Red – requires immediate action; priority consideration

Amber – requires further development

Green – established to a high standard

**Learning programmes/activities should:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  | Action required |
| 1 | Is your approach **learner-centred** and responsive to theindividual’s needs, environment and circumstances? Is the student voice evident in the planning? |  |  |  |  |
| 2 | Is your approach **individually focused?** Have learning priorities, targets and goals been reviewed and updated to reflect the current situation? |  |  |  |  |
| 3 | Was the programme **negotiated and does it have clear expectations** *e.g.* Communication methods and frequency. How will work be sent home? How should work be returned? |  |  |  |  |
| 4 | Does learning offer **continuity and build on skills** developed in College? Are learning strategies and approaches shared with parents and carers to help them to support learning as effectively as possible? |  |  |  |  |
| 5 | Is the learning programme **regularly reviewed and updated?** Has thetimeframe been agreed with the young person and the people supporting them? |  |  |  |  |
| 6 | Does your approach **prioritise the health and well-being** of the student? |  |  |  |  |
| 7 | Is the programme **realistic and achievable** to reflect the home circumstances? Does it avoid overwhelming parents and carers? |  |  |  |  |
| 8 | Have you taken into consideration **facilities and resources at home** *e.g.* connectivity, technology devices, printer, subject-specific resources *etc*.? |  |  |  |  |
| 9 | Are programmes **structured and clear** with an accessible timetable of activities? |  |  |  |  |
| 10 | Are activities **motivational and engaging?** |  |  |  |  |
| 11 | Are activities **easy to understand** for learners, and parents and carers who are supporting the young person? |  |  |  |  |
| 12 | Do activities provide **flexibility and options** to ensure effective means of access? |  |  |  |  |
| 13 | Do activities **include high quality, differentiated and accessible resources?** |  |  |  |  |
| 14 | Are activities **safe?** Have practical and online activities been risk assessed for a home learning context? |  |  |  |  |
| 15 | Are learners and their parents/carers **well-supported** by a designated practitioner? |  |  |  |  |