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REMOTE EDUCATION POLICY

Introduction

Guiding Principles and commitment to remote education

As a Training Provider we have a duty to provide safe remote education for learners who are unable to attend face to face sessions due to coronavirus (COVID-19) with effect from 23rd March 2020.

Where a class, group or a small number of Learners need to self-isolate, or local restrictions require learners to remain at home, 5E Ltd is committed to offering immediate remote education in a way that safeguards learners from harm in a digital world.

Remote education is much more than setting work. 5E Ltd Managers and leaders will ensure that all learners continue to access the curriculum through high-quality online and offline resources and teaching videos linked to the curriculum expectations of our organisation. We will not rely on projects or independent research activities to simply keep learners busy. However, when combined with high-quality tutor input and accompanying resources, these approaches may be appropriate and effective.

We are committed to six underlying principles, as agreed by 5E Ltd, which underpin our remote education plans:

1. Safeguarding learners from harm, online and offline, remains the key priority

2. Learners will continue to be taught a well-sequenced curriculum

3. Tutors will continue to set work that scaffolds Learners' practice and helps them to apply their new knowledge and skills

4. Learners will continue to receive feedback that helps them to make progress

5. No learner should be disadvantaged by a lack of technology at home

6. Remote education plans should not place unreasonable demands on parents/carers help or support, or the workload of tutors.

At 5E Ltd, the platform we have chosen to support remote teaching and learning is Zoom and Microsoft Team/ Education. We are committed to providing the training, support and

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guidance required to ensure that organisation staff and Learners feel confident to use our system safely and effectively.

We will provide printed resources, such as textbooks and workbooks, for Learners who do not have suitable online access. However, we will do our very best to support all Learners to access our online learning offer at home, such as by loaning additional laptops or other hardware as appropriate. Our approach has been carefully considered in relation to the learner's age, stage of development or special educational needs.

Section 2 – The Process

<u>Delivering remote education</u>

1. **We will ensure that Learners have meaningful and ambitious work each day. We will plan a programme that is of equivalent length to the core teaching Learners would receive in class, including regular contact with tutors wherever possible.**

   Our remote learning timetable will mirror the on-site timetable for Learners wherever it is appropriate and practical to do so. Lessons will be delivered, and resources accessed by Learners, through Zoom, Microsoft Team/ Education. Zoom, Microsoft Team/ Education platforms will ensure that learners have access to their regular classroom tutors and, where appropriate, are also be able to join remote live lessons. Where it is not possible for subject content to be experienced as it would be in class, appropriate alternative activities will be delivered, to ensure learning remains meaningful across the day and week.

2. **We will teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practiced in each subject.**

   Tutors will continue to deliver the curriculum planned for their subject area. Each scheme of learning has been carefully devised to ensure the systematic development of knowledge and skills in a clearly sequenced and structured way. The planning for and delivery of remote learning will continue to reflect this. Amendments may be made to reflect the nature of on-line learning but, wherever possible, the overarching intent of the curriculum will remain the same.

3. **We will provide frequent, clear explanations of new content, delivered by a tutor in the Organisation or through high-quality curriculum resources or videos.**

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Remote learning will be delivered via Zoom, Microsoft Team/ Education through a combination of live teaching, pre-recorded videos, instructional presentations and additional resources designed to replicate the on-site learning experience wherever possible. The Organisation's teaching and learning framework will underpin all planning and delivery. Lessons and associated high- quality resources will be uploaded to zoom daily, ensuring these are accessible to all learners. Where a learner needs to access their learning from home due to COVID-19 restrictions and the Organisation is open, they will have the opportunity to join live lessons remotely via Zoom,Microsoft Team/ Education.

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4. **We will gauge how well Learners are progressing through the curriculum and set a clear expectation on how regularly tutors will check work. We will enable tutors to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure Learners understanding.**

   We will continue to monitor learner progress across the curriculum in line with our teaching and learning strategy and our data and assessment calendar. Learners will be expected to complete tasks, progress checks and summative assessments as they would in class. Subject tutors will then use this evidence to assess progress, provide feedback, inform planning and differentiate tasks/resources. The Organisation's teaching and learning framework emphasises the importance of responsive teaching and the use of questioning and modelling as strategies to effectively scaffold learner learning.

5. **In addition to the information on what 5E Ltd would protect their Learners online, as outlined in the statutory guidance <u>keeping learners safe in education</u>, we will implement any additional measures that will help to keep Learners safe online.**

   All remote learning will take place within the secure Zoom Microsoft Team/ Education, and Moodle platform. Each learner has their own personal login credentials and codes to enable them to access this platform. All communication will also take place within our secure network. In addition to training provided for staff and Learners, a full series of guidance documents are in place for both outlining the measures they should take to remain safe within the remote learning environment, especially in relation to live on-line lessons.

Section 3 Inclusion

Learners' with learning difficulties and disabilities

For Learners with learning difficulties and disabilities, their tutors are best-placed to know how the learner's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in classroom setting due to self-isolating. The requirement for this cohort of learners' needs is to use their best endeavours to secure the special educational provision called for by the learner's special educational needs remains in place.

We will work collaboratively with families, putting in place reasonable adjustments as necessary, so that Learners with learning barriers can successfully access remote education alongside their peers.

Where a learner has provision specified within their plan, it remains the duty of the local authority and any health bodies to secure or arrange the delivery of this in the setting that the plan names. However, there may be times when it becomes very difficult to do so, for

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example, if they are self-isolating. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including, for example, the types of services that the learner can access remotely, for example, online teaching and remote sessions with different types of therapists. These decisions will be considered by the Organisation on a case by case basis, avoiding a one size fits all approach.

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Vulnerable Adult learners / Young Learners

Where individuals who are self-isolating are within our definition of vulnerable, we have robust systems in place to keep in contact with them.

When a vulnerable learner is asked to self-isolate, we will notify their social worker (if they have one). Department leaders will then agree with the social worker the best way to maintain contact and offer support to the vulnerable learner or young person.

We will check if a vulnerable learner is able to access remote education. Where this is not the case, we will support them to access it (as far as possible) and to regularly check if they are doing so.

We will ensure that the teaching and learning offered to all Learners, but especially our most vulnerable Learners, secures their interest and engagement.

Section 4 Monitoring, Evaluation and Review
The Organisation will review this policy termly, to ensure it is responding to both government policy and learners' needs. We will continually evaluate its effectiveness in providing safe, effective remote learning.

Section 5 Concerns or Complaints

In the first instance, issues or concerns should be raised with the Quality Assurance Manager and Designated Safeguarding Lead/Officer. If concerns remain unresolved, they can be raised in accordance with the Organisation's Complaints Policy.