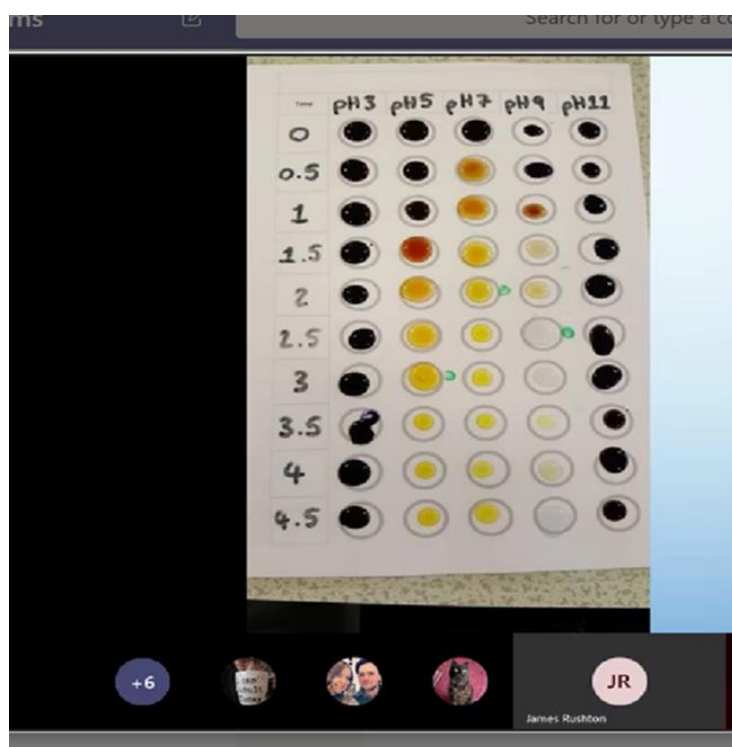


Maxine Park

Who needs a lab? Today Access students had a full virtual science experiment experience live on Teams!



Here's some learner feedback:

[14:59] Learner G

Thank you for making sure we get to continue our education! ♥

[15:00] Learner K

Thank you for your help and for making an online lesson fun x

[15:03] Learner J

It was a massive help and the lesson earlier was fun. Thank you very much! :)

Lynette Wanjau

I wanted to take a moment to tell you how proud and impressed I am with all the EMT staff! Everyone has managed to get their remote classrooms up and running and have been delivering lessons since the start of the week. The team have shown their passion and commitment to our learners and are urging them to complete a final GCSE assessment to maximise their predicted grades.

Firstly, thank you everyone and well done! What an amazing effort, I am so pleased that everyone has managed to utilise TEAMS, or alternative digital means to reach our learners and continue to offer them remote support, structure and learning opportunities.

I thought you might be interested to know what attendance has been like from Monday-Wednesday. You can see that as the week has progressed, attendance has improved – let's keep going! These are stored on the English and Maths admin Page > Registers During Shutdown > % attendance.

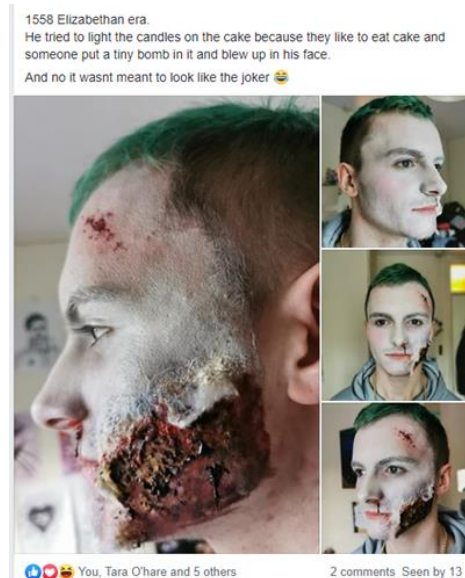
Please continue to try and reach your learners. Just because they haven't already engaged, doesn't mean they won't. If you need additional support, the admin team and DSWs are on hand to help and are willing and able to phone, email or send a text message. Just tell them what you need.

