

Academy 21

# ***Online Alternative Provision and Ofsted:***

## **A complete guide**



Department  
for Education  
Accredited Provision

# Your guide to online AP and the new Education inspection framework

As an education provider, our goal is always to provide the highest standard of education to all our students and to support them in their learning and future pathways.

Ofsted inspections play a central role in assessing this high standard for any school across the UK, ensuring accountability and driving continuous improvement.

This information in this guide focuses on how AP is used by schools and settings which will be considered under the new Ofsted framework. You will also find some of the most common questions the Academy21 team receives from schools regarding their inspections; how we can support, the dedicated accreditation scheme for online providers, and how our provision aligns with expectations of the new framework.



**Academy21 can support schools across the UK during their Ofsted inspection in several ways:**

- 1 Answering questions directly from client schools in advance of inspection to prepare for questions about their use of online AP
- 2 Partnering on quality assurance exercises in advance of placements of expected visits
- 3 Providing clarification during inspection (e.g, on our safeguarding practices and records)
- 4 Taking calls directly from Ofsted inspectors to gather information on our systems, the use of those systems, and our AP more generally.

## Is there a quality assurance scheme for online education providers?

Yes. Online education can now be accredited by the Department for Education (DfE). The DfE has introduced the online education accreditation scheme (OEAS) to reassure children, parents and local authorities of the quality of education and safeguarding arrangements offered by online providers.

**The DfE encourages all eligible providers to apply for accreditation and recommends that commissioners of full-time online education for school-age pupils in England should only use accredited providers.**

The online education accreditation scheme has been developed to incentivise online education providers to meet high standards of education and safeguarding arrangements for their students and, through public reporting, to share best practices across the sector.

Providers seeking to be registered as an online provider and be entered onto the Get Information About Schools website must be accredited ([Get Information about Schools: Frequently asked questions - GOV.UK](#))

Successfully accredited providers receive a DfE number. Academy21's DfE number is 000/1004.

Information referenced from:

- [Gov.uk - How online education accreditation scheme works](#)
- [Gov.uk - Accreditation for online education providers](#)
- [Academy21 GIAS page](#)

## How are online providers accredited, and what is the role of Ofsted?

After an application, providers need to agree to the terms and conditions for the scheme and to be inspected by Ofsted, the quality assurance body for the online education accreditation scheme.

Following the completion of the quality assurance process, the DfE will decide whether a provider should be accredited. The standard term for which a provider is accredited is three years.

### Ofsted's role in the scheme is to:

- Carry out suitability checks on the proprietors of providers that apply for accreditation to establish that they are suitable to manage a service offering full-time education to school-age children in England;
- Visit providers over two days to assess whether they meet the online education standards set out by the Department;
- Publish a report that sets out which of the standards a provider met and which it failed to meet at the time of the visit;

More details on Academy21's report on the Ofsted website can be found [here](#).

You can also view the official online education standards [here](#).



### Takeaways

Are you using an accredited online education provider?

## The Inspection Framework

In November 2025, a new **Education Inspection Framework (EIF)** was launched, which sets out the principles and grades that Ofsted inspectors will award. The framework can be found on the [gov.uk website](https://www.gov.uk).

Alongside, the inspectorate has published the guidance it provides for inspectors and schools on inspection. This includes the school inspection toolkit that inspectors will use to discuss the quality of provision and determine grading. Also shared is the school inspection operating guide given to inspectors to guide them on how to inspect a school. Both are publicly available online.

The inspection teams are to use these guides alongside their 'professional curiosity', 'compassion', 'experience and expertise' to reach fair and accurate grades. There is an emphasis on the balanced consideration of all evidence in each evaluation area, to produce evidenced reports. There is, it is fair to say, greater information shared about the inspection process than ever before.

The new framework examines specific areas for each phase of education, reflecting the different priorities and language used at different points of the education system. The aim is to provide reporting on the different aspects of provision that gives parents/carers insights and provides clarity about strengths and areas for improvement.

### For schools these areas are:

- Safeguarding
- Inclusion
- Curriculum and teaching
- Achievement
- Attendance and behaviour
- Personal development and well-being early years in schools (where applicable)
- Sixth form in schools (where applicable)
- Leadership and governance

## Toolkit

The toolkit is an invaluable resource, worth dedicated time to review. It covers different aspects in each evaluation area, but in general:

- Outline how evidence will be gathered.
- Detail the focus areas for each evaluation area, for example, in considering inclusion, it outlines how to examine different ages, phases, and provision types.
- Provide statements about how grades can be determined and the thresholds between them.

