

# ED Lounge

## A proven way to improve your academy's attendance whilst also reducing:

- isolation days
- student exclusions
- incidents in inclusions
- low level disruptive behaviour

*Address the January  
2015 DfE Exclusion and  
Alternative Provision  
framework guidelines*



# EDLounge & EDClass

EDClass is a new addition to the EDLounge framework that offers academy students live tutorial support and distance learning provision through a robust, safeguarded and supervised online platform.

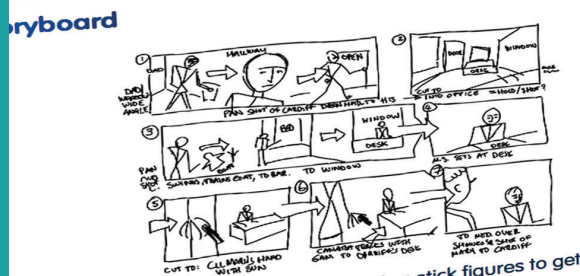
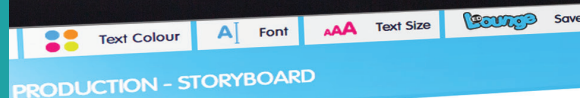
Not only does EDClass comply with government legislation for both on- and off-site alternative provisions for academies, this unique platform also gives you the tools to improve attendance in your setting.

EDClass allows you to monitor and track the progress of your excluded children safely and securely online and help positively impact their learning and attendance. Our experienced team can offer you and your establishment live online support for students who are in inclusion or have been excluded.

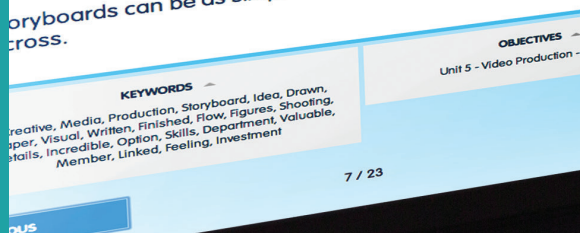
EDLounge and EDClass can dramatically improve your attendance and behaviour figures and reduce your isolation and exclusion statistics.

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[edlounge.com](http://edlounge.com)



Storyboards can be as simple as drawing stick figures to get across.



Live online support for English,  
Maths and Science



**EDClass** can...

Claim 'B' code attendance

Create, track & monitor individual learning pathways

Enable any assessment policy (without levels) to be adhered to

Address the 3 levels of progress for KS3

Create a positive learning environment for Pupil Premium students

Dramatically improve your attendance levels

Develop a positive and inclusive learning environment

Encourage disaffected students to take an active role in their own education through a rewards-based gaming/ learning structure

Develop an inclusive alternative provision for your students

Produce a catch-up programme for year 7 or transition students





## EDLounge & EDClass

EDLounge is a unique online tool that engages students and motivates them to learn a variety of subjects and topics away from mainstream classrooms, which works to reduce exclusions, decrease behaviour incidents, and address whole school issues.

The robust system enables any student to learn anywhere at any time and the tracking element promotes safeguarding, well-being and supervision.

Our online support system with qualified support agents, teachers, assessors, and verifiers allows your students to have a teacher / support officer to help them with their learning throughout their assigned pathway.

EDClass can help you reduce the number of students excluded and raise your attendance figures. Our e-learning portfolio has grown so fast that there are now over 6500 resources and lessons that can be used to educate students in alternative provisions. The creation of personalised and tailored pathways for individual students ensures that they remain in education.

Following this structured pathway enables a student to learn, progress and succeed whilst simultaneously supporting you to defuse any situation or problem that occurs.



*Purchase the EDClass subscription and get the EDLounge platform FREE!!*






## How EDClass works

Our online tutors and supervisors are uniquely trained to have a wealth of knowledge and understanding of the EDLounge lessons, system, qualifications, methodology, exams, coursework and practical elements.

By putting into place an exclusive pre-assessment, assessment and feedback service, students are able to progress and understand what is being taught and what they are being asked to do.

To help students gain qualifications, a range of practice, live and mock exams have been added to EDLounge so that students are able to prepare themselves for the new next generation BTEC courses.

Students also receive live and online support from our teachers in any of the qualification subjects.



