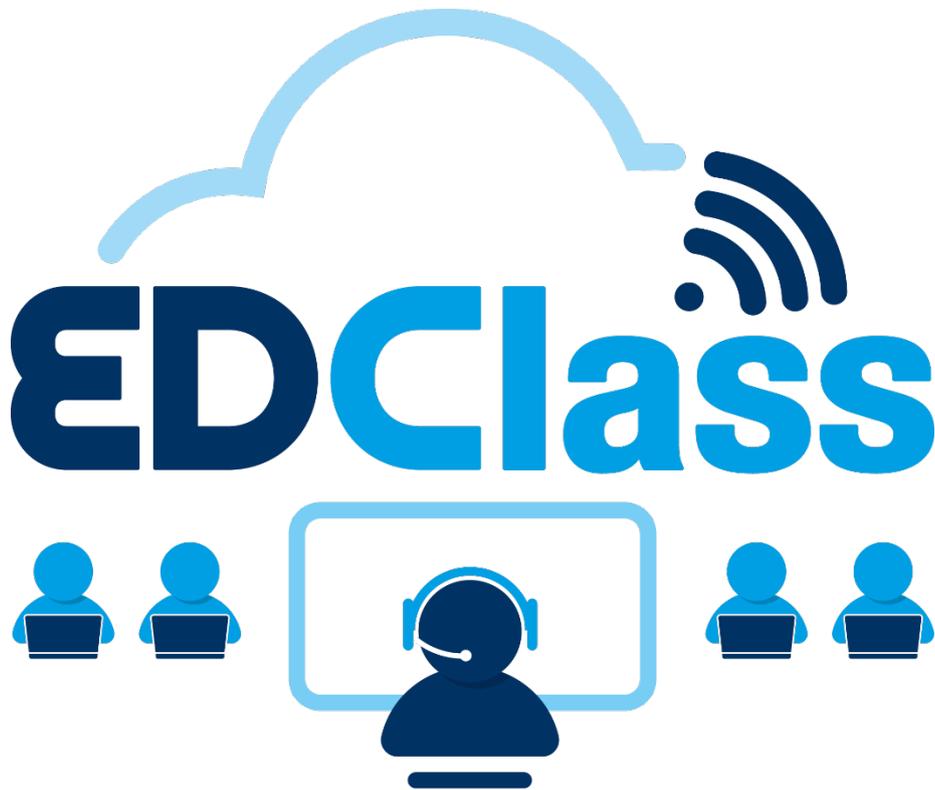


POL063	EDClass Curriculum Policy	
Issue number 1		
Approved by Sam Warnes	Date: 08.06.2023	

# EDClass Curriculum Policy



[www.edclass.com](http://www.edclass.com)

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Issue number 1		
Approved by Sam Warnes	Date: 08.06.2023	

An online education delivery platform and alternative provision you can trust whilst breaking barriers to learning.

### EDClass Limited Contact Details

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## Our Aims

EDClass aims to:

- ✓ Be an outstanding educational provision that delivers high-quality educational learning, assessment and training to meet the individual needs of learners, adapting the core curriculum where appropriate and within the constraints of time and resources;
- ✓ Provide blended and flexible training, teaching, learning and assessment that has the learner and educational establishments or clients at the centre of what we do;
- ✓ Create a broad, balanced, digital and innovative curriculum that works in partnership with our schools, learners, clients, awarding organisations, learners and staff to help enhance their skills, knowledge and performance;
- ✓ Safeguard and protect all learners that adheres to all government legislation and supervision requirements;
- ✓ Provide in-depth, stimulating learning experiences that engage each student and provide appropriate levels of stretch and challenge;
- ✓ Support learners' spiritual, moral, social and cultural development;
- ✓ Support and encourage healthy lifestyles;
- ✓ Provide learners with the knowledge and skills required to keep themselves safe at school and in the wider world.



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## Our Behaviour Core Values

At EDClass we support our learners to be:

- ✓ Engaged - in their learning
- ✓ Determined - to succeed in the face of challenges
- ✓ Compassionate - towards the feelings of others

## Our Objectives

We will achieve this by:

- ✓ Delivering excellent teaching and learning to create a sector specific curriculum;
- ✓ Enabling our learners to access flexible, digital and enhanced resources for teaching, delivery, learning and assessments;
- ✓ Providing high-quality digital learning and assessment opportunities for our customers, staff and a range of individuals;
- ✓ Offer safe, secure, hybrid and personalised learning for each learner that are tailored to their needs, curriculum or assessment criteria;
- ✓ Using technology to break down barriers to learning for all learners with good intent via our curriculum and delivery of quality education, assessment and training.

# Legislation and guidance

This documentation reflects the requirements of the Online Accreditation Scheme 2023; DfE statutory guidance Keeping Children Safe in Education (“KCSIE”) 2022; and Working together to improve school attendance (2022).

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of National Curriculum programmes of study.

We also adhere to the National Curriculum in England, government teaching standards and comply with UK government legislation for both on and off-site alternative provisions for academies; Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2022; Behaviour in schools (2022); and the DfE guidance Working together to improve school attendance document (2022).