### The following themes have stood out:

#### Knowing the students and settings:

Inspectors have commented on our detailed knowledge of students and the schools, what has met favourable review has been when the school has provided useful and adequate details about the reason for placement and needs of the student.

**Communicate well:** Communication is key; inspectors have asked how we communicate with schools and how prompt and effective schools are at communicating with us. The inspectors we have spoken with have been impressed by partnership working – notably the provision of information to schools and the detailed enrolment process. How promptly the school acts on advice or alerts shared by our team – be that to suggest an alteration to a programme or respond to a welfare concern – is also a focus point.

**Transition planning:** Lastly, it has been important to be able to explain how Academy21's flexible timetables and contracts work with the relational teaching to support reintegration, both by keeping a placement time-limited but also building pupil confidence to return.

A key feature highlighted as 'strong' has been where the school has been able to explain how they use our portal to monitor daily engagement grades, attendance, and the work students are undertaking, building up to a plan for transition.

## Evaluation Scale

Alongside newly defined areas, there is a new 5-part evaluation scale, replacing the former 4-part scale. Now schools and other settings will be awarded one of 5 grades for each different evaluation and not an overall inspection effectiveness grade. The only exception is safeguarding that is evaluated on a 'met / not met' scale.

### In each area schools can be awarded:

- Exceptional
- Strong standard
- Expected standard
- Needs attention
- Urgent improvement

For each grade, all of the criteria detailed within the levels below must have been met for it to be awarded. This means providers must pay close attention to each standard, it is not a case of 'best fit', each aspect must be evidenced. For example: 'needs attention', will be awarded when the 'expected standard' is not met because aspects of provision are 'inconsistent or limited in scope or impact and/or not fully meeting the legal requirements'.

For Independent schools, Ofsted continues to inspect independent schools against the independent school standards.



## Academy21 and Ofsted

As an alternative provision working with well over 1000 schools and local authorities, we are often part of the inspection alongside those that commission our live online lessons. This starts with ensuring we provide a high-quality, quality-assured service that gives schools confidence to place students. We provide the tools to enable ongoing monitoring of individual students and reintegration planning, as well as highly responsive safeguarding arrangements that flag concerns when they occur back to schools of relevant agencies.

For inspections themselves, we have taken scores of calls from inspectors under the pilot phase and since the introduction of the new framework. This gives us unique insight into what inspectors are asking AP providers about their services and their use by the setting under inspection and the setting under inspection is using it.

## What questions will Academy21 be asked during your inspection?

We take calls from Ofsted inspections during partner school's visits. These are informative, inspectors are examining how the school is using our online AP - they are often open, curious and focused conversations. Academy21 is always ready to support inspection teams and present our partner schools positive efforts to support their students.

Under the new framework the questions have altered and as ever can be influenced by the context of the inspection and lines of enquiry the inspection team are exploring.

**When reading the examples below, consider what Academy21 will be able to say about your setting:**

### Commissioning the placement

- Why did this school select your setting for this student?
- What type of education does Academy21 provide? Is it in the best interests of these students?
- How did the school check that this provision was a suitable and appropriate setting for their students?
- How do you safeguard students? How did the school ensure its students would be safeguarded when online?
- Who is your main contact at the schools? What happens if you need to speak to the school, but they are unavailable?

### Reviewing impact and ongoing communication

- How does the school know whether its students are attending class?
- What systems are in place to monitor attendance and engagement in learning?
- Does this school monitor if their students are in class and engaging?
- What happens if the student is not engaging? What happens if a student misses a class – how will the school know?
- Does this mentor communicate readily with you and monitor their students?
- Are you satisfied with the level of engagement from the school?

### Specific students

- What are the names of the students you have on roll?
- How well is X student doing? Are they making progress?
- Are they attending? Is this an improvement?
- What is their engagement like in class, and are they producing work?
- What are they learning about currently?

### Future plans and transition

- Has the school made plans to support the student's transition back to school or onwards?
- How does Academy21 support reintegration and engagement?
- Is there a plan in place to reintegrate? How do you support this?

**In all cases, Academy21 supplies all necessary information on its easy-to-use portal and throughout the enrolment process. If a school ever has any questions, we are just a message or phone call away.**



# Top Tips: What should you consider when commissioning online alternative provision?

## Is the provider accredited by the Department for Education?

The DfE [advises](#) commissioners to use online providers accredited under the Online Education Accreditation Scheme.

## Have you quality assured the provider and checked it is suitable?

- Access the provider's report from Ofsted as part of the Online Education Accreditation Scheme to verify the quality of its education service and safeguarding systems.
- Ask for letters of assurance that outline safeguarding procedures
- Ask the provider questions during the commissioning stage about how the setting works and why it is suitable for young learners.
- During the placement, review examples of lessons, read reports and speak to the provider and your students to verify quality.
- At Academy21 we will explain to inspectors how the discussion with our partnership team and the enrolment form are used by clients to provide up-to-date information, so we understand prior experiences and needs to ensure they have a suitable programme.

