Guidance for Remote Learning Lessons

Virtual classrooms will be delivered through Adobe Connect. The following procedures serve as guidance for staff responsible for hosting and delivering online learning. It is expected that this guidance be adhered to and is considered alongside the policies outlined in the Tolley Tutor Handbook.

Online attendance & delivery

The Client Service Team will take a register at the beginning of each session and update attendance on Tolley Academy. If a tutor has any concerns regarding non-attendance, they should inform a member of the Client Service Team.

At the beginning of the session, tutors should remind learners of behavioural expectations for the session, including guidance on British Values and how these apply to online learning. Instructions for joining the session, including the link to enter the session, will only be sent to learners who have booked the session. If a learner who is not expected joins a session, the tutor must contact the Client Service Team as soon as possible via examtraining@lexisnexis.co.uk. In the unlikely event of any infiltration from an external party not linked to the programme, the session must be stopped immediately and the tutor must notify David Barker (David.Barker@lexisnexis.co.uk) and the Safeguarding Team.

Keeping yourself safe

All teaching must be undertaken using work-based platforms and credentials only. Applications that use personal details, such as FaceTime, should not be used.

Cameras should be kept on for the duration of the session, unless connectivity issues are experienced.

Tutors should ensure that delivery takes place in a setting that does not permit family members, friends, or pets to be visible to learners and personal information, such as photos in the background, should also not be visible.

Tutors should ensure that attire and appearance is in line with face-to-face classroom teaching. Drinking alcohol or eating whilst teaching is not permitted. Language should always be kept professional. This should also be expected of the learners in attendance.

If using screenshare, the tutor should share only the relevant window and not the whole desktop. All non-teaching related windows should be closed and notifications for applications such as Outlook and Teams should be turned off.

Learners' microphones and cameras should be kept off throughout the session unless required for a specific learning activity, such as breakout rooms. Learners should not be allowed to screenshare.

Reporting concerns

In the event of a safeguarding concern or learner issue emerging mid-session, the tutor must determine in the first instance whether it is appropriate to pause the session and address it directly, or if the session can be continued and the situation be addressed retrospectively or by the support tutor. If a learner posts inappropriate comments, or if there is a behavioural concern that is detrimental to the learning environment, the session must be paused and recordings stopped. All concerns should be passed onto the Safeguarding Team so that they can be recorded and any necessary course of action taken.

The teaching environment should be supportive and secure for learning. If using the chat box to ascertain learning/understanding, tutors should be mindful of the varying abilities and learners who may not feel confident enough to respond. If a tutor becomes concerned about learner inactivity, they should avoid calling them out in the main chat box, but instead contact them separately via the "Chat with…" function. Any concerns regarding inactivity should be passed onto the Client Service Team (examtraining@lexisnexis.co.uk) so they can be raised with the learner's employer.

SIGNS TO LOOK OUT FOR

Where learners are not in front of us, it can be harder to spot the signs that something is not right. In line with our existing **Safeguarding** and **Prevent policies**, tutors must be able to recognise and respond to any concerns that arise.

Some of the things to look out for are:

1. A learner that attempts to dominate the session or is unable to be considerate of others' views in the group.

2. A learner that does not contribute at all or is disengaged.

3. A learner who joins the session late or leaves early without explanation.

4. A request to defer the course or postpone corresponding practice exams.

5. A change in demeanour.

6. A learner who describes poor mental health or difficult home circumstances.

7. An increased amount of time spent online: this alone is not a concern so where they are spending time online should be considered e.g. social media, online gaming, gambling sites.

Additional support

Virtual classrooms will be recorded and accessible for all learners via Tolley Academy. The tutor is expected to remind learners of this at the beginning of each session. If a learner is not comfortable with this, they should be encouraged to join the session and avoid using the main chat box. Learners can initiate a private chat with the tutor that will not be recorded if they have any queries.

Learners are also encouraged to access the additional support resources on Tolley Academy in relation to their programme or personal health. Learner support includes the Academy forums, direct tutor support, the Client Service Team, and the Safeguarding Team.

Tutors are also encouraged to subscribe to both the TIEX forum and the Learner Health & Wellbeing forum, as both include regular updates and tips on how to stay safe.

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