



# Burnley College Remote Learning Statement

**BUILDING FUTURES CHANGING LIVES**

*We are committed to Equality and Diversity and to selection on merit. We welcome applications from all sections of society.*



**Please note this statement covers the event of having to move full provision to a remote format due to government guidance. It will also be implemented for individual learners and staff required to self-isolate in line with government guidance.**

### **Remote education available for all learner cohorts**

Burnley College uses Google's GSuite Enterprise for Education platform to deliver teaching, training, and support to all learners; inclusive of 16-18, adults and apprentices. GSuite Enterprise for Education provides a virtual learning space with tutors and learners being continually supported to develop their digital skills, enabling them to maximise the GSuite toolkit alongside developing the use of innovative software such as Thinglink to create interactive learning experiences. In addition, Microsoft Power Bi is utilised to track learner attendance and progress on courses and One File is utilised to support apprentices as an online portfolio and progress tracking system.

### **Delivery arrangements, such as timetabling, virtual learning environments and assessment arrangements**

All learners are able to access live synchronous learning, remaining on timetable and with all sessions taking place as planned at the outset of their course. Internal assessments continue to take place in line with the College's assessment calendar with some external assessments continuing to take place, where possible, in accordance with Awarding Body guidance and in line with the latest Department for Education Covid guidelines.

Learning remains appropriately sequenced with clear aims and objectives set for every session. Feedback and assessment continues to take place with tutors using a range of strategies such as quizzes, questioning, polls, discussions in sessions alongside written feedback provided on learner's work submitted via Google Classroom. Quality assurance activity continues with regular virtual learning monitoring taking place allowing for the continued sharing of best practice across the College.

Attendance is given the same priority and attention as would be the case if learners were attending the College campus. Attendance is recorded via the College's electronic register system with rigorous tracking of student attendance remaining in place via the use of Power Bi data sets. Tutors continue to undertake tutorial sessions providing support and guidance to learners and liaising with College support services where necessary.

Learner Support and Emotional Wellbeing services remain in place along with Careers Advice and Guidance sessions; support teams also utilise GSuite to ensure learners are able to easily access sessions and support. Enrichment activity continues to take place with a range of virtual opportunities being offered to all learners so as to ensure their continued engagement and bring the curriculum experience to life.

## **Expectations of Learners**

High expectations remain in place. All learners are expected to attend all sessions on time, be well-prepared, suitably dressed in an appropriate location in their home. Learners understand how to blur their backgrounds when on camera to safeguard their privacy and that of other family members who may also be at home. Learners are expected to contribute fully in class; taking part in discussions, responding to questions, completing written work and undertaking practical tasks and assessments where possible.

## **Arrangements for students studying courses that require specialist equipment or facilities**

The remote curriculum experience has been aligned to the classroom curriculum experience as much as possible. Where learners are studying courses that require specialist equipment or facilities, teachers will use their professional judgement to consider what can be effectively delivered in a remote format. Worked examples, modelling and demonstrations will be used together with specialist input from industry and employers to maintain progress through the curriculum.

## **Support for students without devices, connectivity or a suitable environment for learning**

All learners who require access to IT equipment to support their learning have been provided with access to College devices which have been appropriately adapted for use outside the campus. All learners who require access to data and/or wifi have been offered access to additional data and dongles to support their learning. Where learners lack access to a quiet study space to work at home, they have access to College spaces under the supervision of College Divisional Managers.

## **Support for Students with SEND**

Where a learner has a Learning Support Assistant (LSA) in a classroom lesson, the LSA will join the live remote lessons via Google Meet; LSAs then follow up on the lessons with students. Students with Education and Health Care Plans (EHCP) are contacted throughout the week to monitor their engagement and wellbeing. Pastoral and Academic support continues to take place for learners with an EHCP with this support recorded via the College's Student One Page System. The College's Additional Learning Support Manager is continuing to track EHCP learner progress against Individual Learning Plan targets and reviews continue to be carried out via Microsoft Teams. Online review meetings for students hoping to start their studies at College in September are continuing, with referrals for support taking place remotely with new students being met online to discuss their support requirement.

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