

# 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 if local restrictions require entire cohorts (or bubbles) to remain at home.

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 I / my child expect from immediate remote education in the first day or two of learners being sent home?**

In the first week of learners being sent home we aim to provide timetabled sessions online according to the learners' timetable. Where this is not possible, learners will receive instruction on work to be undertaken and we will provide clear communication on when learners can expect timetabled sessions to resume and how those lessons will take place.

### **Following the first few days of remote education, will I / my child be taught broadly the same curriculum as they would if they were in college?**

We aim to teach the same curriculum remotely as we do in college wherever possible and appropriate. However, we may need to make some adaptations in some subjects.

For example, where courses have a practical element that requires access to physical space and materials, we will focus remote learning activities on the associated theoretical learning to make sure that we can prioritise missed practical time on the learners' return to college.

## **Remote teaching and study time each day**

### **How long can I expect work set by the college to take me / my child each day?**

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

#### **14 – 16**

We will move the majority of learning online and expect time commitments to be broadly in line with timetables.

#### **16 – 19**

We will move the majority of learning online and expect time commitments to be broadly in line with timetables.

### **Apprentices**

We will move the majority of learning online and expect time commitments to be broadly in line with learners' existing timetables.

### **Adult Education**

We will move the majority of learning online and expect time commitments to be broadly in line with timetables.

## **Accessing remote education**

### **How will I / my child access any online remote education you are providing?**

At Solihull College and University Centre and Stratford Upon Avon College we use a number of online platforms and services to deliver lessons. Your teaching team will select the systems that are most appropriate to your chosen subject and level of study. You will receive an induction on these systems and will use them throughout the duration of your course. We aim that you will become comfortable using these systems and hope that this will make any change from in-person to remote learning much easier for you.

The platforms and services provided by the college include:

- Moodle (our Virtual Learning Environment) – Moodle is used to make resources and activities available to you 24-7 on and off our college campuses. Your teacher may also request that you submit assignments on Moodle by uploading your work.
- Microsoft Teams – Teams is used for the delivery of 'live' online lessons. If you are attending timetabled lessons remotely, you will use Teams to dial into your lesson. Our teachers also use Microsoft Teams to communicate with learners individually and to post messages and work to groups of learners.
- Class Notebook – Class Notebook is a system that enables you to build a digital, interactive folder of all of your notes, handouts and worksheets. You can easily add weblinks, videos and images to your notes. Your folder is automatically shared with your teacher; so your teacher will always have up to date information on your work and progress.
- ProPortal – ProPortal is your online Individual Learning Plan. This is where your teacher will record your formal assessment grades that contribute towards the achievement of your qualification. Your tutor will also use ProPortal to provide progress information, set targets with you and record any causes for celebration or concern.
- SmartAssessor (Apprenticeships only) – Smart Assessor is our e-portfolio system for uploading evidence and recording the progress of our apprentices. As an apprentice at our college, you can review your evidence and track your progress online using this system.

If you require additional help to get used to these systems, support is available through the Open Access Team ([openaccessteam@solihull.ac.uk](mailto:openaccessteam@solihull.ac.uk)), they can offer one-to-one or group tuition and support to help you to get the most out of the college's systems.

## **If my child 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:

In your one-to-one tutorials your personal tutor will explore your ability to work remotely and will work with you to develop a plan for your learning should you need to learn remotely for a period of time. Your plan should take into account:

- Your access to digital devices and an internet connection
- Your access to a suitable space for learning
- Your current digital skills
- Your levels of motivation and experiences of independent learning

A range of interventions can be made depending upon your individual circumstances but your plan may include arrangements to:

- temporarily loan appropriate hardware from the college (depending upon availability)

- make adjustments to lesson activities and provide alternative assessment options to enable you to access learning with devices that are available to you (e.g. adjusting a lesson so that it can be accessed effectively on a Smartphone)
- provide you with print materials for you to use to learn from home
- discuss strategies for managing your learning, taking into account your access to devices, commitments and any other circumstances that may become barriers to learning and success
- discuss ways that you can submit work to your tutor and receive feedback
- arrange a working space for you in the College (only if safe and appropriate to do so)

## **How will my child be taught remotely?**

The college uses a variety of approaches to the delivery of remote learning and there will be some variation in the approaches taken depending upon your level of study and your chosen subject specialism.