## EDClass Overview

EDClass is a remote learning application designed to help break barriers to learning. EDClass delivers online teaching through UK-qualified teachers using personalised e-learning tools to promote a positive attitude towards learning. EDClass offers learners live subject-specific support and distance learning provision through a robustly safeguarded and supervised online platform, purposefully built to be flexible in its approach to learners. While also supporting the mental health and wellbeing of learners.

The assessment process and tools, allows the platform to identify knowledge and skill gaps and target the learning journey around each learner's needs.

EDClass allows you to monitor and track the progress of your learners safely and securely online and help positively impact their attainment and attendance

EDClass accommodates towards all types of learners including SEND learners and those struggling to acquire an EHCP. Schools can drastically reduce their workload and time spent searching for solutions for their learners who require support as EDClass can help in a quick and efficient manner!

# EDClass Curriculum Policy

## 1. Curriculum Intent

1.1 Our online curriculum is meticulously crafted to be engaging and effective for all learners. Through collaboration between subject leaders, instructional designers, and educators, we develop online learning experiences that cater to diverse learning styles and abilities. Ultimately, our online curriculum is designed to empower learners to become independent learners, equipping them with the critical thinking skills and knowledge needed to thrive in the digital age.

1.2 Our curriculum aims:

- ✓ To provide a broad, balanced, digital and innovative curriculum that works in partnership with our schools, learners, clients, awarding organisations, learners and staff to help enhance their skills, knowledge and performance;
- ✓ To be tailored to individual needs, ensuring flexibility and responding to change and circumstances where necessary;
- ✓ To offer appropriate careers information with relevant and up to date advice and guidance regarding careers, work skills, choices, and employability;
- ✓ To promote learners' spiritual, moral, social and cultural understanding through a varied curriculum;
- ✓ To support and encourage healthy lifestyles;
- ✓ To provide learners with the knowledge and skills required to keep themselves safe at school and in the wider world;
- ✓ To prepare learners to create a more inclusive society that celebrates and enables success in all forms;
- ✓ To set high aspirations for young people and children with SEND, allowing them to transition smoothly into their positive destinations.

## 2. Curriculum Implementation

2.1 The curriculum is implemented using a variety of interactive features that are embedded into our platform and resources, fostering active participation and knowledge retention.

EDClass is a unique setting by many different measures and as such, requires a distinctive and creative approach to its curriculum design. One key element of our vision for EDClass is to take the best, most successful features of a traditional 'Alternative Provision' and blend them with the best features of a high-performing online provision.

Though we understand that we are not in place of the traditional schooling approach, we recognise that the young people that access our platform are some of the hardest to reach and are in some cases the most educationally marginalised. We want to ensure that EDClass is used as an intervention, not a destination, by setting high aspirations for our learners.

The admission of learners into EDClass is not linear, as is predominantly seen in mainstream education. EDClass may receive as many admissions to the platform in any month not just at the start of the academic year. In a similar fashion the learners are also not equal in their distribution across year groups and key stages. This outlines just two of the nuances that EDClass needs to consider when looking at shaping our curriculum, and finding a starting point for our learners.

There is a virtual library of over 1000+ pre-recorded video lessons delivered by our teachers for learners to access and view on-demand, which are part of a series of topics and pathways of learning available. Alongside this, there are 12,000 online lessons in English, Maths, Science and other subjects.

Alongside the online lessons, our teachers can use video interactions to deliver face to face, live, subject-specific support, to learners with a range of abilities, in a secure, online learning environment.

There are individual lessons available for learners to access on-demand, through independent learning in the following subjects:

- ✓ English
- ✓ Maths
- ✓ Science
- ✓ PSHE / RSE
- ✓ Physical Education
- ✓ Geography
- ✓ Behaviour
- ✓ Gun, Knife and Crime
- ✓ Careers, Employability and Work skills
- ✓ British Values and Prevent
- ✓ Online safety

## 2.2 Our curriculum has the following features:

It aims to identify and fill gaps in knowledge and understanding, through progress assessments, and assessments within lessons. As most learners will remain with EDClass indefinitely; the time they spend on our platform is used to prepare them to reintegrate back into mainstream education.

It provides an opportunity for any learner to engage in education away from the traditional classroom, by providing live online support from teachers in subject-specific areas.

It accommodates for learners arriving throughout the academic year and for learners that stay for periods that potentially span more than one month, term or academic year.

It enables learners to follow a structured pathway of learning. Pathways can be personalised through progress assessments, allowing pathways to be created that target the gaps in a learners' knowledge and is therefore assigned to meet their individual needs.

## 2.3 Speaking, listening, literacy and numeracy skills

High quality talk, alongside high standards and use of vocabulary are modelled within video interactions with teachers, ensuring that learners are actively supported to develop their speaking and listening skills. In order for learners to use and become fluent in tier 2 vocabulary, teachers will take the opportunity during video interactions to ensure that learners are familiar with the keywords that have been introduced within the lesson, whilst providing the learners with the opportunity to hear and repeat key words. Within e-lessons, key words are highlighted and defined, to assist learners in using these words within their written work. The encouragement to engage in live video interaction enables learners to develop communication skills. Providing the opportunity for learners to socialise and build on their verbal skills is a key area of development for many learners. At EDClass, we are committed to supporting the social and emotional development of our learners and believe that the opportunity to talk is a fundamental element of this.