*We work together in partnership to become your alternative provision and adopt your behaviour and academy policies so the student's development and intervention is the key to everyone's success.*

Once a partner, we also match your assessment policies to our system so everyone adheres to the same policies, procedures, rewards and sanctions.

### **EDClass addresses the recent government changes in Exclusion and Alternative Provision.**

With recent changes found in the Exclusion from maintained schools and academies statutory guidance report (January 2015) and with the government introducing changes to attendance policies, off-site learning and alternative provisions. It is becoming increasingly important for academies to implement systems that can deliver these changes, accurately monitor progress in real-time and output reports suitable for an Ofsted inspection.

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## Case Study - The Rodillian Academy

*Providing an effective alternative provision for an academy to reduce exclusions, raise achievement and improve attendance.*

The Rodillian Academy and EDLounge came together in September 2013 to look at how we could improve our existing online provision. This needed to meet national guidance on the use of alternative provision and, more importantly, provide high quality, appropriate work for students who were not accessing mainstream education for a fixed period of time.

We have developed a unique package to support students who are out of mainstream education, providing them with appropriate, accessible work that is accessed through a secure online platform. This is monitored by qualified teachers throughout the day who quality assure the work that students are completing and provide support through a help function when needed. We expect students who are expelled from school to complete a set number of hours in EDLounge; staff from school and parents/carers can then monitor their activity online. The response from parents/carers has

been overwhelmingly positive as they can measure the quality of the work students complete whilst they are not in school.

As part of the personalised programme for students who are expelled from school for a fixed period of time, they must complete a programme of behaviour repair work which is then discussed at the re-integration meeting. Over 95% of students who have been expelled from school have completed the required behaviour repair work and the required amount of hours to a satisfactory standard. In just one term, we have prevented a staggering 110 inclusion days, increased attendance and drastically reduced exclusions through EDLounge / 'EDClass'.

The implementation of EDLounge to support students who are excluded from school has had a significant impact on an identified cohort of students. It provides them with a programme of study and behaviour repair work that is monitored daily by school staff and parents, ensuring that students are engaged in meaningful work throughout their exclusion. This has meant that exclusions have become more



of a deterrent and are now seen as more meaningful and robust by parents/carers. This has meant a reduction in the number of repeat exclusions which is, in turn, seeing a marked improvement in attendance. We are currently exploring ways of introducing EDLounge to support our students who are engaged in alternative provision and as a possible tool to support homework.

We would have no reservations in recommending EDLounge as a valuable resource within any educational setting. The access to qualified teachers throughout the EDLounge experience promotes a level of engagement that we have not seen with similar products. We have used a range of online products and have always felt that there was something missing. EDLounge meets the needs of students, parents/carers and staff, ensuring that safeguarding and student engagement are paramount.

**A.Percival** - Assistant Headteacher  
The Rodillian Academy



EDLounge through EDClass can...

Increase B  
attendance

Help with your  
alternative  
provision

Reduce low  
level disruptive  
behaviour

Decrease  
exclusions

Off-site  
provision

Subject specific  
tutors online  
8:30am -  
5:00pm

Positive  
Discipline

6500+  
Editable  
lessons

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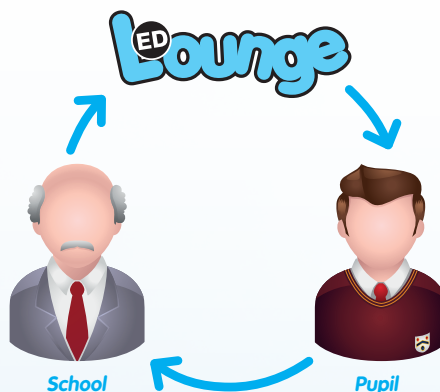
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## Target audiences for EDClass

Our tutors provide support for students in exclusion, home education, isolation or in inclusion whilst they are on-site or off-site. Students are able to ask for and receive help, feedback, comments and direction from our support officers, meaning that all students can progress through EDLounge.

This system is also ideal for students with low literacy/numeracy ability, school refusers and Pupil Premium individuals.