As you are aware, it is essential that we try and get as many learners as possible to complete their remote GCSE mock assessments as this for GCSE will support their predicted grades and provide the most up to date evidence

of their capabilities. Similarly, for Functional Skills, learners should be actively encouraged to engage with their learning online through Microsoft Teams. The college has suspended Functional skills exams temporarily in line with government guidelines regarding the COVID-19 outbreak. This means that no Functional Skills exams will take place at the college prior to the 1st May. However, the situation is being monitored and we hope to start running Functional Skills exams later in the summer term. We must encourage all learners to continue to engage with their learning, so they are ready to successfully take their exams once these are operational again.

Sandy Day

A small example of the amazing work that Tara O'Hare has been doing with HMPP 😊



After having some log on issues with Teams, Tara uploaded the aims of the session onto Facebook.

The response from the students was excellent and the students uploaded some great looks! The best thing has been that they have enthusiastically continued with their practices and continuation of learning despite the challenging circumstances.

HMPP is of course hugely practical so in the comments all students can peer assess and we as tutors provide feedback to help them next time. It

created a safe space for our students to build resilience to feedback and constructive criticism which is vital to succeed in this industry.

Tara keeps the students positive and manages to retain the fun, keeping learners focused - always.

She is amazing!

Jon Hoftgartner

In place of the April INSET we wanted to try something a bit different and share the range of digital approaches to remote teaching and learning.

Monday 27th April to Friday 1st May will be our first ever 'Virtual Learning Walk' week.

The aim is to (virtually) open the classroom doors and invite other practitioners to visit and/or participate in online lessons. The intention is to share ideas, activities, experiment and explore our virtual college.

We recognise online lessons will be structured in a variety of different ways, using a mixture of live sessions, video content, chat, assigned tasks and other activities. As a starter, you may want visiting staff to:

- **Participate as if they are a learner in your class**
- **Observe one of your live sessions**
- **View the planned activities you use in your digital classroom.**

Judith Pinkett-Edwards

I just wanted to tell you how amazing our whole department has been this past week.

Like the rest of the college we are extremely dedicated to our students, especially the vulnerable. It has been a transition and learning curve for us all and yesterday we had a meeting on Teams which was new to a lot of us (some of us haven't a lot of high technology at home either) however we just got on with it and had a laugh along the way.

It was good to hear everyone's voices and all eager to speak and help each other unravel any technical hitches we encountered; plus suggesting ideas and imparting knowledge in order to differentiate work in a myriad of ways.

I have worked for 46 years in this area of learning and my father always said (and he was a wise and wonderful man) that "The day we stop learning is the day we stop teaching" like a book there is always another page to turn.

Zoe Benton

In Foundation Learning, Extension Studies and Into Work our learners have all adapted incredibly well to this change in their routine. They have equally adapted amazingly to our new online provision with the guidance and support of all tutors/support staff and engaged brilliantly with sessions such as, What's cooking, Zumba & Healthy living, Employability and Daily challenges.

Here are just a few snippets of things learners have been sharing and pictures of staff trying to boost morale! We have all taken part in 'blanket fort building', mindfulness activities, cooking and photography challenges and loads more.





Alongside this, learners have been working hard at home with support through teams video calls and chats to continue to work towards GCSE English and Maths and once again have shown us how resilient they are! Here is just a little quote from one of my tutees that made my week 😊

'I just want to say, thank you so much for your help, getting me through this exam. I don't always show you how much I appreciate it, but it means a lot. Not even just about the exam, just in general, making sure I'm feeling okay, and when I'm not, reassuring me that everything will be. Anyway, I just wanted to say thank you for being there and being you! One day life will be unicorns and rainbows just as you say! 🦄🌈💖'