Literacy is embedded throughout the curriculum, and teachers are responsible for providing opportunities for learners to read high quality, challenging, subject-specific texts during lessons, that broaden their knowledge of vocabulary and sentence structure. Teachers also apply the principles of our reciprocal reading model when

reading a piece of text so learners can 'read to learn' effectively. EDClass teachers reinforce the expectations that learners use subject-specific vocabulary when relevant, rather than reverting to more familiar basic terms.

Numeracy is an integral part of the curriculum, and ensuring that all learners are numerate is one of the most important curricular responsibilities of EDClass. In order to achieve this, teachers are familiar with the specific numeracy demands on their subject, and maximise the opportunities for consistent numeracy teaching through curriculum planning. During live video interactions, teachers will actively develop a learner's mathematical skills, by taking a consistent approach to the methodology used within explanations of mathematical concepts.

#### 2.4 Personal, social, health and economic education

At EDClass, we understand the importance of educating learners about personal, social, health and economic education. This can provide them with the tools to make responsible and informed decisions in their life. We have developed a PSHE curriculum with appropriate subject knowledge, skills and understanding to fulfil the requirements of the National Curriculum.

The teaching and delivery of RSE & PSHE can help prepare learners for the opportunities, responsibilities and experiences of adult life. This allows us to promote the spiritual, moral, social, cultural, mental and physical development of learners, to facilitate their reintegration back into school and their wider community. We are obligated to provide learners with a high quality, suitable and age appropriate teaching of the subject to meet all of our learners' needs. Learners arrive at different stages throughout the academic year so it is essential that some topics are delivered again but differentiated to engage learning.

Our aim is to equip our learners with the knowledge, life skills and understanding to support them through their reintegration back into school and their community, and to avoid the dangers and consequences of their actions.

#### 2.5 Up to date careers guidance

At EDClass we work hard to improve our learners' attainment, behaviour, self-esteem and confidence, supporting their development as responsible members of their school community. We recognise the importance of ensuring that they fully benefit from an extensive careers education programme.

Our vision reflects our desire to inspire each of our learners to aim towards a rewarding and successful career, regardless of their background and circumstances.

EDClass work in partnership with the learners' school throughout their time with us, so that they will have access to a wide range of information and individual guidance to help them choose the best option for when they leave school. They will take part in a variety of activities designed to provide them with many meaningful encounters with employers and the world of work, such as visiting speakers from business, education and training providers.

#### 2.6 British Values

EDClass is committed to serving its school communities. EDClass embraces the belief that at the heart of modern ever-changing communities is the acceptance of key British values, which we have a responsibility to promote. In doing so, our learners will be able to grow as individuals and citizens within their communities and country in which they live.

EDClass believes that this is something not only achieved through the curriculum but through our core values and ethos as well as our provision for learners beyond formal lessons. Our core values guide and drive the direction of our improvement but are also fundamental in supporting the development of British values within our setting.

The government defines “British Values” in its “Prevent Strategy” as:

- ✓ Democracy
- ✓ The rule of law
- ✓ Individual liberty
- ✓ Mutual respect
- ✓ Tolerance of those of different faiths and beliefs

Throughout our Alternative Provision, the importance of mutual respect is emphasised. Thus, in all support interactions and lessons, learners are encouraged to respect the views of others, irrespective of whether they differ from their own.

At EDClass these values are explicitly taught within the humanities curriculum. They are further embraced throughout the school curriculum in its focus on SMSC (Social, Moral, Spiritual and Cultural Development).

[2.7 The fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs, are actively promoted.](#)

The range of lessons on our platform provide opportunities for the spiritual, moral, social and cultural (SMSC) development of our learners. As part of this we promote the ‘fundamental British Values’. As well as these expectations we also prevent the promotion of partisan political views in the teaching of every subject. We also take steps to ensure that, where political issues are brought to the attention of learners, the learners are offered a balanced presentation of opposing views.

While we have specific British Value’ lessons in our curriculum we look to take a holistic approach wherever possible, rather than just focusing on individual subjects. In English we look at stories that teach themes of tolerance, mutual respect and democracy. In addition, we look at poetry and other writings from other cultures - and talk about diversity, tolerance and discrimination. In Geography we also look at how different cultures live and work throughout the world.

[2.8 Learners are enabled to acquire a broad general knowledge of and respect for public institutions and services in England.](#)

Learners have access to a range of lessons which cover both impartial information on and advice and guidance on how to use institutions and services such as the NHS, the Police Service, Youth Court and Magistrates Court, Fire Services, Ambulance Service. Lessons focus on the nature of the work of these services and also cover the ideals they hold as well as their commitment to serve the public. Learners can be directed to these lessons by teachers on EDsupport or can be set as a timetabled lesson set, should teachers feel a greater understanding of how these services operate would benefit learners or help them understand their own personal circumstances.