**EDLounge also incorporates 'live classroom tutoring' for any child who is:**

- in Reintegration
- in the Year 7 catch-up programme
- persistently absent
- long-term sick
- following an Alternative Curriculum
- doing Homework
- studying ESOL
- de-motivated / disengaged
- entitled to Pupil Premium



My sons first day  
working from home on  
@EDLounge so glad he  
is learning again  
#lifeline #Asd #anxiety

**Lou Swan**

**@tygertyger\_lou**

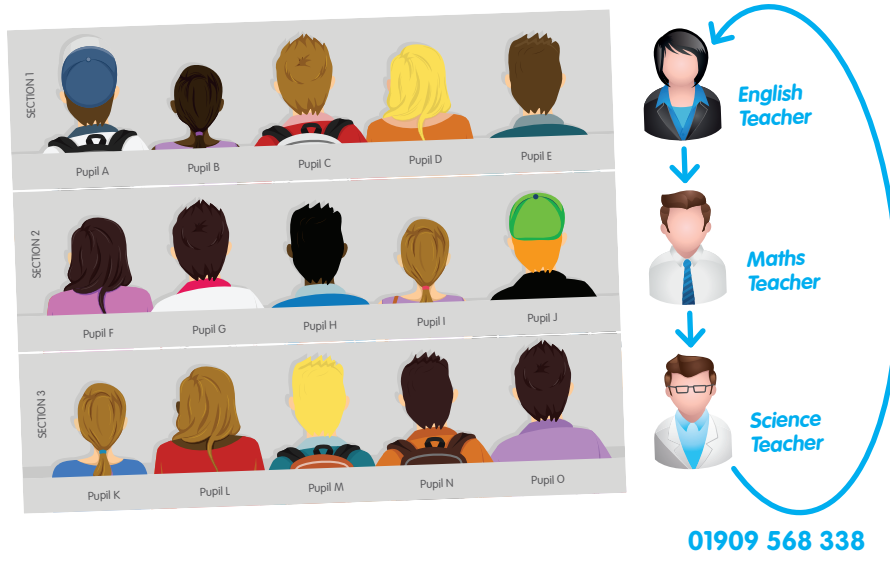
# Qualifications

## Qualifications available through EDLounge with EDClass support:

- **Construction:** Level 1 & 2  
(Next Generation) (NQF) - 600/6817/6
- **IT:** Level 1 & 2 (Next Generation)  
(NQF) - 600/4789/6
- **PE:** Level 1 & 2 (Next Generation)  
(NQF) - 600/4779/3
- **Media:** Entry, Level 1 & 2  
(Next Generation) (NQF) - 600/6831/0
- **Applied Science:** Level 2  
(Next Generation) - 600/4787/2
- **Work skills:** Level 1 & 2
- **Hospitality:** Level 1 & 2  
(Next Generation) (NQF) - 600/7044/4
- **Business Studies:** Level 1 & 2  
(Next Generation) (NQF) - 600/4786/0
- **Money and Finance:** Level 1 & 2
- **Jamie Oliver Home Cooking:** Level 1 & 2
- **Media:** Entry Level and Level 1
- **Employability Skills**
- **Supporting Employability and Personal Effectiveness:** Level 1

# How the seat system works

The seats work on a basis that you can rotate, time and schedule a child to receive one to one support at certain times of the day to maximise learning for your students.



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## Case Study - Featherstone Academy

“The impact of EDLounge and EDClass is that we can now support students learning whilst they are excluded from the academy. Therefore, when they return from their exclusion they have not fallen behind their peers in terms of their learning and they are able to be seamlessly reintegrated back into mainstream lessons without any detriment to their education. We are avoiding bounce back exclusions where students return back to mainstream lessons and because of the gaps in their knowledge can often lead to low level disruption or further disruption which ends up as a repeat fixed term exclusion – but EDLounge fills that gap and students are far better supported in their learning both once on exclusion and when on return from exclusion.

The impact on attendance that EDLounge has had is that it has been able to support a 2.7 per cent increase in the first term of this academic year (2015) because students are engaged on an alternative provision whilst excluded. This often has not been the case with other alternative providers we have set up through failure to engage or attend through choice or transport

issues. This is not the case with EDLounge as we have set it up in the comfort of their own home after we have undertaken appropriate and legal safeguarding measures to ensure the student is in the right and safe environment to continue on their off-site education.

I cannot recommend EDLounge highly enough in terms of how it has supported the behaviour transformation at the Featherstone Academy and I would willingly endorse it to any other educational establishment in the country that are looking to make a difference to their school's behaviour and overall school culture.

EDLounge, because it is all interfaced related, students of this day of age quite often prefer to interact in that measure. They almost don't feel like they are learning and they don't feel like it is school work, because the way it is set up and how they engage with it.