## How can you help a parent/carer buy into the plan?

- Access the provider's report from OChoose a provider offering fully live lessons, not something that is only recorded or supported partially during class. You want to be offering support that is equal to their peers and that will build relationships.
- Share details about the online provider with parents, including the OEAS report.
- Your provider should give you resources to use with parents/ carers, such as sample lessons, teacher information or parent packs.
- At Academy21, we have a whole section on our website with guides and other tools available on demand: [Parent Information](#)

## Do you have access to regular, secure updates on attendance, engagement, and/or progress?

- Providers should be giving you updates consistently and they should be accessible at any time to fit around your own QA. This allows you to make decisions about a placement's continuation, recognise success or if more support is needed.
- You can access daily updates from Academy21 on our portal that cover attendance but also engagement in every lesson.

## How can the placement be set up for success and eventual transition?

- Make a clear plan with the family, including where the sessions will be accessed from; the dates you will review it with parents and when you plan for the placement to phase out and for their child to return.
- Share plenty of detail with the provider during enrolment, so they can build the right programme and know your student from day 1.
- Nominate staff to complete the training your provider gives so they can monitor the student, address issues and recognise effort.
- Build in moments of recognition back in school for the young person, celebrating the effort they are making online with them and their family.
- At Academy21, we talk inspectors through the flexible contracting and timetables we offer, so they understand that you have selected a provider that enables placements to have a time limit and work towards reintegration.

## Does the online provider use a secure platform to share student information and enable monitoring?

- Check your provider has an easy-to-use portal, ideally one that is bespoke for online AP and is easy to navigate.
- Make sure you know what information is shared and how to access it. At Academy21, we share live attendance alerts, lesson-by-lesson engagement grades, feedback on every piece of work, a full library of lesson resources and more detailed reports throughout the year. We can take the Ofsted team through this for your students so that they understand how you are monitoring them.

## Does the online provider have clear safeguarding arrangements? How do you know?

- Ask your provider how safeguarding procedures work, both to create a safe setting and respond to incidents.
- Review their safeguarding policy and ask for their letter of assurance for your records.
- Make sure you have nominated a child protection contact for the provider to liaise with.
- At Academy21, we often explain to inspectors our safeguarding procedures and our emergency safeguarding responses and escalation to services. Multi-agency working is a given in our setting.

## Is the teaching delivered live and are teaching approaches adaptive?

- Can you explain how the choice you have made is comparable to those peers in school still?
- Student online should be taught fully live and have recordings to access when attendance is not possible.
- Students should be able to develop positive working relationships with their teacher and see the same teacher every lesson so appropriate assessment for learning and teaching can take place.
- At Academy21 we will walk inspectors through our pedagogical and curriculum approach so they understand how our accredited provision is evidence informed and relational.

# How will your use of Alternative Provisions be examined under the new framework?

The inspection operating guide for inspectors, available online, details the approach taken to evaluating a school's use of Alternative Provision.

In the following pages, we have identified some of the most important features for schools using excerpts from this guide to be aware of. **Please note that not all details from the guide have been included.**

## Off-site alternative provision

Review the commissioning agreements for a selection of pupils who are attending AP. This includes part-time provision for 14 to 16-year-old pupils in a college or FE provider.

- You should explore the nature of the intervention, its objectives, the timeline to achieve the objectives, and the plans for reintegrating pupils
- Establish the registration status of all pupils attending the AP
- Include discussion about the AP in other inspection activities, for example in meetings with the designated safeguarding lead, attendance and behaviour leader(s), the SENCo and governors/trustees

## Plan time to visit a sample of the AP the school uses. In order of priority, you should aim to visit:

All unregistered AP providers (or as many as is practicable); all registered AP providers (or as many as is practicable); registered AP providers that Ofsted has not inspected within the last 2 years; registered AP providers [with] a poor outcome in their most recent Ofsted inspection

Remotely or in person, meet a sample of the pupils the school has placed at the AP.

Discuss their views on:

- The placement's suitability and effectiveness
- Their transition plans
- Contact with their home school during the placement

Record any concerns accurately. Follow our safeguarding guidance and pass on your concerns to the national duty desk. If it is not possible to visit the AP during the inspection, you must gain assurance that the AP is appropriate, for example by calling the local authority, speaking with professionals, or with parents.

