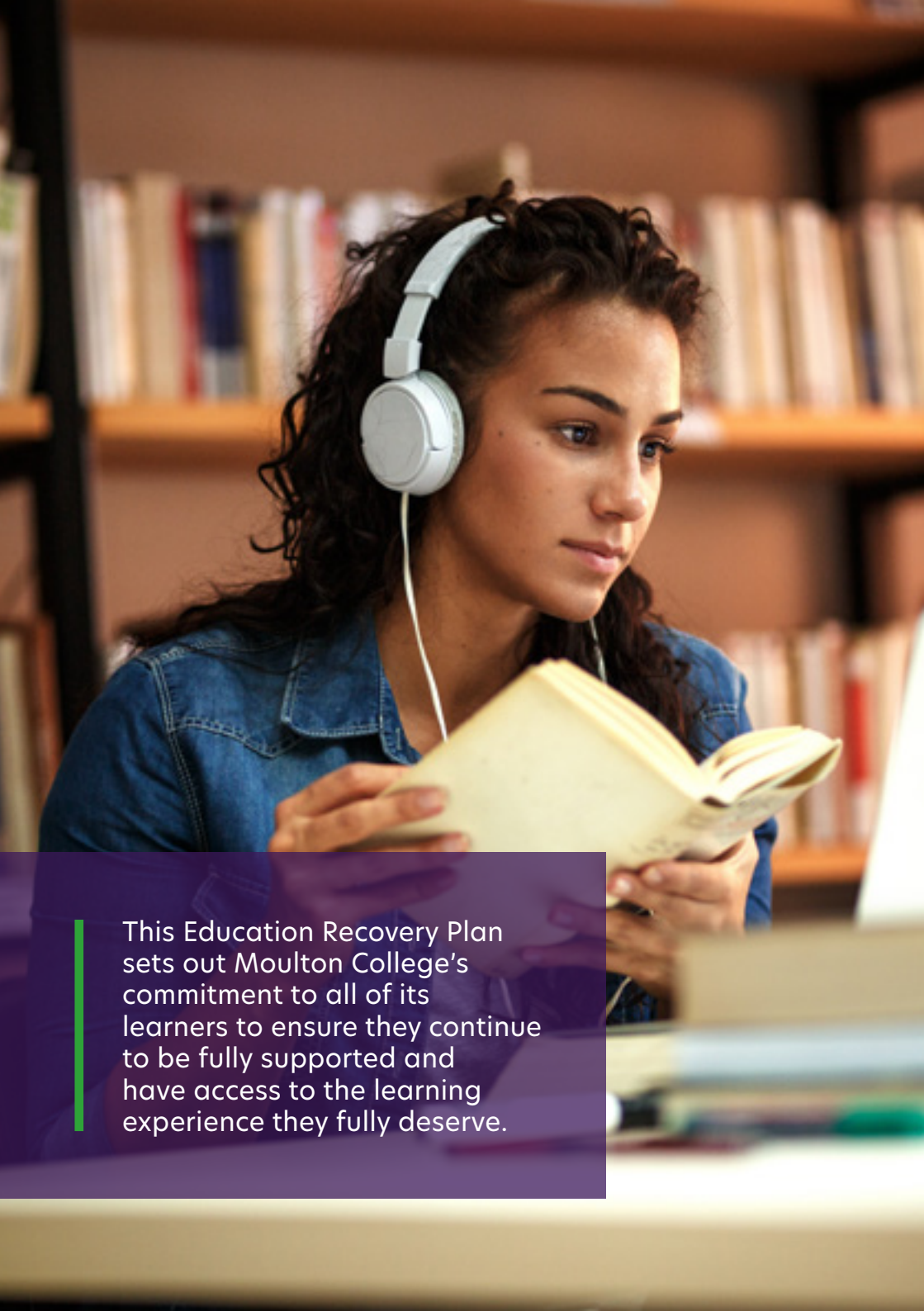


# Education Recovery Plan 2021-22





This Education Recovery Plan sets out Moulton College's commitment to all of its learners to ensure they continue to be fully supported and have access to the learning experience they fully deserve.