Mark Wilkins

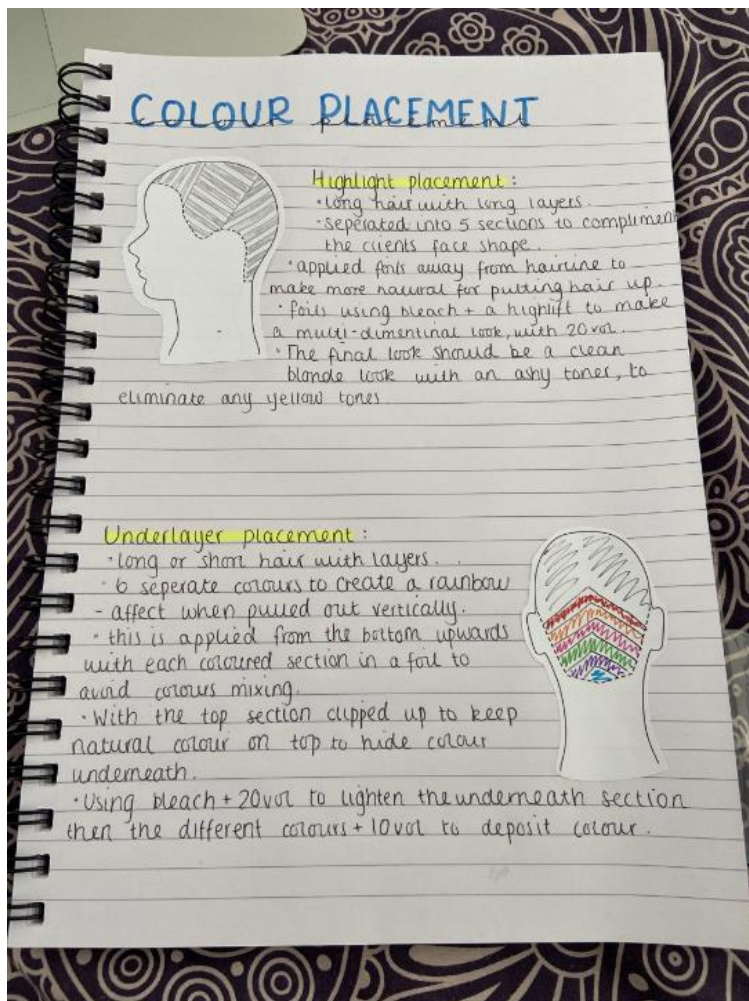
One huge issue we have had with our early years degrees is their research projects. Most research would normally involve carrying out observations of children or interviewing practitioners and teachers, and of course this hasn't been possible.

Faced with the possibility of their final projects and dissertations collapsing at a key time in the year, we realised the students could use other data sources. Some have changed to include phone interviews and questionnaires; others are planning to use online videos of children, and sometimes observing their own children. Finally, some are guided towards a literature-based project, the result of which is that all students can proceed with their research. This was the result of an Early Years team discussion, and many students have communicated to me that they feel confident and supported through all these changes.

Nicola Smith

At the start of the week I have to say I was nervous about online learning, but I needn't have worried. It has been a real great experience so far, all the level 3 hairdressing students have really embraced this way of learning and have been really active on TEAMS, uploading all their work and showing off their practical skills on their dolls heads from home. Covid-19 will not get in our way. 😊

Here are some of the level 3 hairdressing students work they have completed this week.



Tess Quinn

I would like to share how this week's SpLD online support sessions have been going. My colleague Jamie Davison and I have set up 1:1 online support sessions to coincide with learner's normal physical support sessions, to disrupt their timetables as little as possible.

I have been overwhelmed with the enthusiasm that these sessions have received and how punctual the learners have been. From the comfort of our homes we have interacted in a virtual reality – laughed, discussed life, dealt with worries, and worked a lot. The learners have caught on very quickly with sharing screens on Teams, using Word Online sharing, video, recording, Skype, text etc. This has been made possible by the learners already having a support routine, and having a set way to work with us, which doesn't really change even if we are not in the same room.

One media studies learner wrote this in her reflection of the week to illustrate how important our support is:

"We had the call on Friday and were told about the new brief, I was happy with the fact we could still create what we wanted [for the FMP] but was worried about not getting the support I need for my work. Later that day I got an email from Tess who helps me with proofreading and making sure that I'm making sense and she told me that our sessions can still continue but on Teams just like my lessons are."

Sally Powell

I would like the 'Business service' Apprenticeship team to be recognised as each assessor has embraced the digital agenda and all apprenticeship delivery is going well – the example that my assessor Annie has recently emailed to you (below) is a recent project I and Annie worked on in creating a sharepoint site for the whole of the apprenticeship faculty. The project was scoped out before Covid 19 and little did we realise the true impact this would have on the way we can now work with apprentices remotely.