### Key Takeaways for Schools

Based on the above excerpts, consider whether you have recorded and gathered feedback on:

- Why you commissioned the placement?
- What will your young person be doing?
- The school and the families' aim for the placement.
- When you are checking in on progress.
- When you expect them to return and how you are planning for that transition.
- What students think about the provision?

## What inspectors are looking for

Beyond checking processes and paperwork, inspectors are focused on understanding the real difference alternative provision makes for pupils. This includes how placements are planned, monitored and reviewed, and the extent to which they improve outcomes, support reintegration and keep young people safe.

Through these activities, seek to understand the impact of the AP on pupils' outcomes.

## When considering placement decisions, evaluate:

The reasons why leaders considered off-site provision...to be in each pupil's best interests...

- Leaders' arrangements for commissioning the placement and reviewing its impact
- The extent to which pupils, their parents, and the local authority ... have been included in decisions about placements and planning
- The suitability of the placement, including how it addresses gaps in pupils' learning and supports pupils where improvements in behaviour are required
- Whether any pupils are attending multiple providers, and how much they attend their home school – explore the rationale for this, whether decisions are in pupils' best interests, and how leaders ensure that pupils are kept safe

## When considering quality assurance and consistency checking, inspectors evaluate:

- The quality of the due diligence checks leaders carried out before the placement, and continue to perform, to ensure that the AP is safe, offers high-quality education and meets each pupil's academic, vocational, pastoral and SEND needs
- Safeguarding arrangements for pupils when they are travelling between the school and other providers

### Key Takeaway for schools

- Review the information given by your provider and someone is accountable for reporting on it.
- Make sure your team can explain what is going well for the students in AP, what is not and what you are planning next.
- Review the provider's safeguarding procedures and understand exactly what students are doing when on the provision.

## When considering placement monitoring, evaluate:

- Evidence of regular contact with the AP, review dates (at least half-termly), and any necessary follow-up action to make sure the placement is successful
- Leaders' awareness of where pupils are during school hours, including records of the address of the commissioned AP and any subcontracted provision or satellite sites the pupils may attend
- Pupils' progress against the objectives set out in the intervention plans
- The attendance and behaviour of the pupils who attend the AP
- Induction, transition and destination planning – plans for assessing when pupils are ready to reintegrate into their home school or move to specialist or post-16 provision

# The School Inspection Toolkit

The state-funded school inspection toolkit also gives schools insight into what they can expect from inspections, with information on how evidence is gathered, the specific aspects of each evaluation area that will be addressed, and what schools need to be awarded each grade.

## Safeguarding & Safer Recruitment

- Ensure that the school's procedures protect pupils who are at greater risk of harm, for example those attending alternative provision
- Schools will be awarded 'Not met' if pupils are not on the school site (whether long term, temporarily or for part of the school day), leaders are either not clear where the pupils are or are not able to demonstrate they have taken steps to safeguard them. This includes pupils absent from education and those attending inappropriate, unregistered or unmonitored alternative provision.
- Leaders should **obtain written** confirmation that the required **safeguarding checks** have been carried out on all staff working at any alternative provision that the school uses'

## Inclusion

- Leaders make sure that any alternative provision the school uses is suitable and safe, and the decisions to place pupils in it are made in their best interests.'
- Schools will be awarded 'Needs Attention' if Leaders use of Alternative Provision has limited positive impact on pupils' learning and/or well-being.
- Schools will be awarded 'Expected' if alternative provision is commissioned appropriately and is used in pupils' best interests. Leaders take responsibility for the education and welfare of pupils placed in it.

## Attendance & Behaviour

- Some schools have a significant proportion of pupils who join with previously low attendance or following disruption to their education... In these schools, inspectors recognise that this may affect overall attendance or rates of persistent absence. They therefore pay particular attention to the impact of the school's work to improve attendance rapidly for these pupils and to maintain improvements over time.'
- Leaders reintegrate suspended pupils, and those returning from off-site direction and alternative provision carefully on their return to school and manage their behaviour effectively.'
- When alternative provision is used, leaders monitor pupils' attendance carefully, both daily and over time, and take swift and effective action when pupils do not attend.'
- Schools will be awarded 'Not Met' if leaders do not have a strategic approach to tackling poor attendance. 'They do not monitor or evaluate pupils' attendance properly, including at alternative provision, to accurately identify the barriers to improving attendance and to establish and implement a clear action plan.'

## Personal Development & Wellbeing

- 'Pupils who attend alternative provision continue to receive a suitable personal development and Relationships and Health Education (RHE)/Relationships and Sex Education, Health Education (RSHE) programme.'
- 'Home school or move to specialist or post-16 provision'



*"I needed a place where I could concentrate in lessons, not feel intimidated by classmates, and teachers that I could communicate with – all of which I received with Academy21... I feel I have the confidence to go [to school] in person now."*

Lilia

Former Academy21 student

# How can choosing Academy21 help schools to monitor progress?

## Subject teacher evaluation

Regardless of the enrolment information, initial sessions are used to establish the understanding of each student's current working ability.

