 2021).
- Where a 1:1 tutoring session takes place it is essential that another adult, parent/carer is present in the same room during both audio and video lessons. No lessons should take place in a learner's bedroom but in a shared social area within a home against a neutral background where possible, ideally blurred out. This also applies to staff, who should not allow any personal details of your home to be viewed.
- Learners/staff must wear suitable clothing, as should anyone else in the household.
- The majority of the lesson will be delivered via audio link only, with video links being used only for occasional yet necessary visual learning. Virtual lessons should be timetabled and CMs should be able to drop in to any virtual lesson at any time, the online version of entering a classroom.
- Language used by both the tutor and the learner must be professional and appropriate, including any family members in the background. Should a learner or parent use language or behaviour that the tutor deems inappropriate, offensive or abusive, you should give a warning and then, if this persists, immediately terminate the session and inform the Case Manager.
- Safe internet usage will be reinforced throughout the increased use of the internet as a platform for learning. Only the learner's FCTS email address should be used for contacting the learner, this ensures that FCTS's filtering and monitoring software is enabled.
- At no point should staff give out personal email, social media details (including Whatsapp) or phone numbers to the learner.
- Due consideration should be given by parents/carers/ referrers/tutors/case managers regarding the circumstances around learners on the autistic spectrum accessing remote learning and its appropriateness.

\*If learners do not have access to the internet or do not have access to resources, FCTS will make work available to them, on a session by session basis, by a Safe and Well visit by, either tutors or case managers, to ensure continuity of learning.

