

Remote education provision for self isolating students:

information for students, parents and carers

This information is intended to provide clarity and transparency to students, parents or carers about what to expect from the remote offer due to either self isolation (due to clinically extremely vulnerable status) or where national or local restrictions require entire cohorts (or bubbles) to remain at home.

The college will continue to offer full support to all families who are accessing the remote offer. The curriculum will continue to be followed as much as practicably possible.

The remote offer will take into account EHCP outcomes.

The remote curriculum: what is taught to students at home?

A student'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 you expect from immediate remote offer in the first day or two of students being at home?

An initial planning meeting will be organised between the remote learning mentor, the student and the family.

In this meeting, we will discuss the following aspects of the remote offer:

- Introduction of the remote learning mentor and what the role will mean.
- Check for additional support needs and agree the best way to work with the student.
- Summarise learning goals / targets to work on
- Agree the learning plan.
- Agree how progress will be monitored and feedback will be provided.

Members of the following teams will also contact the home in the first few days to agree support (if applicable):

Integrated Therapy Services

Assistive Technology

Student Liaison

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

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, you may receive a horticulture challenge or lessons on independent living skills in the home rather than the classroom-based approach.

All adjustments to the curriculum will be discussed with students and families, but generally the adjustments will support the overall curriculum taught within college.

We will ensure all students who are studying at home will progress at the same level as their peers in college.

Remote teaching and study time each day

How long are students expected to work each day?

Each remote offer is going to be individualised for each student, however we expect there to be an average 4 hours of work to be completed each day. However, this will be different for each student and the 4 hours may not be consecutive or indeed during the standard college day. Each student need will be considered in this average, plus additional therapies, student liaison and / or assistive technology support will be included in these total.

We have set timetables to start at 10.00am with a live Zoom tutorial (if appropriate). Sessions will then be agreed with each student and family. The offer may be teacher / therapy lead in a live environment, or a recorded offer, or part of the home learning pack. However, this start time may not be appropriate for all students and live Zoom sessions may not be applicable.

Details on the individualised days for each student, can be located in their Initial Planning Meeting and timetable documents.

We have also arranged for sessions to be delivered by the team at the Arts and Crafts Centre every day to incorporate wellbeing activities such as yoga, mindfulness, drama, dance and music.

Accessing remote education

How will students access any online remote education that the college are providing?

As per the above, the method of accessing the remote offer will differ between each student.

All students will be offered online teaching via Zoom, or telephone calls with students and / or families, or home learning packs. The appropriate method of access to the remote learning will be ascertained during the initial planning meeting.

We acknowledge the concerns raised over the safe use of Zoom. Students will be split into tutor groups and only members of that tutor group will be given the details of each session. All participants will be asked to consent to the recording of the sessions. Safeguarding guidelines for the remote offer have also been circulated.

Work completed will be saved in the same way as within college and evidence of progress will be completed as part of the remote offer. Session files and session feedback will be the same as in college too.

If the student does not have digital or online access at home, how will the college support them to access remote education?

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

- If you require laptops or tablets, contact the college and we will liaise with you to get this provided, either from us or other methods
- we can issue or lend devices that enable an internet connection (for example, routers or dongles), and we will support you to find more information
- students can access any materials (in an appropriate accessible format) needed if you do not have online access
- student can submit work to their teachers via post if you do not have online access

How will the students be taught remotely?

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

- live teaching (online lessons)

- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers or therapists)
- printed paper packs produced by teachers for example the home learning packs
- textbooks and reading books students may have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- long-term project work and/or internet research activities
- skills transfer activities such as cooking, cleaning or mobility

Engagement and feedback

What are our expectations for student engagement and the support that parents and carers should provide at home?

This will be agreed at the initial planning meeting and the timetable will be designed with this in mind. It is noted that there may need to be adjustments to this planning and this may change depending on the situation.

We ask that if a live session is organised that the student is ready to participate and is helped to access the session. Note: we can provide training to access the agreed method of support if needed.

The guidance for appropriate dress etc for accessing remote learning will be provided.

If the work is being completed as part of the remote learning pack, then the work is completed and returned in the agreed method by the date requested.

We also requested that, if appropriate, there is participation in the weekly tutorials / one to one sessions or assistive technology sessions.

The therapy sessions will be arranged directly with the appropriate therapist and support to participate is requested in line with the education offer.

How will college check whether the student is engaging with the work and how will the student and / or family be informed if there are concerns?

The timetable will outline when 'check in's' will take place. This may be daily or weekly depending on the agreed plan.

We aim to have each family engaged with the remote offer as per their individualised plan. The college team will ensure we work with each student to deal with any concerns there may be.

We recognise that remote learning is very different than being in college and participating in virtual learning is a challenge for all of us. The college will help to provide the skills needed and support everyone to access the offer.

Information will be provided in the appropriate accessible format and regular (daily) support can be provided if necessary. It is also acknowledged that remote learning may not be appropriate for everybody. If this is the case, regular support will be provided to families to ensure the learning and therapies continue as needed.

If there is a concern with engagement then the student / family will be approached to plan how to take this forward and what further support is required.

How will we assess work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual students. For example, we may complete whole-class feedback or quizzes marked automatically via digital platforms.

Our approach to feeding back on student work will be strongly linked to the method used in college. We will assess how feedback is provided in the classrooms and as much as practicably possible, replicate this for home learning.

If this is not appropriate, then we will work with the student and family to agree the best method.

The college will provide regular feedback on all work completed in the agreed method. This feedback will also be placed on our MIS system, which is used to monitor progress against targets. This will ensure there will be an alliance with classmates in college and also when the student returns to college learning.

Remote offer for whole bubble isolating students

The details of the remote offer will mainly be linked to this document and overall, the offer will be the same if the student is either self isolating due to vulnerability or that their bubble has been closed.

If a bubble is closed for whatever reason, the Programme Leader and the therapy team of that bubble will plan for a delivery appropriate for each individual in that bubble. This offer will take place over the required 10 days of the bubble closure.

Day one of the bubble closure will involve the planning of the offer, plus assessing the staff availability and allocation of responsibilities i.e., starter sessions. The remote offer will commence from day two as per the individualised student plans.

Again, all delivery will mirror as much as possible as the planned college delivery, including EHCP outcomes and targets.