Subject teachers under the leadership of the Headteacher and Heads of Subject, utilise qualification frameworks, mark schemes, model answers and assessment principles to make judgements about student performance.

Moderation and standardisation activities are used to align judgements on performance.

## Inspired AI, powered by Century

Inspired AI, powered by Century, is a platform of micro lessons and diagnostic assessments curated and chosen by the teacher. With this platform, teachers can give students recall practice and, importantly, use diagnostic data for lesson planning and follow-ups.

InspiredAI, powered by Century, is planned into lessons for precision and customised assessment as students tackle 'nuggets' (micro lessons) using the platform and independently follow their 'pathway'. This pathway is generated as they answer questions to give them specific feedback based on skills and further content and practice to plug their specific gaps.

Teachers will often use Century as a form of baseline assessment early in the term.

## Class summative assessments

As confidence develops, students are encouraged to attempt 'reviews', which are summative assessments that assess knowledge and skills more broadly after each topic studied. They are embedded into SOWs in a planned sequence and spiral back over content to ensure they assess knowledge and skills in a reliable, appropriate manner, which can yield valid inferences for the teacher.

There is a 'feedback loop' following all assessments, where teachers provide individual marks and feedback to students. The outcomes are then used in subsequent lessons as teachers become more aware of skills gaps in student learning and the further practice they need.

The curriculum design is aligned with the range of assessment tasks needed to prepare students for exams and report on student progress via the mentor portal.

## Class assignments

Teachers set assignments after every lesson to extend and develop student skills. This builds on the teacher's Afl in class and is set via our learning platform.

Students get customised feedback on assignments, which is extremely useful in helping them progress and informing the teacher for future teaching or intervention (e.g., further work, breakout room conversations, etc).

## Monitoring and assessment

Our teachers monitor their teaching groups through Afl and assessment. They are able to review marks over the academic year via the canvas 'markbook' in order to inform planning and support.

Similarly, subject leaders are able to review each class in their area through the markbook. They do so also as part of our Quality Assurance (QA) processes to monitor student performance across the subject, review the effectiveness of teaching material and approaches and advise their teams on areas of focus and development.

QA also includes sampling student work and the feedback from teachers to ensure consistency and quality.

## Baseline assessment

At Academy21, we make use of multiple data sources to ensure students are in the correct group. Firstly, by asking about needs, additional context and prior academic performance at enrolment, we form an initial baseline of a student's ability to inform our teaching and the student's grouping.

We then make use of early assessment for learning in the first lessons through quizzes, class tasks, homework and student responses to further inform our understanding of the student's working level.

Teachers will also use the assessment tools on InspiredAI to validate and support the understanding from enrolment and Afl in the first lessons.

## Assessment for Learning (Afl)

Once students begin lessons, teachers will conduct low-stakes, formative assessments to double-check groupings and gain initial data on each child. This includes classroom quizzing, monitoring of student-led tasks, questioning and other forms of Afl, which then form part of the baseline to assess students, check they are grouped correctly, and to make lessons engaging.

This formative, low stakes approach ensures Academy21 students gradually build confidence around assessment via non-threatening, engaging assessment tasks. It is, in essence, adaptive and inclusive.

## Enrolment

At enrolment we ask for key information so that we can ensure the programme of subjects, level of class and our teaching approaches will match student need. The conversation between commissioning schools and Academy21 is a key aspect of deciding what are the most appropriate courses for a student to be enrolled on.

We have multiple options for students within each year group to ensure they are placed in the correct class and to challenge them relative to the ability they have demonstrated. For example, we have our entry-level programme, functional skills, rescue GCSE and GCSE classes.

Teachers review these placements once the student is in class and use this to inform any moves needed to support students.

