

Information for College website on support for learners who have missed learning as a result of the COVID-19 pandemic.

Stanmore College recognises the impact that the COVID -19 pandemic has had on young people's education since March 2020 and is committed to supporting our learners to catch up on missed learning and achieve their full potential whilst studying at the College. The College provides support for learners in a number of different ways.

Support for English and maths

a) Small group support

All learners without GCSE English and maths at grade four and above will receive small group support from the study coach team, as well as English and maths teachers. Learners will be offered small group support sessions focussed on either maths or English skills.

Study coaches will work closely with the Curriculum Managers for English and maths to ensure weekly support is aligned to the English/ maths lessons, ensuring that support has maximum impact on learners' progress and achievement.

b) Maths and English GCSE Exam preparation

The College is offering GCSE maths and English resits for learners with a GCSE grade three who wish to take them in the Autumn 2021 series. In addition to the classes already built into the study programme the maths and English teams will provide additional revision/ exam preparation sessions.

Vocation / academic skills support

The College will provide subject specific vocational/academic support for learners on study programmes, with priority for those learners without English and maths GCSE at grade four or above.

Curriculum Managers and teachers will identify learners who would most benefit from support to join the small groups.

The college will plan support for learners based on need. Priority will be given to English and maths, with a focus on Functional Skills. For vocational support, learners will be prioritised at level one, then level two and level three. However, Curriculum Managers and Heads of School may identify key priority groups at any level based on need, assessment of risk of academic failure and low prior attainment.

Support will be planned on the basis of six weeks x 1.5 hours per week for each type of support (English/maths/vocational). This will be scheduled around learners' existing timetable to facilitate maximum learner engagement. Some learners may receive more than one type of support if this is needed.

Support will be provided by vocational tutors, study coaches, learning support assistants and/or English and maths teachers.

Other support provided to 16-19 students

- a) Learning support. The Student Services team will assess any learner who has an EHCP or who had support in their previous school. When the assessment indicates that learning support is appropriate then an LSA will be allocated to work with the learner either in or out of class. Learning support may be 1:1 or in a small group of up to seven learners.
- b) Directed independent Learning. A proportion of hours from the main study programme are designated as directed independent learning. The number will vary according to the needs of learners at each level. Learners are supported by a study coach to work independently on courses related activities.
- c) Support for study skills. At any point in the year, learners may be referred by their teacher, or may self-refer, for support with study skills. This could include: organisation of work; setting a study timetable; help with referencing or proofreading etc. This support is delivered by teachers, tutors and study coaches.