Further to that, information on institutions and public services is sometimes imparted through EDsupport interactions, for example should learners disclose an upcoming court hearing, personal issues which merit medical appointments or discuss possible careers in such services.

[2.9 The curriculum provides effective preparation of learners for the opportunities, responsibilities and experiences of life in British society.](#)

Our learners are some of the most vulnerable children in mainstream education. These children arrive at EDClass with issues that have potentially led up to their placement with us. Work starts immediately with building relationships with each and every student. Understanding what led to their suspension or permanent exclusion, how to resolve and work with them about what happened is sometimes a way forward. Enabling learners to become equipped with the knowledge to avoid events happening again and how to recover from them is our priority.

Learners face so many pressures in society. Our learners need support with their mental health & emotional wellbeing. This can present in those learners who are involved in CCE, CSE unhealthy relationships, issues within the home and conflict with others. Learners will understand that EDClass staff are here to support in every possible aspect of their wellbeing.

Learners will demonstrate and apply the British Values of Mutual Respect, Tolerance, Rule of Law and Liberty. Learners will demonstrate a healthy outlook towards school and they will be encouraged to develop positive and healthy relationships with their peers both now and in the future. Learners will have respect for themselves and understand that they have a responsibility to respect others.

#### 2.10 Tolerance and harmony between different cultural traditions is actively promoted by enabling learners to acquire an appreciation of and respect for their own and other cultures.

An appreciation of and respect for Learners' own and other cultures is promoted directly through a range of lessons which cover different faiths and beliefs, for example different deities, religions, the rise of different religions and different festivals and their significance.

Further to that, learners are exposed to many issues faced by different cultures, for example in the developing world through Geography, where they are encouraged to form viewpoints as to ethics and the impact of some cultures on other traditions. Further opportunities are presented in English Literature, where societal 'norms' and expectations are discussed in relation to a range of plays and prose, and again learners are encouraged to develop viewpoints as to fairness / inequalities to develop empathy.

#### 2.11 Respect for other people is encouraged.

Teachers greet and welcome all learners formally each time they log on with positive regard: encouraging turn-taking and good manners. The need for politeness is an integral part of standards insisted upon by teachers. Any behaviours which do not meet this standard (for example, using all uppercase in messages, not being appropriately dressed or rude remarks) are picked up upon directly, and if persist, school is notified by email. This is modelling high expectations which is intended to develop self-worth and a sense of respect for others.

#### 2.12 Respect for democracy and support for the participation in the democratic processes are encouraged, including respect for the basis on which the law is made and applied in England.

As well as lessons on the rights and responsibilities of citizens in a democratic community, learners are encouraged to consider civil and political rights such as the right to life and liberty, freedom of expression, equality before the law and social, cultural and economic rights.

Teachers take opportunities in EDSupport interactions and in feedback to marking to reiterate concepts of right and wrong, and how democratic processes allow for the protection of rights.

#### 2.13 The promotion of partisan political views is precluded in the teaching of any subject in the setting.

In the development of the curriculum, whilst important to be impartial of any political views, it is hoped to plan work around differing and opposing party views and the formation of government.

#### 2.14 Learners are enabled to develop their self-knowledge, self-esteem and self-confidence.

Through working independently learners gain an understanding of the type of learner they are and what they find most challenging as well as the type of learning they find most accessible: through recordings, readings, one-to-one support, puzzles etc. Some of our lessons cover tasks around self-evaluation and reflection and especially through plenaries we aim to gain an understanding of learners' approach to gaining knowledge and understanding. Re-caps and coverage of retrieval skills help learners gain confidence that they are making progress.

EDSupport interactions give teachers opportunities to give feedback on learners' progress, commenting on areas / subjects in which they are achieving and assuring them teachers are here to support in areas where they could make more progress. Effort is also praised and lack of understanding is validated through encouragement. Learners start on 'default' lesson sets in core subjects, to build confidence up to the point where learners and teachers agree to be set progress assessments preceding personalised lesson sets.

### 2.15 Learners are encouraged to distinguish right from wrong and to respect the civil and criminal law of England.

As well as having lesson sets on law, human rights and how they are decided and protected teachers can guide interactions with learners to focus on appropriacy regarding behaviour and expectations, together with poor choices which may have led to them being in Alternative Provision. Teachers are often presented with conversations which are topical / in the news regarding crime and these are addressed, where appropriate, with impartiality.

In literature learners work on lessons concerning 'the rules of the world' of a text regarding crime and punishment of different periods and look at how law has changed to the present day. These include, for example, the consequences of feuding, corporal and capital punishment, and reveal differences also in the expectations of, say, women, children and so on.

### 2.16 Learners are encouraged to take responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which they live, to society more widely and as a global citizen.

Learners are encouraged to be empathetic through the support they receive: how would you feel if you were treated in this way? How do you think you could have improved the outcomes of that situation? This is also covered in all aspects of English Literature concerning characters and their behaviours.

Throughout lessons, learners are presented with information about varying cultures on a range of scales and how they may differ to their own. This provides an opportunity for learners to appreciate and respect differing ways of life as well as how different groups and societies make positive contributions to the world in which we live. Learners will discover how behaviour and actions can, not only have an impact locally, but can also have global significance.

