

Remote education provision: information for parents

This information is intended to provide clarity and transparency to learners and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts, bubbles, or individuals to remain at home.

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.

All learners who are currently accessing remote learning are following their personalised programme. Therefore, in the first instance a learner's key staff would be able to email / post or deliver work to the learners, which would be a continuation of their current programme.

All learners' programmes / session plans etc are on the college server and are accessible for staff to be able to facilitate this immediately as required. The typical resources used in this instance would be: work books, worksheets, practical projects and where necessary the use of exam resources could also be accessed.

Following the first few days of remote education, will learners be taught broadly the same curriculum as they would if they were in school?

We teach the same curriculum remotely as we do in college wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example with the more vocational, practical subjects we have adapted the programs where necessary.

Many learners are following online programmes for certain subjects when in college, so these can continue when learners are remote learning

Remote teaching and study time each day

How long are learners expected to spend on college work each day?

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Paper based sessions	Dependent on the individual learner but anything between 1 ½ hrs – 3 hrs per day with regular breaks
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Practical activity	Dependent on the individual task, between 1hr – 2 hrs
Zoom sessions	45mins – 1hr Group work = 2 zoom meetings a day Individual sessions = 1 zoom per session
Online sessions	Dependent on the individual learner but anything between 1 ½ hrs – 3 hrs per day with regular breaks

As most learners are accessing a combination of online / paper based and zoom sessions for their remote learning, we are expecting learners to be accessing learning for approx. 3 – 5 hrs, which are the government guidelines

Accessing remote education

How will learners access any online remote education you are providing?

The online tools or digital platforms that we are using, either for delivery or for assessment:

BKSB : The Basic and Key Skills Builder tests are designed to assess the competence level of a candidate in the areas of English, maths and information and communication technology (ICT) before they move on to taking Functional Skills tests

BBC Bitesize : BBC Bitesize is a free online study support resource for learners of all ages and abilities designed to aid their learning in both schoolwork and exams. It offers structured lessons in Maths and English which can be used at home or in college..

Skills wise : This is a collection of free videos and downloadable worksheets to help adult learners improve their reading, writing and numeracy skills.

Oak Academy: Oak National Academy is an organisation providing an online classroom and resource hub in the UK. It provides teachers with resources for learners of all ages. Oak Academy also includes a specialist curriculum for supporting learners who normally attend specialist settings.

If learners do not have digital or online access at home, how will college 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:

In cases where learners don't have the required equipment to access remote learning session, we will work with parents and carers to provide a suitable device that can be used. In cases where this isn't possible we would provide an alternative way of learning following the learners personal programme. If there was a situation where a learner didn't have the equipment they needed to enable them to access the remote the college have the capacity to provide devices to learners.

Where paper based work is being used, this will either be posted to learners or delivered . The following week the completed work will be collected from the learners taken to college to be marked and feedback will be passed to the learners by email / phone, on the returned work or as a face to face zoom call. For learners with communication difficulties the feedback would be done with support from parents.

How will learners be taught remotely?

We use a combination of the following approaches to teach learners remotely:

All learners who are currently accessing remote learning are following their personalised programme.

Staff are planning and delivering high quality sessions in line with timetable where possible. Learners have been contacted and asked how they would like to access the remote learning programme and their requests have been adhered to.

Staff are present and accessible for any zoom or live lessons and they will continue to differentiate learning and resources. Learners will be registered and staff will provide feedback during sessions and also a weekly overview. Staff will continue to follow up concerns and praise via email or telephone

The sessions are personalised to accommodate the learners situation – available resources and support at home. Sessions are delivered by:

Delivered paper based workbooks / posted paper based workbooks / Zoom

Engagement and feedback

What are your expectations for my son or daughters engagement and the support that we as parents and carers should provide at home?

The expectation of the learners is that they:

- Will attend and be present in line with their timetable
- Will engage with their sessions and learning
- Will ask teacher for clarification/support as required
- Will respond to feedback during lesson.

All of the expectations are reviewed regularly if the learners levels of anxiety increase.

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

When a learner is due on a remote session their key member of staff will contact them at the end of the day with a well-being call to see how the session went and to see if they require any support with the work.

Paper based work is sent back into college by a set date so that staff can assess it, feedback to the learner and process the next steps.

Any work completed on BKSB or any of the online tools, is monitored by college staff daily.

If staff have any concerns about a learner parents would be contacted immediately.

How will you assess a learner's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual learners. For example, whole- group feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on learners work is as follows:

At present there are a number of methods being used to assess work and progress.

For learners following qualification subjects, work is continually being assessed against set criteria, by way of exam style questions with mark schemes.

Learners progress and achieve will continue to be assessed their individual targets

Additional support for learners

The college will continue to support learners to ensure that their wellbeing is not affected. Weekly checks will be made by their wellbeing co coordinator giving the learners opportunity to talk through any concerns. Identified need for therapy sessions will continue to be provided in a way that meets the learners' needs.

As soon as we are made aware that a learner will be accessing the remote learning programme, contact is made with parents / carers to assess what support they need. All parents / carers are emailed the zoom links and are encouraged where possible to work alongside learners.

At the end of the session parents / carers have been contacted for their feedback and the chance to request further support. We pride ourselves on our communication with parents, carers at all times and therefore the input and support we offer to them is consistently high.

Keeping learners safe

We will support with any identified safeguarding concerns giving direction to the appropriate services.

If we are made aware of a concern that constitutes a safeguarding, we have a responsibility to report the concern to the appropriate services.