

## KEY PRINCIPLES FOR SUPPORTING LEARNERS AT A DISTANCE

**At all times refer to the SAGE Learning Programme SOP**

In your learning setting teams work together and follow the steps below.		
<b>Step 1</b>	<b>1-2-1 learning visits</b>	<p>Identify which learners need 1-2-1 support from the following categories:</p> <ul style="list-style-type: none"> <li>• those who have had no learning contact since hubs closed;</li> <li>• those who have found phone learning conversations challenging;</li> <li>• girls who are pregnant;</li> <li>• those who have mobility or impairment difficulties;</li> <li>• those who are sick with chronic illnesses;</li> <li>• girls who cannot access small group support due to distance.</li> </ul> <p>If you have 15 or fewer girls in this category, that is fine (move to Step 2). If you have more than 15 girls needing this type of support, discuss with your SAGE Project Coordinator.</p>
<b>Step 2</b>	<b>Phone learning conversations</b>	<p>Identify which learners are currently engaged in meaningful learning through your phone conversations. Ask them if they would like to continue learning in this way. Continue with the phone learning conversations for these learners. If a learner would like to join a small group instead move to Step 3. A key priority is to keep in touch with learners to support their safety and wellbeing, when the context may lead to increased vulnerabilities</p>
<b>Step 3</b>	<b>Small groups for learning</b>	<p>Divide the remaining cohort of learners into groups of no more than 10 girls. Think about which girls live near to each other and other factors that will make these groups practicable for girls to access. Consider location / venue for each group.</p> <p>Liaise with the girls about the best location / venue to meet and most convenient time, in order to meet regularly.</p> <p><b>Refer to the SOP that explains what does/not constitute a safe place to meet.</b></p>
<b>Step 4</b>	<b>Learning levels</b>	<p>If you have more than one group of up to 10 girls who live close together, think about grouping them according to learning levels.</p> <p>Use your knowledge of the girls and the information in your Progress Book to help you.</p> <p>If girls of different learning levels want to travel together or for other reasons need to be in the same group, then this can be accommodated.</p> <p>You will need to adapt your teaching in order to support all girls in the small groups for learning.</p>
<b>Step 5</b>	<b>Planning and keeping records</b>	<p>In your learning setting team, decide:</p> <ul style="list-style-type: none"> <li>✓ who will do which 1-2-1 learning visits;</li> <li>✓ who will do which phone learning conversations</li> <li>✓ who will do which small groups for learning.</li> </ul> <ul style="list-style-type: none"> <li>• For all groups of learners arrange to meet at least weekly. A key priority is to keep in touch with learners to support their safety and wellbeing, when the context may lead to increased vulnerabilities.</li> <li>• Record the new groups in your Progress Book. Each volunteer may need to start a new book.</li> <li>• You will need one page for the register to track attendance and one page for activities covered.</li> <li>• You will also need to set up new 'page by learner' pages for your new groups.</li> </ul> <p>For phone learning conversations: • Keep your contact record up to date.</p>