Remote Education Provision Information for Learners and Advocates

This document is to share relevant information with learners and advocates about how we will provide remote education when it is not possible, or it is contrary to government guidance for some or all learners to attend college.

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?
PACE Tutors will initially provide 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 with learners 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, PACE Tutors, who know the learner, will plan 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, the college website, Oak National Academy
- Resource packs sent home or emailed
- Phone calls home
- Use of recommended online resources (e.g.: BBC Bitesize, BBC Skillswise)

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 learner 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 where 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?
Tutors will use a variety of strategies to engage learners in remote education:
- **A daily check-in** on a video call, this may be as part of a more structured lesson, or activity or be an opportunity for the learner to catch up for their wellbeing. This will be done over Teams and the link will be shared via email.
- Where appropriate, some groups may also have **additional online sessions** – PACE tutors will carefully consider these, and they will be an opportunity for a learner to be reminded of subject content. These may not be appropriate for some groups.
- **Online learning** – PACE tutors may choose to set specific lessons from online platforms such as 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.
- **Opportunities for creative, independence and Personal and Social Development (PSD) experiences** – these differ depending on the individual learner.
- Functional ready material learners have at home.
- Home Learning Packs.
- Small Steps to Independence documents- promoting independent life skills

Valley College Website	BBC Skillswise	Oak National Academy	Teams
	Skillswise	Oak National Academy	

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 tutor.

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 lesson 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 lesson 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 tutor 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. 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 tutor 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 PACE tutor by email.

Tutors will keep in daily contact with learners and advocates through email or phone calls.

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 tutor.

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. PACE Tutors 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.