## How do we safeguard effectively?

**Academy21, as a leading online educational institution, places a high priority on safeguarding its students, ensuring a safe, secure, and supportive learning environment for all.**

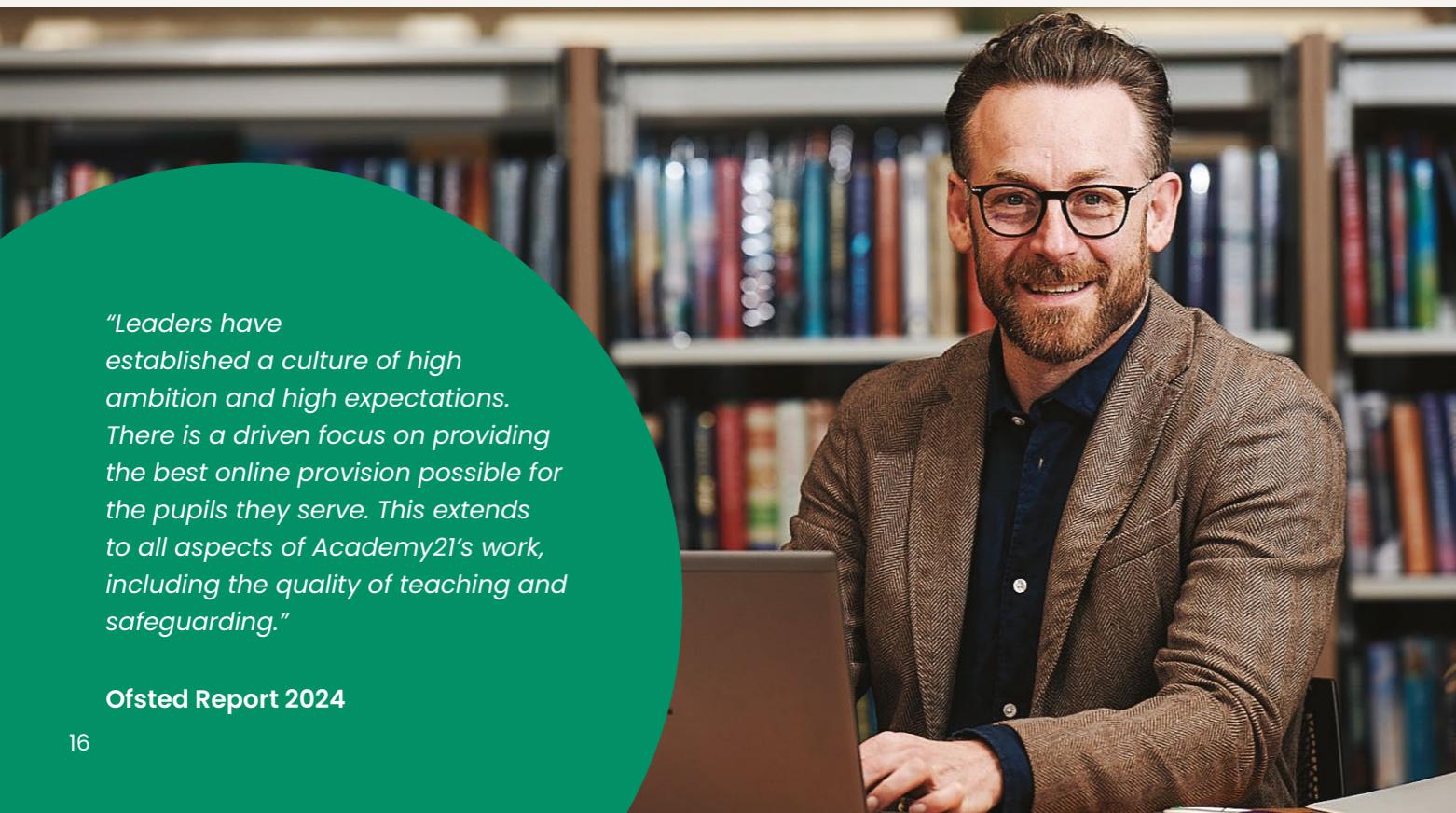
Firstly, Academy21 utilises advanced technology to create a secure online learning environment. This includes the use of encrypted communication channels, secure login protocols, and sophisticated monitoring tools to prevent unauthorised access and to ensure that interactions within the platform are appropriate and safe. The technology also enables the institution to quickly identify and address any potential cyberbullying, harassment, or other forms of inappropriate behaviour.

Secondly, Academy21 has developed and implemented robust safeguarding policies and procedures that are in line with the latest legal requirements and best practices. These policies are regularly reviewed and updated to respond to new challenges and to ensure they remain effective. The institution also provides

comprehensive training for all staff on safeguarding issues, ensuring they are equipped to identify and respond to concerns about a student's welfare.

Academy21 makes use of MyConcern to log all concerns immediately, alerting our DSL and safeguarding team, who will contact the commissioning school or LA immediately with concerns, either via email or on the phone. Where required, we will make referrals directly to relevant services and to parent/carers after relevant services when we feel a child is at risk. Furthermore, Academy21 promotes a culture of openness and support, encouraging students to speak up about any concerns or issues they may encounter. Dedicated safeguarding staff are available, addressing any welfare concerns promptly and effectively.

