



Brooklands College  
**EDUCATION RECOVERY PLAN**  
**2021 – 2022**

## Part One: Response to the Pandemic

The College recognises that learners have experienced two consecutive turbulent academic years with the COVID pandemic, national lockdowns and interruptions to teaching and learning which has impacted on skills development, particularly in more practical subjects. Learners have missed out on opportunities to participate in wider enrichment activities including work placements and volunteering to ensure readiness for progression into employment, and to interact socially face to face with their peers and teachers. The College is looking forward to welcoming learners back on site but recognises that for new and returning learners, as we emerge from the pandemic, returning to face to face teaching will be an exciting but challenging next step.

The Education Recovery Plan sets out our commitment to facilitate the return to face-to-face learning and outlines the additional strategies we have put in place to support learners to pursue their future goals and career aspirations.



## Part Two: What Steps Will We Take As We Emerge From The Pandemic?

This section outlines the actions the College is taking to support our new and progressing learners to transition into College life and back into full-time teaching.

### Curriculum

All teaching and learning will return to face to face delivery as from September 2021, with all lessons being taught in the classroom. The College will continue to develop a well-planned and sequenced curriculum, with significant priority given to allow learners the best opportunities to catch up from disruptions to learning due to the pandemic, ensuring that they develop the academic and technical skills and knowledge needed to succeed and progress with their education. English, maths, wider skills development including work experience, volunteering, industry engagement and digital skills will be fully embedded within the curriculum.

Progress reviews are held by Curriculum Tutors half termly to set aspirational targets, review learner progress and ensure that appropriate intervention strategies are put in place, as needed, to support learners with their studies. Parent evenings are held and reports are sent out twice in the academic year to ensure a clear line of communication is maintained between home and College.



## Skills Development, Assessment and Support Week

Skills Development, Assessment and Support Week will take place during the first week of term. There will be a clear focus on the aspirations, personal skills and professional development needed for future success into further education, training and careers. All learners will receive a full induction to the College's systems, processes and support services.

A full digital induction will be delivered including the use of Google classroom, which is integral to teaching and learning, both inside and outside of the classroom.

The Personal and Professional Development programme has been redeveloped with an increased emphasis on the development of wider skills, and focussed tutorials on developing resilience, assuring wellbeing and keeping safe both inside and outside of College. Prevent and Safeguarding topics are delivered during the week and learners are informed about how to report any concerns.

Initial assessment is fundamental to identifying learners' starting points and support needs at an early stage, and to ensure that learners are placed on the most appropriate level of Functional Skills qualification. Initial assessments in English and maths is undertaken by all full-time learners during the first week of term. Additional Learning Support is put in place for learners with disabilities and learning difficulties and in some cases to those learners who need further help with their literacy, numeracy or language.

## Small Group Tuition

The College has received monies from the 16–19 Tuition Funding to mitigate the disruption to learners rising from coronavirus (COVID-19). The College will use the 16–19 tuition fund to offer targeted small group support and intervention lessons in English, maths and vocational subjects. Curriculum areas will identify those gaps in learning and a designated coordinator will timetable the small group sessions, to complement additional timetabled sessions.



## The College will offer:

- An opt-in programme of English and maths intervention classes
- Catch up vocational classes for learners who are at risk of falling behind or who require additional support
- Group sizes of a maximum of 5 learners
- Between 1 and 2 hours of additional study per week.

## Support and intervention classes will be prioritised for the following learners:

- 16–19-year-old learners enrolled on a full-time programme without GCSE grade 4 or above in English and/or maths
- 16–19 learners who have a grade 4 or above in English and/or maths and are from an economically disadvantaged background and would benefit from catch-up support
- Young people with special educational needs and disabilities (SEND) aged 19 to 24 who have an Education, Health and Care (EHC) plan.

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>

### Study Skills & Exam Preparation

The College recognises that learners have not had the opportunity to sit external exams. Learners will benefit from study skills sessions focussing on exam techniques, as well as academic referencing and report writing for Level 3 learners to ensure that they have the underpinning skills to reach their full potential and progress on to higher levels of study. Online resources will be available to further prepare learners for the skills and tools they will need ahead of vocational and core skill exams.

### Work Placements and Careers

Extended placements and work-experience will be prioritised to provide learners with an opportunity to gain valuable employability skills and to build on the knowledge and skills gained during their vocational sessions to support with progression and preparation for employment. A 'Work Readiness' survey will be completed by learners during the first week of term to assess their employability skills. This, together with the induction by the Careers team on the support and services they can offer, will enable learners to understand what they need to do in order to reach and succeed in their chosen career.



### Wellbeing & Pastoral Support

The College highly values its staff who have remained resolutely focussed on supporting learners during this period of uncertainty and the well-being of our staff is given a key priority. Fundamental to a successful return to education is ensuring that learners have the underpinning pastoral support that promotes positive mental health and well-being to fully integrate in College life and with their peers. All learners have access to a Well Being Officer who work collegiately to provide the wrap-around support for learners who may be disadvantaged by their personal life circumstances.

Through the delivery of the tutorial programme, safeguarding and the appropriate treatment of others will continue to be reinforced throughout the year. The college is embracing and supportive of the 'Everyone is invited' campaign and is increasing the coverage of sexual harassment throughout the programme.

### Contingency Plan for Full Closure of the College

The Government's priority is for education providers to deliver face-to-face high quality education to all learners. In the event of a further forced closure, as part of the College's contingency plans, the intention is to swiftly move to remote teaching, learning and assessment through the use of Google Meets and Google Classroom. All staff have received training and are experienced in delivering remote lessons using digital platforms from previous lockdowns. All learners will receive Google training at the start of their course and Google Classroom will be used as an integral part of studies for communication with their teachers, access to teaching and learning resources and submission of assessments. A laptop/chromebook and dongle learning service will be put in place to enable learners without digital access at home to continue with their learning.



### Part Three: Lockdown Key Headlines

- Lockdowns created a more communal learning environment and from donations to rainbows and uplifting activities, the College is proud of the way that staff and learners have stood together (socially distanced) in these challenging times.
- Teachers have embraced the new ways of working with technology and provided a reassuring and supportive place for learners in troubled and anxious times.
- Staff continued to deliver timetabled lessons using Google Meets, adapting teaching and learning to ensure that learners could maintain their studies and make good progress. Google classroom provided a digital platform for learners to access a wealth of resources flexibly from digital devices, including mobile phones and professional platforms were made available to learners free of charge. The use of web cams and recorded lesson content ensured that learners who were unable to attend lessons due to illness or self-isolation did not miss on valuable learning.
- The College remained open for its most vulnerable learners, children of key workers and those with safeguarding referrals, enabling them to access learning on site. These learners also received regular contact from the Additional Learning Support and Safeguarding teams to assure their welfare and wellbeing. Arrangements for a dongle and laptop/chromebook learning service was swiftly put in place to ensure that those learners without access to the internet or digital devices were not disadvantaged. This wrap around support, alongside the continued provision of free school meals and bursary, ensures that these learners felt well supported and were able to make substantial progress with their studies.
- The Work Placement team worked closely with local employers, industry speakers and curriculum teams to ensure that learners benefitted from a rounded experience at college but also developed their wider employability and personal development. Virtual placements were organised for learners with Heathrow Ltd and Careers Week provided opportunities for learners to gain an informed into the different career pathways in their sectors to help them prepare for next steps.

