



**Cheshire College
South & West**

Remote Education Provision Statement

| Key Information | |
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| Reference Number | CCSW - REP |
| ELT Post Responsible for Update and Monitoring | Vice Principal - Innovation, Curriculum & Quality |
| Date Approved by ELT | 12 January 2021 |
| Date of Next Review | 11 January 2022 |

1. Remote Education Provision

- 1.1. In the event that the College is unable to deliver onsite, all courses and provision types will switch to remote education via the College's primary online platform, Microsoft Teams. The Teams platform will also allow learners to continue to engage where they are unable to attend onsite delivery due to self-isolation or as a result of COVID19.

2. Scope

- 2.1. All courses have been planned to allow seamless transition to remote delivery and are underpinned by a virtual learning environment. Remote delivery will include live online sessions, tutorials and additional work set outside of lesson time. Teachers and assessors will use the tools within Microsoft Teams, such as screen share and breakout rooms, to ensure activity is engaging and that delivery still provides a high-quality learning experience.

3. Delivery Methods and Resources

- 3.1. Learners will generally be taught the same curriculum as they would receive onsite. However, in some cases the schedule for learning may be adapted. This would be the case for courses which are primarily practical.
- 3.2. All courses will continue to deliver timetabled sessions via Microsoft Teams. This will mean learners will join lessons at their normal scheduled times. If a normal timetabled session is unable to be delivered due to reasons around COVID19, the College has provisions in place to ensure that learning is not disrupted. In addition to remote lessons, learners will have access to course materials and resources. Learners aged 16-19 years old on a study programme will have access to online tutorial and 1-2-1 sessions with their Personal Development Tutor. Where a learner studies English and maths as part of their study programme, this will also be delivered via Microsoft Teams.

4. Expectations for Learners

- 4.1. Learners are expected to attend and to be fully engaged with any form of remote learning. During live timetabled sessions, learners should be active and participate with all activities and questions the teacher/assessor may ask. Teachers will monitor engagement during each session against learning objectives. Learners are expected to complete all work set, as would be expected in a face-to-face session. This includes work set outside of timetabled sessions.
- 4.2. Learners are expected to be work ready for each session and demonstrate a professional attitude towards their studies. During live timetabled sessions, learners will be encouraged to turn their cameras on and communicate with learners within the group. Learners are expected to use appropriate language within the chat function. If a learner is struggling with the work set, or are struggling with a remote session, they must speak to their teacher/assessor.
- 4.3. Learners will continue to follow the College Code of Conduct. If there are any concerns regarding a learner's conduct, or if a learner is not engaging in online sessions, this will be addressed in the usual manner as per the College learner management and disciplinary policies. If a learner is unable to attend a remote session, they must report the absence via the normal channels.

5. Assessments and Feedback

- 5.1. Assessments will generally be submitted electronically. Feedback can be delivered in many forms and may not always result in written comments. Feedback will generally be given via Teams, which could be delivered verbally or written. Teachers record assessment outcomes via ProMonitor, allowing all learners access to their Markbook grades via ProPortal. For apprentices, this will be through SmartAssessor.

6. Support to Access Resources Remotely

- 6.1. Learners receive an induction on Microsoft Teams during their first weeks in College. This will mean that all learners are clear on using Teams and will be able to access remote education.

- 6.2. The College appreciates that not all learners will have suitable resources to access remote delivery. During the first term, all learners complete a digital capacity survey, which allows the College to identify learners who need support in accessing remote delivery. Learners identified as having barriers to learning due to resources and/or space to study will be individually contacted and supported. Options to support include access to allocated space onsite (where suitable), provision of laptops or resources either via College funding or via the Learner Support Fund.

7. Access to Specialist Resources

- 7.1. All course delivery plans are reviewed and adjusted each year. As it was clear that this academic year would be different due to the impact of COVID19, delivery models and plans were adjusted to ensure that learners had the opportunity to be assessed and complete work using specialist equipment/facilities in the first term. The College will continue to plan and sequence delivery in a way that enables learners to make the best possible progress.

8. Support for learners with an EHCP or SEND

- 8.1. Each learner who has an EHCP will be assessed individually and a joint decision will be taken when reviewing whether the learner is suitable for remote learning and any adaptations required. All SEND learners who would usually receive support when learning onsite, will continue to receive support, although the method of delivery may vary.

9. Support for learners who have been identified as a 'Vulnerable Young Person'

- 9.1. Each learner who is identified as a 'vulnerable young person' as stated within [Government guidance](#) will be assessed individually in collaboration with any other associated support service (such as Social care), and parent/carer to develop a remote education offer, or continuation of onsite learning (where safe to do so).