While learning online you may experience:

- live online teaching (using Microsoft Teams)
- pre-recorded lectures / lessons recorded by your teacher
- carefully selected video clips available through the college or in the public domain
- online lessons and resources purchased by the College
- research using books, e-books, journals and online resources
- problem-based learning activities
- online assessment activities such as quizzes, assignments, practice exam questions and learning based games
- completion of workbooks and offline activities

## **Engagement and feedback**

### **What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?**

#### **Expectations for learners' engagement with remote education**

Learners will be expected to attend timetabled sessions online where it is possible for them to do so and to notify their teacher of any likely absence as soon as possible to ensure that catch up work can be made available.

During online lessons, learners will be expected to conduct themselves in an appropriate manner in line with the college's [Learner Charter](#) and our [Blended / Remote Learning Policy](#).

During online 'live' sessions learners will be required to interact with their teacher and peers in order to demonstrate and deepen their understanding. Interaction in lessons may take place in a range of ways, including but not limited to the use of text chat, discussion, polls and quizzing tools, contributions to collaborative documents and through the sharing of individual work. The teacher will select interaction and engagement tools based upon their knowledge of the needs and interests of group members. Learners will be required to engage in ways that are available to them and that demonstrate their understanding and progress.

### **Expectations of parental support, for example, setting routines to support your child's education**

You should support your child, where needed, to be organised and prepared for their sessions and to maintain a high level of attendance.

If your child requires support in class due to a specific learning need, you should allow them to learn with as much independence as possible, while ensuring that they remain focused and on track.

If you have concerns regarding your child's ability to participate in online sessions or to complete the work set for them remotely, you should communicate with your child's tutor outside of the timetabled sessions, to ensure that difficulties can be dealt with sensitively.

### **How will you check whether my child is engaging with their work and how will I be informed if there are concerns?**

Your attendance at live online sessions will be recorded in our register system and will form a part of your attendance percentage. Learner attendance will be regularly reviewed in accordance with our [Attendance and Punctuality Policy](#).

Engagement will be checked throughout the session through participation in group discussion, chat, question and answer and other class activities.

Where your teacher has a concern regarding your engagement in online sessions we will address this through our standard college processes set out in the policy above.

## How will you assess my child's work and progress?

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

Your teaching team will assess your progress through a range of formal and informal assessment methods which will have been carefully chosen to meet the needs of your group. These may include (but will not be limited to):

- In class assessments and activities
- Your teachers' observation of your contribution to class discussions and group activities
- Online quizzes and assessments completed in class and in timetabled directed independent study time
- Written work that is submitted to and marked by your teacher
- Practice assessments to prepare you for formal assessments

Methods of delivering feedback to you depend upon assessment methods used and may include annotations on submitted work, written developmental feedback with targets for improvement, automated feedback from online quizzes, whole group feedback and one-to-one discussions.

## Additional support for learners with particular needs

### How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some learners, for example some learners with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those learners in the following ways:

We will work with those learners who have special educational needs to ensure that their individual needs are met. If you have special educational needs we will explore options with you to ensure that you can get the most out of your lessons when learning remotely. Depending upon your individual needs, support may include;

- Additional training sessions to help you build comfort and confidence in accessing your online lessons independently
- The provision of guides to assist you in navigating our online systems
- Access to a suitable space on campus with staff available to support you in getting logged onto your online lessons
- Support in your online sessions from a Learning Support Assistant

- Specialist support in online lessons such as British Sign Language interpreters
- A dedicated Additional Needs Support Tutor who will be available to you by telephone, online and in person, to support you through any period of time spent remote learning
- If you have an Education, Health and Care Plan, reviews can take place online or in person depending upon your preference

## **Remote education for self-isolating learners**

Where individual learners need to self-isolate but the majority of their peer group remains in college, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching learners both at home and in college.

### **If I am / my child is not in college because they are self-isolating, how will remote education differ from the approaches described above?**

If you / your child is not able to attend college because of a need to self-isolate and is well enough to continue learning, we will provide access to learning opportunities and materials to support you / your child to keep pace with the rest of the group. This may include:

- The ability to dial into timetabled classroom sessions
- Recordings of timetabled lessons
- Signposting to appropriate resources (such as pre-recorded video materials, textbooks, e-books, websites and articles)
- Tasks and activities to develop your understanding
- Completion of online quizzes and assessments to check your understanding
- Reviews of progress at appropriate intervals