What is a real bonus for the student is that they can see how they are making progress because the work is so tailored to





them in their personalised pathways they actually demonstrate a remarkable amount of progress. With that intrinsic motivation and being rewarded with the ability to see their personal progress made themselves is a really is a powerful tool to changing some of our students, some of real hard to reach student behaviour.

EDLounge has saved the academy many thousands of pounds this academic year because we use it as our first port of call for alternative provision."

**Jason Kenneally** - Associate Headteacher  
Featherstone Academy



**The Featherstone Academy**

"Edlounge is used in our individual study centre, with students who are isolated and/or in here for support. We use it with our school refusers and monitor what work they do. We also use the system as registration activity for numeracy and literacy exclusion work. The reports are very good and informative"  
**Teacher, The Priory School, Hitchin**

*EDLounge through EDClass  
can help your academy...*

**Reduce  
Exclusions**

**Offer a totally  
inclusive  
provision for  
any individual**

**Engage a  
comprehensive  
range of  
students**

**Decrease  
issues in  
isolation**

**Off-site  
Provision**

**Impact whole  
school behaviour  
and discipline  
(positively)**

**Help Raise  
attainment**

**Increase  
attendance  
through B  
codes**

**Teaching &  
Learning**

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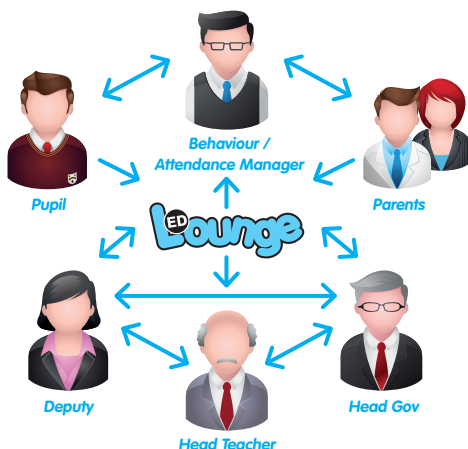
## Support & Safeguarding

Students are able to ask for and receive help, feedback, comments and direction from our support officers so that all students can progress through EDLounge.

We offer support and supervision to any individual using EDClass, whether they are on-site or off site and undertaking theory, practical, knowledge or academic lessons.

Our support and supervision officers offer a thorough and robust safeguarded provision which addresses government legislation for alternative provisions on/off-site for academies.

### The partnership and process:



Our expert support officers have an extensive knowledge of the qualifications we offer and put into place an exclusive pre-assessment, assessment and feedback service for the students alongside safe supervision.

[illegible]

**Everything is tracked,  
recorded and reported.**

The online discussion between the teacher and student is recorded for safeguarding purposes but enables the students to securely ask for help, guidance and assistance.

There is total transparency of progress, attendance and behaviour throughout the system for staff, EDLounge, SLT, parents, students and behaviour support to view:

- Messages
- Progress
- Behaviour logs
- Key Dates
- Incidents
- Homework
- Deadlines

**Claim B**  
**attendance**



# Reports: The Dashboard

*This dashboard enables SLT and behaviour managers to see the impact of isolation, inclusion, exclusion, off-site provision and re-intervention.*

Strategies, meetings, minutes, and comments are also recorded within the system to provide everything for your alternative curriculum.

A comprehensive breakdown of everything a student has done, attempted or struggled with.

## Student Report: Alex Walsh

Filter the academic year: 2014 (1st September 2014+)

| Details        | School Progress  | Lessons Completed | Incomplete Lessons | Independent        | Exams                | Days to Claim | Attendance             | Reward Student       | Login Log | Behaviour (EDClass) |
|----------------|------------------|-------------------|--------------------|--------------------|----------------------|---------------|------------------------|----------------------|-----------|---------------------|
| Exclusion      | Inclusion        | Isolation         | Reintegration      | EDClass History    | EDClass Attendance   | Login Log     | Student Questionnaires | Staff Questionnaires | Alerts    | Chats               |
| Set by Teacher |                  |                   |                    | Student Tracking   |                      |               |                        |                      |           |                     |
| Pathway Name   | Created On       | Start Date        | End Date           | Started By Student | Completed By Student | % Completed   | Time Learning          | Time Idle            | View Data | EDClass Overview    |
| name           | 19/09/2014 10:42 | 19/09/2014 00:00  | 10/09/2014 00:00   | 19/09/2014 11:04   | Not completed        | 0%            | 00:01:49               | 00:00:38             | View Data | EDClass Overview    |