Annie Coles

It has been a long first week and I think I speak for all when I say it has been overwhelming. However, I feel I must say that my team, Business Services and my manager, Sally Powell have been amazing. My team and I happened to have spent a lot of time with both Liam Fisher and Barry Kasht learning about Teams since November/December (both are so obliging and supportive). I feel this put us in a good position for using the facility to deliver remote sessions, workshops and share resources. Most importantly, I feel it has helped us maintain team cohesion and productivity. Our team tends to buck the trend digitally in apprenticeships and for that I am proud.

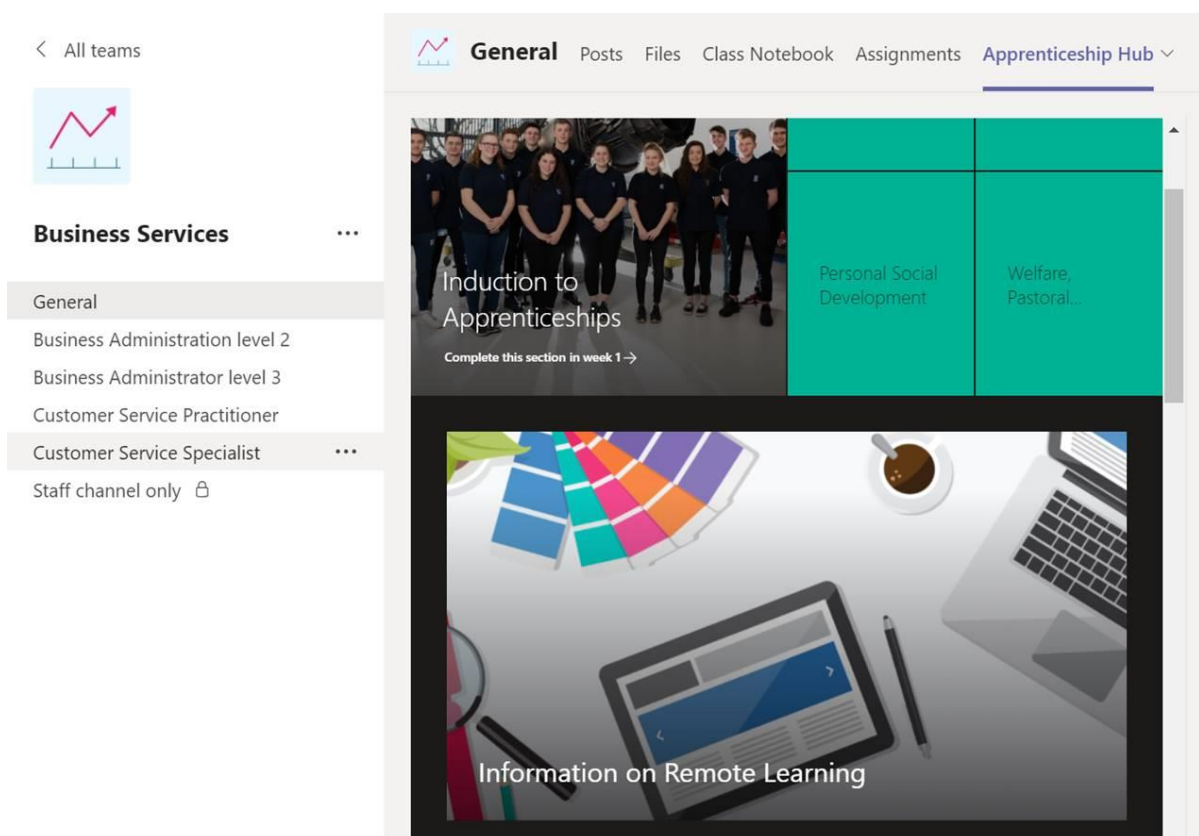
I have the benefit of seeing a comparison with another College and our digital platform is incomparable – it is so advanced that I feel that we won't perhaps see much damage (if any) to the quality of our teaching and learning,

whereas I can see that the case may not be the same for other colleges who didn't grasp the digital culture in time for this pandemic.

