



# Remote Education Provision Information for Learners and Advocates



This information is intended to provide clarity and transparency to learners and advocates about what to expect from remote education where national or local restrictions require entire cohorts (or pods) to remain at home.

For details of what to expect where individual learners are self-isolating, please see the final section of this page.

## The remote curriculum: what is taught to learners at home

A learner's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

### What should my learner expect from immediate remote education in the first day or two being sent home?

Lecturers have initially provided a bank of work which is appropriate for each learner to complete. Generally, this consists of tasks working towards their preparation for adulthood aspirations which have been identified from the Education, Health and Care Plan (EHCP) outcomes and Life Skill Planners.

### Following the first few days of remote education, will my learner be taught broadly the same curriculum as they would if they were in college?

Our remote curriculum, where possible, mirrors our college curriculum. It is vital that we continue to work to recap and embed previously learnt skills whilst also challenging them to continue to work towards their targets. Given the diversity of our college population, we understand that we cannot replicate all of our typical college offer. In this instance, we will endeavour to adapt our provision to continue to work towards targets in creative ways to ensure learners continue to make progress in the various areas of our curriculum.

Given the nature of a national lockdown, and the restrictions this may place on young people and families/advocates, we will, where required, advise adaptations to the curriculum to focus on self-regulating behaviours in order to be able to focus on more structured learning later on.

## Remote teaching and study time each day

### How long can I expect work set by the college to take my learner each day?

The learners and young people attending our college have a vast range of needs. For this reason, we are not directing the amount of time that learners and young people will engage in remote learning, rather, lecturers, who know your learner best, have planned an appropriate balance of remote education which will be offered to those not able to attend college for whatever reason.

As a college, we are acutely aware that everybody's circumstances will differ. You may be attempting to home educate at the same time as working from home yourselves or your young person may struggle to engage with home learning because of their own particular learning difficulties. Please do not worry and just try to do what you can.

## Accessing remote education

### How will my learner access any online remote education you are providing?

College will employ a variety of software and strategies to ensure a high level of engagement and access to a quality remote education, this includes, but is not limited to;

- Microsoft Teams, Zoom, Website, Oak National Academy
- Resource packs sent home
- Phone calls home
- Use of recommended online resources (e.g.: BBC Bitesize)

### If my learner does not have digital or online access at home, how will you support them to access remote education?

We recognise that some learners may not have suitable online access at home. We take the following approaches to support those learners to access remote education:

The College may provide devices to learners in receipt of 16-19 discretionary bursary where they do not have access to a device. The College will decide what support a student needs based on individual assessment, in line with bursary fund rules that all support must be based on individual circumstances and needs.

Where learners are not able to access digital lessons and we are, unfortunately, unable to provide access to a device, we may;

- Provide a variety of medium for learners to access remote education such as; targeted work on paper; personal, social, emotional and independence tasks which do not require access to digital devices or online access at home.
- Support the learner to access some face-to-face education.

### How will my learner be taught remotely?

Lecturers will use a variety of strategies to engage learners in remote education:

- **A daily check-in and Tutorial session** on a video call, this may be as part of a more structured session, group activity or be an opportunity for the learner to catch up with peers for their wellbeing. This will be done over Zoom and the link will be shared via email.
- Where appropriate, some groups may also have **additional online sessions** – lecturers have carefully considered these and gives the opportunity for learners to be reminded of session content. These may not be appropriate for some groups.
- **Online learning** – lecturers may choose to set specific lessons from online platforms such as White Rose Maths Hub and Oak National Academy. Oak National Academy has a wide range of content with recorded lessons by subject specialist teachers. There is also a comprehensive therapeutic offer in the Specialist section which encompasses Speech and Language, Physical Therapies, Occupational Therapy and Sensory Integration.
- **Preparation for Adulthood, Citizenship and Employability** – this will be targeted work based on the groups timetable in college, targets outlined in your learner's Life Skill planners and adult curriculums. We understand that, in these difficult times, our first priority is to ensure that learners consolidate their learning before moving on to trickier work, therefore some home learning may be repeated. If your learner is flying through the work and they have mastered the skills, please let the lecturer know so that they can set some new targets and challenges.
- **Opportunities for creative, Health & Wellbeing, independence and Personal, Social Development (PSD) experiences** – these differ depending on your learner and their age and ability.