## Student Report: Jamie Simpson

Filter the academic year: 2014 (1st September 2014+)

| Details                 | School Progress  | Lessons Completed | Incomplete Lessons | Independent        | Exams                | Days to Claim    | Attendance             | Reward Student       | Login Log | Behaviour (EDClass) |
|-------------------------|------------------|-------------------|--------------------|--------------------|----------------------|------------------|------------------------|----------------------|-----------|---------------------|
| Exclusion               | Inclusion        | Isolation         | Reintegration      | EDClass History    | EDClass Attendance   | Login Log        | Student Questionnaires | Staff Questionnaires | Alerts    | Chats               |
| Set by Teacher          |                  |                   |                    | Student Tracking   |                      |                  |                        |                      |           |                     |
| Pathway Name            | Created On       | Start Date        | End Date           | Started By Student | Completed By Student | % Completed      | Time Learning          | Time Idle            | View Data | EDClass Overview    |
| Reintegration for Jamie | 01/09/2014 15:48 | 30/09/2014 00:00  | 03/10/2014 00:00   | 08/10/2014 13:49   | Not completed        | 33.333333333333% | 00:02:01               | 00:00:57             | View Data | EDClass Overview    |

### Pathway History - Reintegration for Jamie for Jamie Simpson

This pathway has been completed 0 times.  
This pathway has not been completed 1 times.

#### Completed Lessons

| Started    | Completed | Time Learning | Time Idle |
|------------|-----------|---------------|-----------|
| No Results |           |               |           |

#### Attempted Lessons

| Started             |                  |                  | Time Learning |           |                | Time Idle    |                              |                     |
|---------------------|------------------|------------------|---------------|-----------|----------------|--------------|------------------------------|---------------------|
| 08/10/2014 13:49    |                  |                  | 00:02:01      |           |                | 00:00:57     |                              |                     |
| Lesson Name         | Started          | Completed        | Time Learning | Time Idle | Expected Grade | Actual Grade | Results                      | Add to Pathway      |
| 'u','y','j' and 'y' | 08/10/2014 13:49 | 09/10/2014 10:02 | 00:02:01      | 00:00:57  | • English: A   | Not marked   | <a href="#">View Results</a> | <a href="#">Add</a> |
| 'ck'                | 09/10/2014 10:04 | 01/12/2014 20:12 | 00:00:00      | 00:00:00  | • English: A   | Not marked   | <a href="#">View Results</a> | <a href="#">Add</a> |

#### Not Attempted

| Lesson Name             | Started | Completed | Time Learning | Time Idle | Expected Grade                        | Actual Grade | Results | Add to Pathway |
|-------------------------|---------|-----------|---------------|-----------|---------------------------------------|--------------|---------|----------------|
| 'u','u','y','j' and 'y' | N/A     | N/A       | 00:00:00      | 00:00:00  | There are no subjects for this lesson | N/A          | N/A     | N/A            |

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# Student Involvement

*Students give feedback upon their learning whether in class, isolation, off-site, reintervention or in exclusion.*

Students constantly evaluate their performance, learning, knowledge and understanding in the topics and individual learning pathways set.

| Subject: <div>Maths</div> |       |                    | Student Year: <div>Year 11 (current)</div> |             |              | Term: <div>All current year</div> |                             |                 |                  |                         |                |
|---------------------------|-------|--------------------|--|-------------|--------------|-----------------------------------|-----------------------------|-----------------|------------------|-------------------------|----------------|
| <div>Filter Results</div> |       |                    |  |             |              |                                   |                             |                 |                  |                         |                |
| Subject                   | Topic | Sub-Topic          | Year                                       | Term        | Teacher      | Expected Grade for Sub-Topic      | Current Grade for Sub-Topic | Assessment Type | Date             | Statement               | Comments       |
| Maths                     | Maths | Pythagoras Theorem | Year 11                                    | Autumn Term | Tony Teacher | A =                               | A +                         | Exam            | 29/05/2014 16:45 | Exceptional Performance | Excellent work |

RAG Systems, Comments and graphical data are reported to parents, students, cohorts, teachers, managers, SLT and governors