## 3. Curriculum organisation and Delivery

3.1 Our teachers are recorded delivering topics and a series of lessons to build a pathway of learning that is individualised and flexible. Learners complete the series of lessons with further interactive e-learning lessons and other resources as part of the topic and pathways. We provide access to assessments, mocks, quizzes and questions as part of the series of lessons to assess, test and monitor their knowledge, understanding and progress.

3.2 Our curriculum is planned in three phases and incorporates a range of online, e-learning, live and interactive learning lessons, sessions, skills content with teaching support, delivery and live teaching and learning sessions.

Each subject has its own scheme of work, which is how the pathways of lessons are arranged. Schools are able to request their own schemes of work to be created and used by their learners, which assists in successfully re-integrating them back into mainstream education.

The following pages include the schemes of work, curriculum overview and delivery for:

- ✓ English
- ✓ Maths
- ✓ Science
- ✓ PSHE / RSE
- ✓ Physical Education
- ✓ Geography
- ✓ Behaviour
- ✓ Gun, Knife and Crime
- ✓ Careers, Employability and Work skills
- ✓ British Values and Prevent
- ✓ Online safety

These schemes and curriculum delivery overview work with our partners and clients' programmes of study and are flexible in its approach that work in correlation with our assessment, the admission point and learning requirements of every individual.

#### 4. Teaching Expectations

Our mission as a dedicated teacher team is to **engage** our learners and provide a **flexible, supportive** environment where they can **grow** academically and emotionally. We are committed to fostering **relationships, inspiring** curiosity and building **resilience** in our alternative online setting. Our inclusive, virtual classrooms **empower** learners to discover their unique potential and build the skills they need to succeed in a rapidly changing world.

Through our creative **collaboration, innovative** online teaching methods, and personalised support, we strive to **re-engage** and **motivate** learners who may have faced barriers to traditional education. Together, we aim to make a lasting impact on the lives of our online learners, guiding them toward a **brighter future** and a **positive destination**, no matter where they are or what challenges they've encountered.

#### 5. Our Curriculum: Teaching and Support

EDClass offers a safe and secure virtual learning environment with engaging online teaching and well-being support.

The learning application and online classroom have been designed to help break barriers to learning with online assistance and teachers, using the personalised e-learning aspects.

We support behaviour, attendance and mental health issues for both learners in school and those not accessing mainstream education. We recognise the support required by each learner is unique and that support needs may change from subject to subject and topic to topic.

The personalised learning aspect enables the learner's work, submissions and answers all to be extensively tracked and marked over time to identify progress and attainment.

Our teaching platform can be used to target learners who are hard to reach, excluded, have mental health issues such as anxiety, emotional school-based avoidance, behavioural issues, have problems with their physical health, have poor attendance or are school phobic.

#### EDSupport

EDSupport is where our learners, Schools, Local Education Authorities or Care Providers have placed a learner on a 'seat' to access lessons they have been set. Support is live and is provided by qualified teachers. Learners who

'allow' their camera can speak live to teachers through the camera feed, or they can choose to send typed messages by opening the chat box (through the 'Q Support' button on the left of the lesson slides).

Learners on these 'seats' are timetabled and support is live from 8.30am to 5pm.

### EDSupport Student Streams

It displays the camera feeds of all learners on seats who have 'allowed' their camera and mic feed. It is often referred to as the 'Eyes-on-Learning' aspect of EDSupport and allows teachers to see learners. All camera feeds are recorded and can be 'pulled' should any safeguarding concern be witnessed (please see 'Specific Safeguarding Issues').

### Independent Learning

This is the area of the platform where learners on 'seats' can access lessons from a variety of subjects that they may not be timetabled. This could be for targeted revision, as directed by the EDClass teachers, but also for enrichment in subjects such as: PE, RSE / PSHE, geography, RE and reading.

## 6. Assessment to inform Implementation to help our curriculum

Our primary focus is on the reintegration of learners back into mainstream education or as close as possible to provide them with the best opportunities.

Our strategy is two-fold; working in partnership with the learners' schools, we collate the learners strengths and weaknesses both academically and pastorally. If a starting point can be established with prior, up to date assessments, the pathway assigned to the learner can be adjusted to reflect this.

If an academic starting point cannot be ascertained, we use our internal progress assessments, to ensure that we understand any gaps in knowledge and, regular assessments within lessons allow us to demonstrate the progress of learners.

The nature of admissions means that learners that are in years 7, 8 and 9, will by default be placed on our key stage 3 pathways, and learners that are in years 10 and 11 will be placed on the key stage 4 pathways. However, many of our learners are likely to have had a varied exposure to the Key Stage 3 and 4 curriculum, because of issues that impact their attendance. Therefore, progress assessments are used to help personalise the pathways for the learners.

### Assessment in EDClass

Our assessment in EDClass is personalised and flexible dependent upon the entry and ability of each individual learner. However, every individual follows the same assessment process alongside their learning curriculum, which is as follows:

#### Step 1: Initial Assessment

Individual learners take an initial assessment which allows us to identify the starting point a student is at and their understanding of the content they are working with.