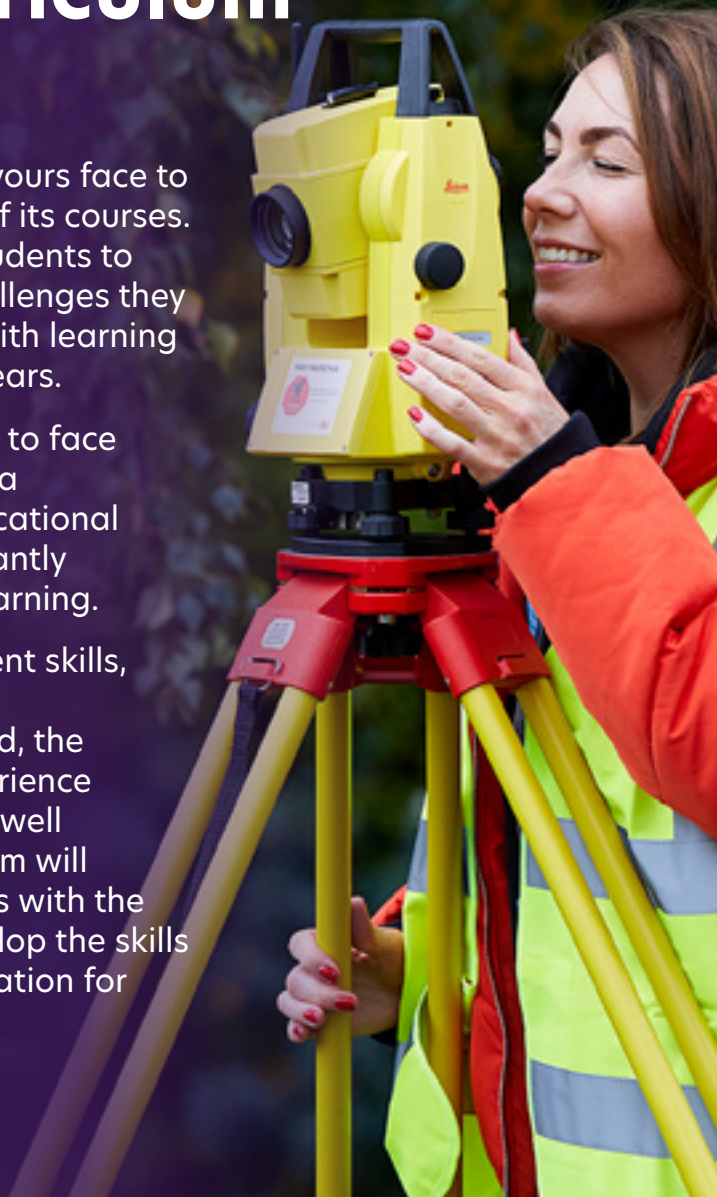
# The curriculum

2021-22

Moulton College favours face to face delivery in all of its courses. This will help our students to make up for the challenges they have experienced with learning over the past two years.

The benefits of face to face teaching from both a well-being and educational perspective significantly outweigh remote learning.

Personal development skills, commercial and work-experience and, the opportunity to experience a fully planned and well sequenced curriculum will provide our students with the opportunity to develop the skills they need in preparation for their future success.



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# How will we do this?

All students will receive a well-planned and comprehensive induction to ensure that they are aware of key issues in relation to safeguarding, mental health and peer on peer abuse.

Prevent, knife crime, county lines and British values are also delivered both in the induction and early in the curriculum to provide the assurance and knowledge of staying safe both in and out of College.

We are proud of our pastoral support programme which ensures that all of our students receive guidance around staying safe at College and mental health. Personalised support is also available along with a wide range of support services including two therapy dogs.

Effective initial assessment is crucial for all students. This is carried out within the first 2 weeks of delivery to identify the students' starting points and any additional support requirements. This will also be supported by programme monitoring boards in week 3 to identify quickly into the term any gaps that require further support within the curriculum. Thereafter, performance monitoring boards are carried out monthly to scrutinise and analyse student progress.



Moulton College is fully aware that many students have not sat external exams. Where this is a requirement, skills and exam techniques will be further built into the curriculum to support students to develop their ability to retain, recall and apply their knowledge and skills.