The image displays two screenshots of the EdD Lounge web application. The left screenshot shows a 'Student Achievement and Mastery Statements (3D geometry)' page. It features a 'Mastery Statement' section with a progress bar and a 'Student Achievement Statement' section with a progress bar. A 'SUBMIT STATEMENT' button is visible. The right screenshot shows a 'Student Achievement and Mastery Statements (Expressing quantities as a percentage or a fraction)' page. It features a 'Mastery Statement' section with a progress bar and a 'Student Achievement Statement' section with a progress bar. A 'SUBMIT STATEMENTS' button is visible. Both screenshots show a navigation bar at the bottom with icons for Learning, Independent, Library, Course Work, Home Work, Puzzles, Career Work, Reports, and EDVile.

Students analyse their performance to master statements, topic objectives or assessment strands



# Performance Reports

*Reports can be attained in groups or for the whole school.*

You can also compare against students in different cohorts.

Even in reintegration, exclusion or in isolation students follow the school's assessment and positive discipline policies.

The system allows you to track and view a student's performance individually or comparing subject performance.



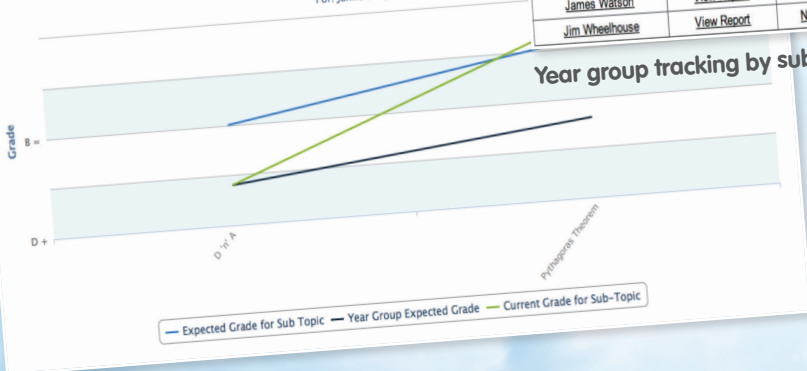
**Subject / Cohort tracking**

| Name                 | Student Report              | Maths    | Eng      | Sci      |
|----------------------|-----------------------------|----------|----------|----------|
| Alex Walsh           | <a href="#">View Report</a> | Level 3B | N/A      | Level 4B |
| Annette Draper       | <a href="#">View Report</a> | N/A      | Level 1A | N/A      |
| Ash Smith            | <a href="#">View Report</a> | Level 5B | N/A      | N/A      |
| Beth Hodge           | <a href="#">View Report</a> | Level 4A | N/A      | N/A      |
| Bridie Williams York | <a href="#">View Report</a> | N/A      | N/A      | N/A      |
| Britney Wames        | <a href="#">View Report</a> | N/A      | A        | N/A      |
| Chris Page           | <a href="#">View Report</a> | N/A      | Level 2C | N/A      |
| Dave Loxley          | <a href="#">View Report</a> | N/A      | Level 5C | N/A      |
| David Hurst          | <a href="#">View Report</a> | Level 3A | H        | N/A      |
| David Johnson        | <a href="#">View Report</a> | E        | N/A      | Level 4A |
| Harry Day            | <a href="#">View Report</a> | Level 5C | N/A      | N/A      |
| Henry Gilmore        | <a href="#">View Report</a> | N/A      | N/A      | N/A      |
| James Watson         | <a href="#">View Report</a> | Level 5A | N/A      | N/A      |
| Jim Wheelhouse       | <a href="#">View Report</a> | N/A      | U        | N/A      |

**Year group tracking by subject**

## Graph

School Progress  
For: Jamie Simpson



**Individual report**

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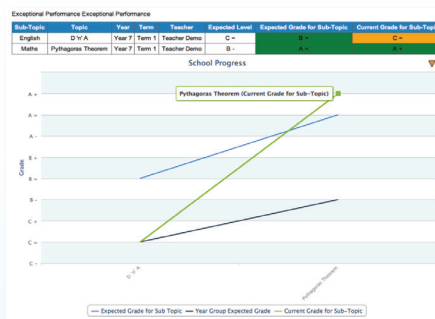


## Student & Class Reports

All our reports are instantly downloadable.