#### Step 2: Gap Analysis

Our diagnostic tests can then identify and highlight specific gaps in knowledge that learners have, enabling us to create personalised learning pathways to help target these areas which are perfect for a catch-up.

### Step 3: Teaching and Learning

Now learners can explore over 17,000 lessons and over 10,000 learning lessons with instant support from UK-qualified teachers delivering live, on-demand and recorded lessons! Teachers can be contacted through face-to-face, written or instant chat, allowing learners to work through their personalised learning pathway at their own pace with guidance and advice available at a click of a button.

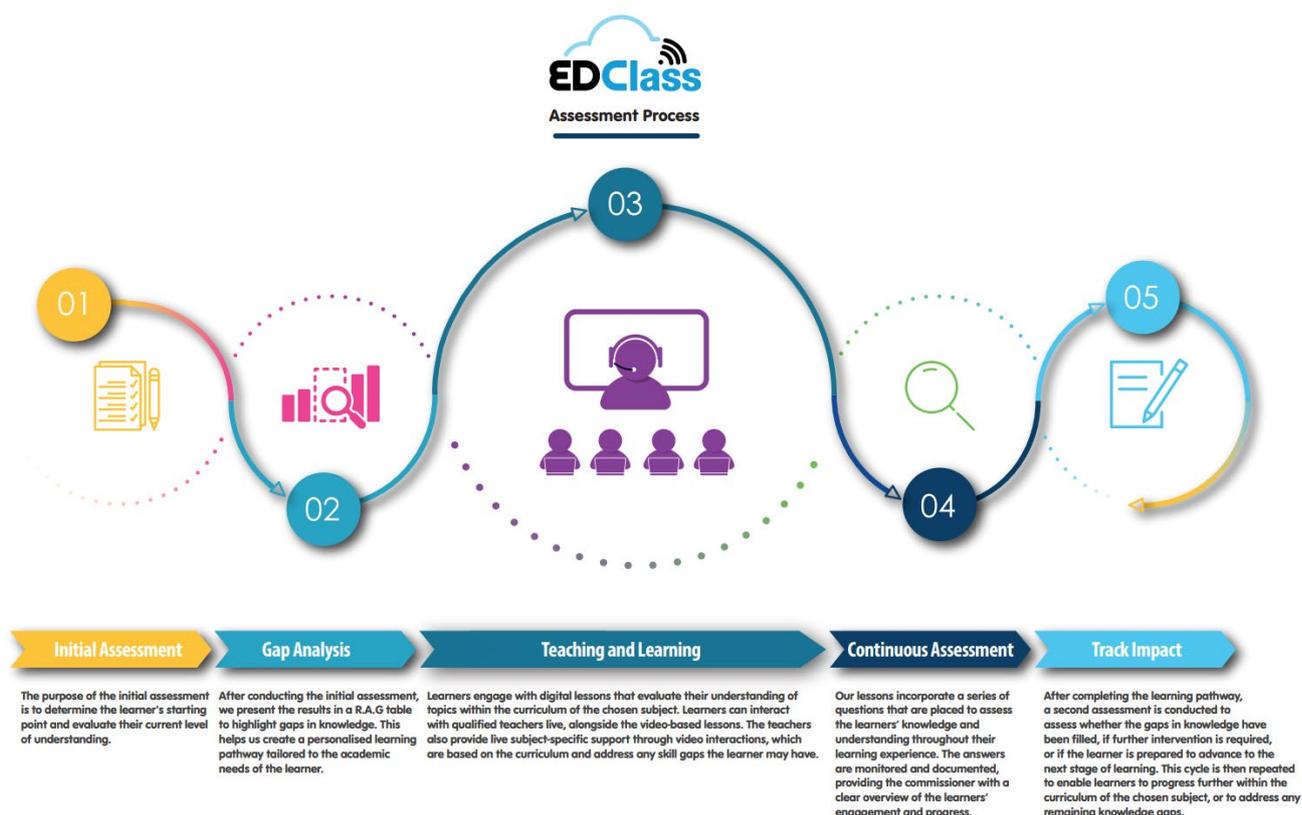
### Step 4: Continuous Assessment

It doesn't stop there! Our lessons include questions that test learners' knowledge of the content they are learning. All answers are tracked and recorded allowing you to access and clearly track learners' scores, grades and progress during their time using EDClass.

### Step 5: Track Impact

From there we can analyse learners' performance on their skills gaps and monitor the improvements they make. The tests can then be re-taken to further improve on specific areas.

The process then repeats itself helping increase attainment and levels as well as further identifying skill gaps learners have so, they can progress to the next level of learning as well as improve their knowledge whilst learning with EDClass.



### Implementing assessment throughout the system, lessons and curriculum delivery

Our unique assessment and diagnostics show the process to progression via the virtual classroom tracking tools. But most importantly every aspect is recorded for safeguarding of learners and staff.

How barriers are broken with our virtual classroom and how we can address situations where every learner can learn, develop and improve.

Whilst logged into the system learners are continuously assessed. Every lesson is filled with questions, puzzles and quizzes, all of which are marked, tracked and recorded.

Every test result is recorded and evidenced throughout the learner's progress in the system, giving you visual data of current grades and the progress made over time.