## Engagement and feedback

### What are your expectations for my learner's engagement and the support that we as advocates should provide at home?

We understand that people's circumstances are very different and therefore understand that learners may be unable to attend remote education due to advocates being unable to support them, or their specific learning difficulty may inhibit them from accessing education whilst at home.

Advocates will be able to support their learner as often as they deem appropriate given the offer provided by the PACE lecturer.

The college has established some 'home learning standards' to ensure proper conduct and engagement with any live lessons. These will be displayed at the beginning of each session to ensure all learners are reminded of expectations:

- Sit comfortably
- Quiet room
- No TV or other devices
- Good listening
- Good looking
- Good learning

The college has also identified advocate advice:

- Try to avoid giving learner food during session times as this will distract them.
- Try to encourage your learner to work on a problem independently. Give them time to solve problems before supporting.
- Try to avoid talking to your learner within remote learning sessions unless you are supporting their learning.

All learner and adults must be appropriately dressed at all times during live video lessons to ensure people remain safe. In the event of a lecturer deeming a learner or advocate to conduct themselves inappropriately, they will ask them to leave the call immediately and will pass their concerns on to the Head of College. The lecturer or Head of College may choose to discuss this further with the Executive Principal. Learners or advocates who have been involved in inappropriate conduct online will not be able to join live lessons until the matter has been investigated.

Where we are using video conference calls for lessons and check-ins, we will record the call in order to safeguard your learner and our staff. These recordings will be saved securely on the college network as soon as the teacher is able to access the college network.

### How will you check whether my learner is engaging with their work and how will I be informed if there are concerns?

Evidence of work can be photographed and sent to your learner's lecturer by email.

Lecturers will keep in regular contact with learners and advocates through email or weekly phone calls.

Paperwork can be saved and brought into college on return.

### How will you assess my learner's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual learners.

Our approach to feeding back on work is as follows:

- Verbal feedback at the point of learning where appropriate.

- Written feedback where appropriate.
- Individual tutorial feedback where appropriate.

Learners will receive feedback as often as necessary to encourage progress towards targets and learning intentions; this will be carefully considered by the lecturer.

## Additional support for learners with particular needs

### How will you work with me to help my learner who needs additional support from adults at home to access remote education?

As a Specialist College, we know and understand the vast range of needs that our learners have. Lecturers will carefully consider and plan for the ability of the learners in the PACE group/pod. The strategies they use will reflect the learners' individual needs and replicate teaching and learning approaches and strategies that learners are familiar with in the college setting to encourage engagement.

## Remote education for self-isolating learners

### If my learner is not in college because they are self-isolating, how will their remote education differ from the approaches described above?

In the event of a National Lockdown:

Pods will consist of a combination of PACE groups and their lecturers and support staff. The teaching team have devised a rota where they work in college one week and then remotely the other. Lecturers will take it in turns to lead both remote learning and face-to-face learning within their pods. This will ensure the quality of remote learning and learning for those learners attending college as they will be taught by a lecturer who knows and understands their needs.

### Where advocates are directed (or elect) not to send their learner in to college when it is open:

Learners will be offered a variety of tasks, which, as much as possible, mirrors the curriculum occurring in college. This will consist of Preparation for Adulthood work and a variety of other tasks such as; personal independence, personal, social and emotional regulation activities. Teachers may direct learners to pre-recorded online materials from providers such as the Oak National Academy. Lecturers will be available, via email to receive work and provide high quality feedback. Advocates and lecturers will keep in regular contact via telephone or via email. College understands that learners who have been directed to self-isolate may be poorly and during this period, there is no expectation to engage in remote education.

### When my learner is isolating because their pod is closed:

If a pod is forced to close due to close contact with a person who is confirmed as being Covid positive, lecturers have prepared work which can be completed for a maximum of two days whilst the teaching team establish the logistics of remote education. Following the initial two days, lecturers will establish a remote education offer which mirrors, as much as possible, the curriculum that learners would receive if they were in college. Lecturers will communicate via email links to conference calls to allow live lessons and will continue to provide feedback through this medium. This will continue until the class is able to return to college.