My learners are fully engaging in the digital programmes and are using Teams to store all their notes from their independent research, allowing me to see how their knowledge and understanding is developing before they provide me with a final document. They are also using it to access resources that they are then using moving forward. For me, the ease of use means my learners are getting so much more in the way of content and resources, because as soon as I stumble across something useful, I can immediately share it with them.

I feel for apprenticeships it is important that our learners experience the same college culture as all our full-time students, so we have used the digital platform to stretch this to them.

Liam and I created the Apprenticeship Hub, allowing apprentices access to all the support systems – they access this through each area's individual teams sites, see ours here:



I love how we are still able to deliver our inclusive culture to all through this period where some will feel very isolated. Especially, linking to welfare support and wellbeing.

Lynne Richards

I feel that we have an amazing team of staff at the sixth form who are always supportive of each other at work. This week I have found this to continue in the online environment where staff have been chatting, discussing and supporting each other in the virtual staff room, during and at the end of the day.

Teaching online can be lonely, especially if it is new to the tutor, and you can sometimes feel uncertain whether you are doing the right things in the right way, wondering 'what is everyone else doing' while you are 'alone' at your computer. Knowing that the people you work with are still there for you and interacting with them is just as important as interacting with learners and keeps motivation and morale high. Through the virtual staffroom, I have seen individuals keen to support and reassure others and am glad to be part of this fantastic team.

Click [here](#) to watch Lynne's vlog.

Lauren Squibb

I have had a conversation with Kevin Limerick from the DWP today and he discussed an interesting concept.

The DWP are preparing for 1 million new claimants in the next 4 weeks and locally, they need their Work Coaches to send new claimants to one place regarding the activity they can do during this time of unemployment.

I think we need to host this!

We could set up a page on our website that details all of information that would help those who have become unemployed:

- Online training, our offer and other offers that are out there
- Links to Job opportunities
- Mental Health and Wellbeing support
- Support for parents/ carers who have become teachers over night
- Community initiatives where support can be accessed i.e. VANS etc.

We could host some of the ideas/ themes in the attached email.

This page, hosted on our site, would link people to other support, which is amazing for community support and involvement across the South West.

This would help the DWP who would then send this out to the many people that they are currently seeing and will be seeing over the next few weeks.

Simon Werkshagen

On Tuesday 24th March the DVSA relaxed its rules for the delivery of Driver CPC. We are no longer able to deliver face to face training however digital delivery is being allowed for the first time in the history of Driver CPC. We applied for accreditation and this afternoon became one of the first centres in the UK to be able to deliver this training.

Working together with Lisa Fletcher and Jon Hofgartner we will be launching our Digital Driver CPC on Monday with the first course being delivered on Monday 6th April aiming to deliver to approximately 40 people in the first week.

There is still much more to do but seeing how much we achieved in just three days makes this challenge very achievable.

Emma Tattersall

For the first time in the past 7 years of the contract, Prison Education staff are interacting with each other online to share best practice and communicate. The security systems onsite at the prisons have not allowed this.

For the staff across all prisons, most of them have not used Skype or Teams before so it has been great to see them all in action.

This has also allowed us to see the staff members that we have and interact with each other.

The communities in the prisons are very close-knit and, in some cases, they feel quite isolated, so to be able to send instant communications with their colleagues from home is really helping them to deal with life whilst 'home working'.

It is a 'work in progress' so we will try and get more evidence over to you and get them to join in with the online 'BAM initiatives' and communicate with staff in Weston.

Michelle Boland

Big up to Jon Hof and the team.... all the learning technologists, library teams/tech desk, digital developers, digital advocates, IT etc without them this would not be possible.

Also, great work last year for everyone who took part in the Department of Education Flexible Learning Fund project led by Jacqui Ford - everyone learnt so much through this project to advance online/blended learning which has come in handy!



Department
for Education



Here is Jon talking nationally on the AoC Webinar this week to share best practice on remote teaching learning and assessment, and how to maximize human connectivity.



Weston College – You are amazing!