Chelmsford College

Remote Education Offer 2020-2021

Context

Chelmsford College produced the COVID 19 supplement to the college curriculum plan in the summer term 2020. This document is routinely reviewed and updated and provides a framework for the delivery of the curriculum.

The college's primary drivers are:

➢ To provide all students and apprentices with a full, flexible and high-quality curriculum within a COVID-19 safe environment.
➢ To prioritise public health and the need to respond rapidly to all changes to the national and local alert system as well as engagement with track and trace.
➢ To present a transparent framework that is well planned and prioritises the safety and mental health of students, apprentices, and staff.

To achieve the above, the academic team seek to provide a flexible curriculum model within a flexible framework.

The Chelmsford College COVID-19 standard implementation framework was devised to allow for the implementation of the curriculum to move between levels as the alert level changes nationally, locally and within the college campuses.

The Chelmsford College COVID-19 standard implementation framework includes 5 levels from full lockdown to business as usual. The framework is based on Public Health England guidelines and informed by current DfE guidance and the college COVID-19 risk assessment.

Remote education at Chelmsford College reflects the same principles as education delivered face to face. The college has the same high expectations of delivery regardless of the mode of delivery.

The online platforms supported by the college are Smart Assessor for Apprenticeship provision and Microsoft Teams with other Microsoft products including outlook for all provision types.

The college continues to invest in additional equipment, software etc to facilitate remote and online learning. This includes the acquisition of

equipment that allows teaching staff to extend the range of methods that they use to facilitate learning remotely.

The college promotes high professional standards and the very best practices in relation to all elements of safeguarding associated with remote learning.

Digital poverty amongst students remains a concern. To mitigate disadvantage experienced by some students the college has changed the access arrangements to the college assessment centres. These centres are well resourced with hardware, software and staff support.

The college continues to support and develop teaching staff in their development of remote and blended learning and education. Furthermore, all staff were routinely updated on the challenges of keeping students and apprentices safe whilst learning online.

Remote education for 14-16 students

The College has only a very small number of 14-16 students, attending one day per week on a day release basis from their schools. Should this provision be required to move to remote learning, it becomes the responsibility of the partner schools to provide a suitable remote education offer to these students. The College will ensure that appropriate materials are provided in order that they are able to continue with their programmes of study, but it remains the schools' responsibility to engage these students and provide pastoral support.

Remote education for 16-19 students

16-19 students will remain in their curriculum, programme area or tutor 'bubbles'.

Students will remain in their bubbles for all aspects of their curriculum including English, mathematics, tutorial (personal development) and work experience, industry placement or work-related learning.

The study programme is to be delivered in line with the requirements set out in Chelmsford College COVID-19 standard implementation framework.

The vocational qualification/s offered to students on a study programme range from level entry to level 3. To achieve the requirements of the Chelmsford College COVID-19 standard implementation framework the following standard model has been agreed. There will, however, be some variation informed by the expertise of subject experts. However, if alert level 5, full lockdown is implemented nationally, locally or within a curriculum area all learning will be provided remotely.

Level	Percentage face to face learning	Percentage remote learning
Entry	100%	0%
One	100%	0%
Two	80%	20%
Three	60%	40%

There is a differentiated approach to delivery of English and mathematics. The English and mathematics GCSE and functional skills curriculum can be taught 100% face to face or 100% online with all combinations in between.

All tutorial lessons and associated resources have been developed so that the tutorial programme can be taught 100% face to face or 100% on-line with all combinations in between.

Work experience and for some students, industry placement is a core part of the study programme. Moreover, for some students such as childcare students the licence to practice element of the qualification necessitates the need for students to complete a minimum requirement of work placement hours to successfully achieve their qualification.

The challenge with work experience / industry placement is primarily the management of 'bubbles'. The college has been advised that work experience and industry placements should be planned in blocks.

It is not envisaged that work experience or industry placements will routinely commence until at least March 2021.

Alternative, methods of engaging in work experience / industry placements are being explored including remote and/or virtual work experience / placements.

Alternative methods to access enrichment activities continue to be explored including online cross college activity, curriculum-based video links with external speakers and virtual tours of facilities.

Outdoor sport will take place as will some community visits when it is considered safe to do so.

Enrichment activities accessed outside the college will be kept to a minimum, for example football academy.

All enrichment activities are carefully planned, and risk assessed.

Remote education for Adult students

Adult students will remain in their subject bubble. For example, adult students studying for AAT qualifications will remain in a bubble for their

taught class on a single campus within a single classroom, socially distanced with dedicated teachers of AAT.

Remote learning is delivered to adult students using Microsoft Teams. The development of practical skills that can only be achieved via face-to-face learning with specialist equipment are rescheduled to a point when it is safe to do so e.g., surveying. The implementation plan will be adapted to ensure that no student is disadvantaged and is able to make at least the progress expected of them.

All adult students have full access to college resources. College Assessment Centres remain open and accessible to those adults who wish to use these facilities.