In summary, Academy21 safeguards students through a multi-faceted approach that combines advanced technology, comprehensive policies, dedicated staff, and collaboration with parents and external agencies. This ensures a safe and supportive online learning environment where students can thrive academically and personally.



*'Leaders have established a culture of high ambition and high expectations. There is a driven focus on providing the best online provision possible for the pupils they serve. This extends to all aspects of Academy21's work, including the quality of teaching and safeguarding.'*

## How do we support you to monitor attendance?

**In order to enable commissioning school mentors to monitor attendance, we surface all relevant details in real time to our mentor portal – the one-stop location for all necessary monitoring activity whilst a student is enrolled with Academy21.**

Mentors can look at each of their students' attendance records by clicking on their student pages on their portal dashboard.

Mentors can view breakdowns of:

- Any week's attendance to check if the student is accessing lessons;
- The EUI grades for every lesson, which indicate student participation in class beyond logging in;
- Record and monitor absences and request 121 tutorials or view current work due.

### Attendance alerts

Our mentor homepage is set up to allow commissioning schools to monitor every placed student quickly and easily. The Student List displays the names of the student(s) and the 'Student Pages' menu' provides quick access an individual's weekly report, attendance report and timetable.

In addition, mentors can choose to receive twice daily attendance alerts by email for each of their students.

### Attendance registers

Registers are taken automatically as the student enters the virtual classroom and updated at 5 and 10 minutes into lessons to capture accurate attendance data. The mentor portal is updated to show the mentor if the child is present or if they were late to class.

Equally, after lessons, a final update captures all attendance after the start of the lesson. This allows mentors in school to check if the student has attended and action follow-up from school. The register view on the mentor portal gives day-to-day, week-by-week, half-termly and termly reports.

### Effort, Understanding, and Interaction (EUI)

As well as attendance in class, after every session each student receives an EUI judgement uploaded to the platform for students and mentors to view. This assesses the student's engagement in each session. There are also weekly graphs on the mentor portal so that schools can monitor EUI and respond to any changes in performance appropriately.

This allows an additional layer of reporting beyond presence in the online classroom that can inform the school's follow-up.

### Tutorial sessions

Mentors can periodically book sessions for their students to discuss engagement with their teachers in a more detailed format. These are on offer several times over the academic year and students can also use these to go over study approaches to assist them in overcoming barriers to learning.