## 7. Quality Assurance: Our Approach

Our approach means that our learners can benefit from:

- ✓ Learning away from the glare of other learners, thus reducing perceived pressure from other learners
- ✓ Learning without distraction and with improved opportunities for focus
- ✓ A reduction in anxiety levels and fear of failure around learning
- ✓ Learning in a familiar environment away from any previous history of negative experiences (a 'fresh start')
- ✓ Reduced negative behaviours and the resultant positive impact on relationships and concept of 'self'
- ✓ Improved attendance and engagement in learning

Our teaching staff focus on overcoming difficulties through the use of encouragement, praise, support and positive regard. At the heart of our teaching and learning are our values:

- ✓ Every learner deserves the opportunity to meet their intrinsic need to learn, achieve and grow
- ✓ We seek to afford every learner the right to harness education as a vehicle for improvement
- ✓ We uphold the principle of unconditional regard
- ✓ We are acutely mindful of the barriers to participation learners may be encountering in their lives and education
- ✓ We recognise that many of our learners are operating below their true potential with gaps in their knowledge and skills that need supporting
- ✓ We will always maintain the best interests of a learner or young person in everything that we do

### Quality Assurance within our teaching team

*Taken from Department for Education 'Teacher's Standards'*

The quality of live support, live teaching and recorded lessons is measurable against the Department of Education's 'Teacher's Standards' to ensure:

#### Teacher expectations are not only high but inspire, motivate and challenge learners

- ✓ establish a safe and stimulating environment for learners, rooted in mutual respect
- ✓ set goals that stretch and challenge learners of all backgrounds, abilities and dispositions
- ✓ demonstrate consistently the positive attitudes, values and behaviour which are expected of learners.

The quality of teachers' work assigning pathways, managing data from assessments to track progress and inform planning is measurable against the DfE's 'Teacher's Standards' to ensure:

#### The promotion of good progress and outcomes by learners

- ✓ be accountable for learners' attainment, progress and outcomes
- ✓ be aware of learners' capabilities and their prior knowledge, and plan teaching to build on these
- ✓ guide learners to reflect on the progress they have made and their emerging needs
- ✓ demonstrate knowledge and understanding of how learners learn and how this impact teaching and learning
- ✓ encourage learners to take a responsible and conscientious attitude to their own work and study

The quality of teaching regarding subject knowledge and changes to curricular is measurable against the DfE's 'Teacher's Standards' to ensure:

#### Good subject and curriculum knowledge are demonstrated

- ✓ have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain learners' interest in the subject, and address misunderstandings
- ✓ demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- ✓ demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- ✓ if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- ✓ if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

The quality of lessons is measurable against the DfE's 'Teacher's Standards' to ensure:

#### Lessons are well-planned, well-structured and well-taught

- ✓ impart knowledge and develop understanding through effective use of lesson time
- ✓ promote a love of learning and children's intellectual curiosity
- ✓ set homework to consolidate and extend the knowledge and understanding learners have acquired
- ✓ reflect systematically on the effectiveness of lessons and approaches to teaching
- ✓ contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

The 'inclusivity' and 'breaking barriers to learning' model adopted by the Teaching Team is measurable against the DfE's 'Teacher's Standards' to ensure:

#### Teachers adapt and respond to the strengths and needs of learners

- ✓ know when and how to differentiate appropriately, using approaches which enable learners to be taught effectively
- ✓ have a secure understanding of how a range of factors can inhibit learners' ability to learn, and how best to overcome these
- ✓ demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support learners' education at different stages of development
- ✓ have a clear understanding of the needs of all learners, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

The quality of data-handling following assessments is measurable against the DfE's 'Teacher's standards' to ensure:

#### Teachers make accurate and productive use of assessments

- ✓ know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- ✓ make use of formative and summative assessment to secure learners' progress
- ✓ use relevant data to monitor progress, set targets, and plan subsequent lessons
- ✓ give learners regular feedback, both orally and through accurate marking, and encourage learners to respond to the feedback

Effective behaviour management on EDSupport is measurable against the DfE's 'Teacher's Standards' to ensure:

### Teachers manage behavior and expectations effectively to create a good learning environment

- ✓ have clear rules and routines for behaviour, and take responsibility for promoting good and courteous behaviour
- ✓ have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- ✓ manage classes effectively, using approaches which are appropriate to learners' needs in order to involve and motivate them
- ✓ maintain good relationships with learners, exercise appropriate authority, and act decisively when necessary

Fulfilling wider professional, teacher responsibilities is measurable against the DfE's 'Teacher's Standards' to ensure teachers:

- ✓ make a positive contribution to the wider life and ethos of the company
- ✓ develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- ✓ deploy support staff effectively
- ✓ take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- ✓ communicate effectively with third parties with regard to learners' achievements and well-being

### Teacher Team: Supporting Learners

Our Teacher Team provides one-to-one academic and pastoral support to all learners throughout the school day, and is made up of teachers who have come from all levels across school settings: Classroom Teachers, Subject Leaders / Heads of Department, Senior Management and Headteachers. They bring to EDClass a wealth of experience of working with young people.