Remote education for Apprentices

Apprentices will remain in the subject bubble. For example, childcare apprentices will remain in a bubble for their 'off the job' learning on a single campus within a single classroom, socially distanced with dedicated work-based tutors. The same work-based tutors will support and assess 'on the job' learning and assessment in liaison with the workplace when it is considered safe to do so by the employers.

Apprentices access all aspects of their apprenticeship via Smart Assessor. Remote learning is also accessed via 'Smart Rooms' and Microsoft Teams

Apprentices continue to engage in 'off the job' learning using a blended learning model. The development of practical skills that are required for occupational competence and that can only be achieved via face-to-face learning with specialist equipment are rescheduled to a point when it is safe to do so e.g., carpentry and joinery and electrical installation. The delivery plan will be adapted to ensure that no apprentice is disadvantaged.

All reviews are conducted remotely with employers and apprentices to ensure knowledge, skills and behaviours continue to be developed and targets are set and reviewed in line with expected end dates.

All apprentices have full access to college resources. College Assessment Centres remain open and accessible to those apprentices who wish to use these facilities.

Delivery arrangements

Standard delivery practice is that teaching staff are face to face or on-line to the group/s that they are timetabled to teach in accordance with the timetable.

The delivery for students and apprentices within each provision type are identified above and further detail may be found in the COVID 19 Supplement to the College Curriculum Plan.

The learning resources team support both staff and students with access to resources.

The College expects all assessment activity to continue whilst ensuring that COVID 19 safety guidelines are always followed.

Where necessary assessment practices may be adapted or delayed in line with Awarding Organisation guidelines.

The college expects students and apprentices to submit work for assessment electronically via Microsoft Teams or Smart Assessor. Teaching staff will assess the work and provide feedback as well as outcomes via the same platform.

The college recognises that contact with students and apprentices is not just about learning it is about supporting them through this challenging period.

There will be some variation between curriculum areas informed by the subject expertise of teaching staff who know the students and apprentices the best.

Expectations of students

Expectations of students engaging in remote learning are the same as face-to-face learning and are outlined in the students' code of conduct.

Our specific expectations relating to remote learning are that students:

> Attend and engage all remote learning sessions as per their timetable,
> Keep in contact with their tutor and learning coach and attend tutorials,
> Engage and complete all learning materials and activities set by teaching staff,
> Check college emails, Teams and ILPs to keep up to date with all communication from college and your teaching staff.

Where students are to report any absence in the same way as they would for face-to-face learning. Students attendance in remote learning sessions is recorded with an 'R' to assist Track and Trace'.

There are expectations of students who are engaging in online learning from home. These expectations are informed by the curriculum area and are designed to promote high quality learning, whilst keeping students and staff safe. E.g., Recording of 1:1 session.

Arrangements for students studying courses that require specialist equipment or facilities.

During the summer term 2020 it was decided that the college would adopt a more flexible approach to planning by introducing Teacher Implementation Plans (TIPs). These plans were to allow for learning to move from face to face to remote without too much disruption. In addition, the TIPs allowed for rapid changes to the delivery of practical lessons in line with safety guidelines. E.g., National restrictions relating to hair and beauty.

Whilst, most practical learning will take place on campus some can take place remotely particularly, if the equipment is portable E.g., Cameras, art facilities and material etc. The college loans equipment to students to enable effective remote learning.

In a full lockdown situation, practical learning will either be replaced by theoretical learning or will be adapted using a 'demonstrate and do' model. Once students can return to campus, students requiring access to non- portable specialist equipment and facilities to will be prioritised e.g., Construction.

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

To mitigate disadvantage experienced by some students the college has changed the access arrangements to the college assessment centres. These centres are well resourced with hardware, software and staff support.

The college continues to access new funding streams to purchase additional laptops that can be made available to students who are most in need.

During periods of national or local lockdown the college uses all avenues open to them to source laptops/ chrome books and to distribute them to identified students. In addition, the Learning Resource Centre on the Moulsham Street Campus remains open for students to access.

Support for students with SEND,

The organisation of an individual learner's bubble will be in line with the arrangements of the curriculum or programme area that they are connected to. Students will remain in a bubble with their dedicated support staff.

The proportion of face to face and remote learning that students with SEND undertake is determined by the curriculum area.

Those students in Extended Learning routinely have 100% face to face learning although the switch to remote learning can take place when it is not safe to continue face to face. This change may be as a result of the levels of alert or related to an individual risk assessment.

The staff within Extended Learning will also ensure that learning may be accessed on campus during a period of national or local lockdown.

All students, including those with additional needs can access the Learning Resource Centre on the Moulsham Street campus 5 days a week, with or without their support staff to access learning and support on campus.

College staff will maintain contact to provide guidance to students and parents during periods of increased levels of remote learning and during periods of national or local lockdown.

Educational Health and Care Plan (EHCP) reviews will continue through a remote process in agreement with the local authority, parent/carer and student.

Further information

If you require further information about the College's remote education offer, please email the information@chelmsford.ac.uk