

Remote Learning Pilot

How It Works

The robot was funded by Devon and originally intended for low-attendance pupils, school refusers, and the EBSA base.

Parents are contacted to explain the purpose of the remote-learning robot and how it supports their child.

Teachers are informed of expectations for:

- Delivering learning via Teams.
- Sending resources to both the student and the ROP (Reflection Room/Behaviour Support).

All learning is collated and returned to teachers, enabling them to track progress and maintain continuity.

A TA transports the robot from class to class, allowing the student to follow their normal timetable remotely.

Why We Use It

Student is identified through the High Needs Meeting as requiring additional, alternative support. Initially piloted with Year 10 students with the highest removal rates.

The team recognised the need for a different approach to:

- Reduce repeated removals.
- Support the class environment.
- Allow the student to reset while still accessing learning.

Provides ROP staff with opportunities to:

- Develop a deeper understanding of the student's behaviour patterns.
- Support emotional regulation and behaviour choices in real time.

English lessons are taught by the ROP to strengthen consistency and relationships.

What the Student Experience Looks Like

The student accesses all lessons remotely via the video-link robot.

They remain in the Reflection Room with:

- Supervised sensory breaks.
- Support from ROP staff.

Books and completed work are returned to class teachers so learning can be assessed and tracked.

South Dartmoor Community College

Impact Observed

- Significant reduction in removals, allowing smoother reintegration into lessons.
- Time freed in class to make necessary changes to support the student's return.
- Improved relationships between the student and staff.
- Positive check-ins at the gate and during known "tricky" lessons strengthen trust and consistency.