

Remote Learning

Remote education provision: information for students and families

This information is intended to provide clarity and transparency to students and families about what to expect if a young person is having to learn from home as a result of the pandemic.

What will students be learning at home?

During this period for our learners unable to access the onsite provision, they are accessing as much as the usual curriculum as possible. Whether the learners are on site or in the virtual set up, they all have the same opportunity to succeed. The curriculum is in place where possible with a designated tutor covering both functional skills and vocational qualifications. Our specialist tutors in each area are providing work for the week differentiated at all levels to be covered in the weekly timetables. This does mean at times the learners do not regularly see these specialist tutors but 1:1 slots and check ins via Microsoft Teams/ email have been planned.

These timetables and provision have been individualised; some learners have struggled in group virtual lessons due to the external noises feeding through the device. 1:1 tutorial and check in sessions have been agreed for this learner.

Not all aspects of our curriculum are able to be delivered for those at home due to the practical element of our work experience placements. We have adapted this by setting tasks in these specific areas as much as possible in the home environments. An example of this is 'cook a long' sessions on pancake day where all learners were completing a practical lesson at home linking to hospitality/ Independent Living skills. These have been followed up with photographic/ video evidence of learning.

Upon returning on site, the learners will have access to these internal work placements straight away with our work placements officer to support external work placements as soon as were able too.

How will students access and participate in learning at home?

We have used different approaches to virtual learning throughout this lockdown period. We have used Microsoft Teams throughout this which enables us to provide live sessions both 1:1 and in a group basis. This platform enables the tutor to create a group page where the tutor, TA and learners have access to this. The tutor will upload all resources onto this group where the learner can easily access by simply clicking on the correct tab. Due to the nature of how our learners learn, we feel live sessions with regular feedback and explanations benefits them rather than pre recorded lessons.

Each learner received this timetable of the week for them to follow. The tutor will start the call each day for them to join. These calls enable the tutor to use the 'break out room' option where a learner can be paired with the TA for additional support if required. An example of a days timetable can be seen below:

Day:	Tuesday	Taxi Duty AM	1 staff per group	Taxi Duty PM	1 staff per group	Standby
		Train AM	N/A no train pickups	Train PM	N/A no train pickups	Natalie Judy Tom
		P1	Break	P2	Lunch	P3
		9.30am-10.30am	10.30am-11am	11am-12.30pm	12.30pm-1.30pm	1.30pm-3pm
Tutor		Tutorial / Tutor led session	Virtual Break	Maths	Lunch	Voacational topic
LSW						
Students						
Classroom	Virtual					

For those learners without the technology, we have provided weekly work packs with a telephone call check in with a tutor to check in on progress and well-being. All of this is recorded on our internal system 'School Pod'. We have provided a laptop to a learner with no access to technology and wishing to join in on virtual calls.

Expectations of students

The expectations of our students are completely on an individualised basis. It has been clear from the start that as an education provider that we are ambitious but realistic on educational outcomes. Our learners respond very well to pastoral activities and challenges to complete at home. It is expected that we at least hear from the learner or member of the family once a day however try to promote the live sessions as much as possible. Those learners that refuse these sessions, the tutor will be in contact with parents either via a telephone call or email. Weekly write ups are completed by tutors which outline attendance, engagement levels and work provided/ completed.

We understand the difficult situation everyone is in throughout this process and introduced a well being exercise activity. The learners are encouraged to download Strava which records daily exercise which gets uploaded onto our specific EMA page. This gives learner and parent/ carer less pressure on the curriculum.

Risk assessments on video coverage have been completed which was decided two members of staff to be included on each call to not only support the learner but also to safeguard everyone.

What support will be available to students learning at home?

Throughout this period, the tutors and support workers complete well-being checks on both the parents and the students. The tutors have both video call option or a typed message on Microsoft team should they need it. Our DSL has sent out telephone numbers to call both at EMA and for the local authority should it be needed.

We have had a designated COVID Coordinator during this process that has been available throughout this period through school holidays both as a 'COVID tracer' and a point of contact for EMA.

What support will be available to parents?

Throughout this process our parents have had at least two points of contact from EMA should they need this. In the process of this lockdown period, the parents received an individual letter which included all usernames, passwords for the learners accounts both on Microsoft Teams and Multime which gives the learner the opportunity to upload visuals of work being completed and to remain in contact with peers. Also sent home was 'how to' packs and links on how to download and upload assignments etc.

We feel communication to parents throughout this has been very good. We have emphasised the important message of not putting themselves under too much pressure of them getting through the qualifications. Our tutors have reassured them of this message throughout. Regular social media messages and reassurment have also been completed throughout.

How will students continue to access therapies?

Our therapies have remained present throughout this. Our SALT therapist and SALT assistant have a Monday meeting where they plan the week together with a half an hour slot each day to write up the notes. Our SALT assistant has a individualised timetable where SALT outcomes are still being assessed. This is either in the group basis or specific 1:1 slots. Our assistant will join the live group calls and will join the break out room if needed for the specific learner.

For those not accessing the virtual timetable, resources are being sent home in the work packs and our SALT assistant is checking in with parent/ carers on a weekly basis.

How will student engagement and progress be monitored?

Each day the tutor fills out a form which includes engagement levels of the learners, attendance and any concerns. Each tutor responsible of courses chase work from learners set from either the learner themselves or their direct tutor.

Usual progress trackers and assessment plans are still being followed where possible by all tutors and regular feedback is provided.