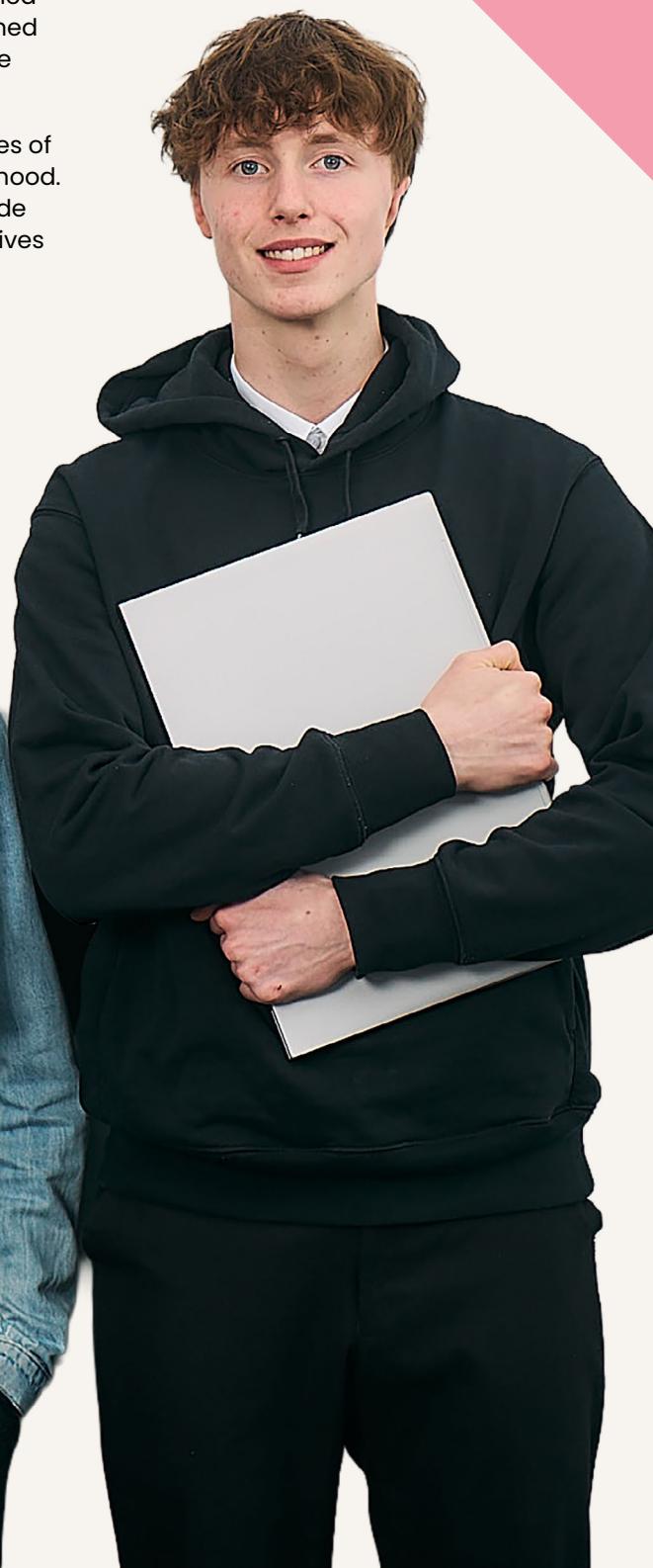
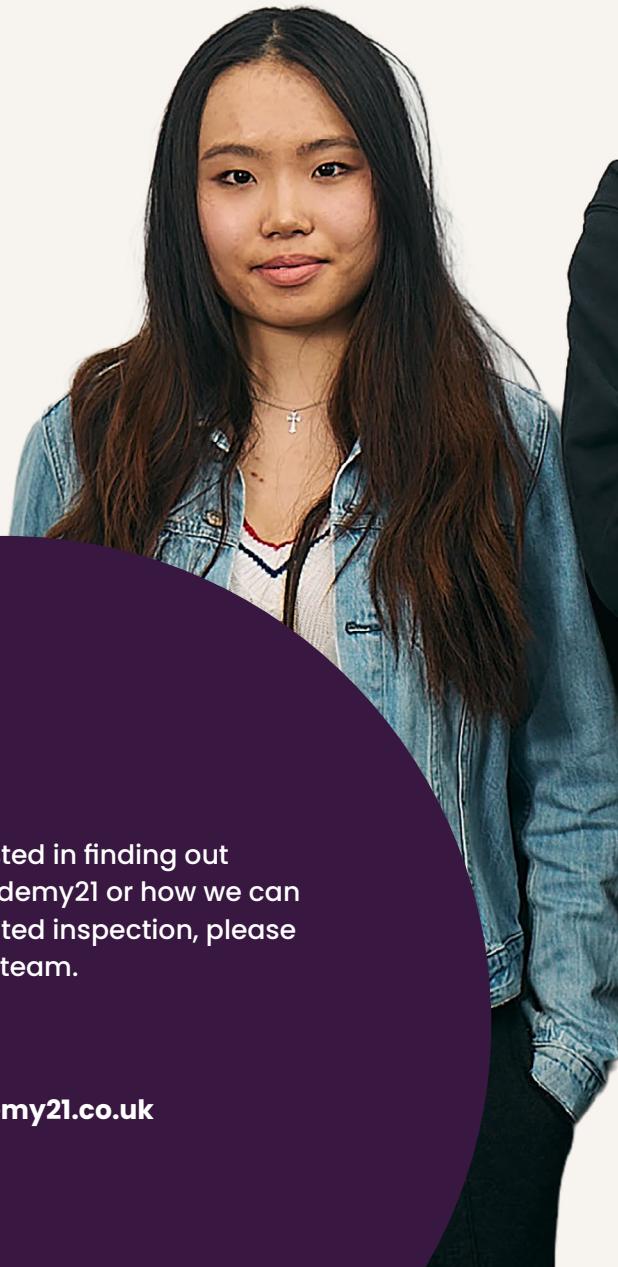
# ***Making a difference, together.***

## **About Academy21**

We are the UK's leading online alternative provision specialist. We work in partnership with schools and local authorities to provide students who have additional needs or challenging circumstances with access to the high-quality education they need and deserve.

We combine unparalleled expertise and knowledge with a deep understanding of the needs of students and schools from 20 years leading the online education sector. Together with our fully qualified teaching staff, with a focus on welfare, safeguarding, and renowned customer support, we've created the most comprehensive online alternative provision available today.

We know that what we do makes a profound difference to the lives of young students, both now and as they make their way into adulthood. We're here to support them, their schools, and families and provide the best possible path through their education and towards the lives ahead of them.



## **Get in touch**

If you are interested in finding out more about Academy21 or how we can support your Ofsted inspection, please reach out to our team.

**0800 208 8210**

**[contact@academy21.co.uk](mailto:contact@academy21.co.uk)**