Commercial and work-experience opportunities will be prioritised to ensure that students develop the necessary skills to take them to their next steps and the development of practical skills will be focused upon to ensure that students are aware of and experience skills required for the workplace. To support this the College has invested in a new app that all students will use to monitor their work-experience and the impact this is having on their progress.

Staff well-being is key to the success and implementation of the recovery as a consistent and well workforce can provide a quality experience.

# 16-19 Tuition Fund

The 16-19 Tuition Fund will be used to provide support in a variety of ways including:

- Additional support and intervention sessions to small groups of learners to complement their timetabled sessions. This will include a specific focus on key areas for development and support with online resources and assessments.
- The initial focus for Maths and English will be to support learners sitting the November GCSE exams, but will continue throughout the academic year.
- Vocational delivery areas of the College will utilise the funding throughout the year to facilitate activity to engage learners who are at risk of falling behind or who require additional support to ensure they make the required progress.
- The Animal Welfare department will utilise the fund to facilitate the 'Stay Behind to Get Ahead' programme of additional twilight sessions. Other departments are intending to use the fund to focus on supporting learners to develop research methods, approaches to calculations and statistical analysis.



- There is also the flexibility within the curriculum plans to extend any assessments or learning where required due to any further lockdowns and closures.

More information on the 16-19 Tuition Fund can be found at the following link: <https://www.gov.uk/guidance/16-to-19-funding-16-to-19-tuition-fund>

At the start of the pandemic, Moulton College adapted quickly and developed a range of strategies to ensure that learning was not disrupted. It was also important to have models of practice to cover a wide range of scenarios which were extremely successful. On the next page, we have outlined what actions would be taken in the event of different scenarios.



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# Recovery Plan

## at Moulton College

### SCENARIO 1: FULL CLOSURE OF THE COLLEGE

ALL teaching, learning and assessment to swiftly move to remote teaching, learning and assessment. This will predominantly be delivered through Microsoft Teams, Google Classroom and Moodle and will be monitored in the same way as lockdowns 1 and 2 using the RAG rating system of 1, 2, 3 to monitor student engagement.

There will be a variety of synchronous and asynchronous lessons along with assessments and the planning of these will be at the discretion of the department depending upon the time of the year. Staff are well trained from previous years on the variety of platforms and new staff will receive CPD to support this.

During induction, students' accessibility to remote learning will be assessed and stored centrally, so that in the event of any requirement for accessing remote learning (wifi, laptops, data etc...) can be planned for and supported in advance. Where students or staff do not have the capacity to access online materials, resources will be provided by IT. Where online resources are not appropriate for the students, other





means of work will be provided which could include hard copies of work being sent home and regular communication through phone calls with the tutors.

Pastoral tutors and learning support assistants contact the most vulnerable students regularly to ensure they are well. Course managers will communicate regularly with students to ensure that they maintain the high standards of work and are engaged in learning.

This information will be collated in induction week and sent to IT and course managers as a central storage point. Students will receive support and training on how to access the systems, not only for their access to learning but for skills they will require in the workplace.

## **SCENARIO 2: WHOLE GROUPS HAVE TO SELF-ISOLATE**

Heads of School will implement a planned timetable for the students to access both synchronous and asynchronous lessons utilising the two rooms in each school that have been equipped with screens, microphones and cameras.

Ordinarily, the staff member will be in the classroom 'delivering' the live lesson through Microsoft Teams and students access from home.

### **SCENARIO 3: STAFF MEMBER HAS TO SELF-ISOLATE**

Students attend the lesson and Heads of School re-timetable the group to rooms to enable the group to access the lesson in the equipped room with the staff member delivering from home.

### **SCENARIO 4: INDIVIDUALS HAVE TO SELF-ISOLATE**

Staff use a variety of methods to enable the students to 'access' the lessons through simultaneous teaching, whereby the students(s) access the lesson from home through Microsoft Teams and attend remotely. This is ordinarily done through a laptop in the classroom or in one of the equipped rooms or set work.

### **SCENARIO 5: INDIVIDUALS HAVE TO SELF-ISOLATE DUE TO A POSITIVE TEST**

Staff members cover the lesson as they would a normal absence or students are absent from learning and report in the usual way.

A full internal Education Recovery Plan is available upon request.



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