Integral to the work of this team is a clear understanding that our learners are acknowledging challenges that require them to access their learning remotely, whether that be for a short period or longer-term. In many cases, our learners require support in addition to accessing the curriculum and we pride ourselves on the quality of that support, outlined in this policy. Our aims start with 'the whole learner' and their personal growth and wellbeing, before moving on to academic success.

### Aims (The 'Whole Learner'):

- ✓ To ensure that learners' safety and safeguarding are at the heart of all that we do
- ✓ To ensure our protocols which ensure safety and safeguarding are transparent to all
- ✓ To offer a professional and friendly online environment in which all learners feel safe, welcome and valued
- ✓ To nurture an understanding that our learners come to us without judgement regarding their background, circumstances or reasons for learning remotely
- ✓ To engender the belief that all learners can make progress and achieve, regardless of ability and / or perceived 'barriers to learning': physical, mental, emotional or regarding wellbeing
- ✓ To acknowledge personal successes and achievements ('little wins') to develop confidence
- ✓ To help learners develop resilience: emotionally, physically and academically
- ✓ To develop a sense of self-worth; seeing mistakes as opportunities to learn and develop and to encourage reflection on 'the bigger picture'
- ✓ To raise aspirations
- ✓ To engage learners, not only in their work, but in their own lives

- ✓ To promote British values to underpin what it is to be a citizen in a modern and diverse Great Britain: Democracy, Rule of Law, Respect and Tolerance, Individual Liberty
- ✓ To encourage free dialogue with our learners to enable them to raise concerns and issues about their wellbeing
- ✓ To help develop learners' social skills / 'softer skills' to impact on learners' relationships with others
- ✓ To offer advice, guidance and support for the pastoral care and wellbeing of all learners

#### Aims (Academic Progress and Achievement):

- ✓ To engage all learners in the processes of learning and to encourage pride in their achievements and progress
- ✓ To facilitate conversations around work and the appropriacy of its pitch and coverage
- ✓ To facilitate conversations around 'next steps' in terms of academic progress / success
- ✓ To assist with further differentiation, explanation, modelling and encouragement
- ✓ To offer expert subject knowledge and the development of core skills
- ✓ To instil high expectations in terms of achievement and personal successes
- ✓ To encourage free dialogue with our learners to enable them to raise concerns and issues about their work
- ✓ To guide and advise learners who are being integrated into the school environment again, to discuss standards and expectations with the view to making the reintegration successful

#### Our Learners:

Our learners reflect a diverse and modern Britain. We are proud that currently we have learners who, but not exclusively:

- |   |  |
|---|--|
| ✓ Have issues around mental health, wellbeing, anxiety and depression | ✓ Have shown aggressive / violent behaviours in school         |
| ✓ Have physical health issues   | ✓ Are awaiting a court hearing                                 |
| ✓ Have moved in to foster or social care                              | ✓ Are at risk of County Lines crime / involvement              |
| ✓ Have been removed from a difficult relationship within the home     | ✓ Are at risk of being groomed / radicalised                   |
| ✓ Have been removed from a domestic violence risk                     | ✓ Have been removed from race / intolerance issues at school   |
| ✓ Are awaiting a Managed Move   | ✓ Have been removed from LGBTQ+ / intolerance issues in school |
| ✓ Have been excluded  | ✓ Have been involved with drugs and / or alcohol               |
| ✓ Require 6th-day provision   | ✓ Are at risk of homelessness                                  |
| ✓ Have difficulty with a full-time school timetable                   | ✓ Are non-attenders / school refusers                          |
| ✓ Have been bullied in a school environment                           |  |

### Meeting the Needs of Learners:

Our Teacher Team provides live, one-to-one support to learners throughout the school day, and for learners who work with us for a few days or a matter of weeks, much of our support is focused on successful reintegration to school. Some learners may need reassurance, some may need support addressing behaviours or with understanding school expectations and with conversations around 'softer skills' and how they can impact relationships with others.

### SEND, EHCP, LAC and EAL Learners:

Our teachers take a trauma-informed approach when dealing with learners, and aim to make our learners aware that EDClass is a place to be used as an intervention, rather than a destination. Our teachers aim to help with social, emotional and mental health needs, whilst setting high aspirations for our learners with SEND, helping to ensure that these learners have a smooth transition into their positive destination. Using the learner profile, which is provided by the learner's school, our teachers are able to access relevant and important information, such as whether the learner has any SEND, an EHCP, is a LAC or is a learner with EAL. Video interactions and instant chat communications between the teachers and learners, take into consideration the individual needs of the learner. If a learner has an EHCP, the teacher will make themselves aware of the best strategies to communicate and engage them in their learning. Additionally, if there is a learner with EAL, the teacher will adapt their use of language to suit the needs of that learner.

### **Links to other policies:**

Safeguarding Policy

GDPR Policy

Admissions Policy

Behaviour Policy

Prevent Policy

Health and Safety Policy

Early Help Processing Policy

Call Recording Policy

Health and Safety Policy

Complaints Policy

Whistleblowing Policy

Data Protection Impact Assessment

RSE Policy

E-safety Policy