They work on a RAG system or can be adapted to match any assessment system

Every student and parent can view this graphical data.



## Tracking, Monitoring & Recording

There are comprehensive reports for students, parents, governors and inspectors per student, target groups or year groups in each of the following areas:

- Class work
- Intervention
- Isolation
- Inclusion
- Exclusion
- Off-site
- Alternative Provision
- Homework

These all correspond to the assessment framework of the school.



Parent Page

## Our Content

Everything is tracked and recorded.



LESSON: BE ABLE TO CARRY OUT MARKET RESEARCH

**Learning Objectives (4.1)**

- To be able to carry out market research.
- To understand what is meant by the term market research.
- To understand why it is important for small businesses to conduct market research.
- To understand market research, using primary and secondary methods.

**KEYWORDS** — There are no keywords for this lesson.

**OBJECTIVES** —  
To be able to carry out market research.  
To understand what is meant by the term market research.  
To understand why it is important for small businesses to conduct market research.  
To understand market research, using primary and secondary methods.

EXAM: SCIENCE EXAM - UNIT 1 - PAPER 1  
EXAM TIME REMAINING: 00:59:41

**4. The diagram shows the structure of a carbon atom.**

**Carbon Atom**

(a) Label the two structures of the atom.

Answer area with text input fields and a toolbar.

Every aspect of the lesson is editable

LESSON: DATABASE TABLE STRUCTURES

**Puzzle**

Please match up the following terms to test your knowledge and understanding of this topic.

You have 0 seconds remaining

|           |   |
|-----------|---|
| Database  | A structured set of data held in a computer, especially one that is accessible in random ways.    |
| Yes       | To construct or arrange something according to a plan.  |
| Data      | Is a collection of facts, such as values or measurements. It can be numbers, words, measurements. |
| No        | Used to give a negative response.   |
| Structure | Used to give an affirmative response.   |
| Type      | A category of people or things, having common characteristics.                                    |

**KEYWORDS** —

**OBJECTIVES** —  
To know and understand database structures.  
-What fields are  
-Data Types and Data Estimations  
-How to identify a primary key  
-What records are  
-What tables are

LESSON: PACK 1 MODULE 1 LESSON 7: CONVERSATION

**What is the correct order?**

Drag the conversation into the right order.  
How close is this to the order your group got?  
Please try to solve the jigsaw puzzle below.  
You have 300 seconds remaining

Click to start puzzle

Quizzes, Puzzles and Games



## Subjects

Students are able to work at levels that are suited to their ability so that they can progress within a positive and encouraging environment. We can help you to ensure that all of your students achieve to the very best of their ability.

### These subjects are:

- English
- Maths
- Science
- Functional skills English
- Functional Skills Maths
- Applied Science
- Business Studies
- Citizenship
- Construction
- Creative Media

### We also offer lessons in:

- History
- Geography
- I.T.
- Media Studies
- Religious Studies
- Physical Education
- Health & Safety
- Drugs Awareness
- Gun, Knife and Gang Crime
- Hospitality
- Anger & Behaviour Management
- Bullying
- Social, Emotional & Personal Development
- Truancy
- Smoking
- Jamie Oliver Home Cooking
- Money & Finance
- Personal Social Health & Development
- Preparing for Work
- Supporting Employability
- Personal Effectiveness

"EdLounge has really helped our school and students. It grants instant work for those in isolation and would otherwise have to wait for work to be delivered (and potentially misbehaving more through boredom). It has enabled us to check right away who has completed what work. It enables our medical students who are too ill to attend school to do some ELearning at home."

**N. Turner, The Regis School**





"Over 95% of excluded students completed the required behaviour repair work and were successfully re-integrated into mainstream schooling."

**Rodillian Academy  
MAT**

### **A Student's View of EdLounge:**

"I think EdLounge is good cos sometimes it's easier to learn certain things on there better than with a teacher and if the teacher can't come or is busy we can simply log on and get good lessons out of it. I have learnt my times tables off it. I've learnt about cells and stuff in the body. I soaked it up like a sponge! It's fun cos if you get a question right you get money and can go on EdVille. I'm saving my money for good stuff."

"Edlounge has allowed the school to provide a more comprehensive package for young people with long term attendance issues especially medical, to provide a quick package for behavioural issues but that will engage the most disaffected young people."

**Chris Fletcher, Corpus Christi  
Catholic College, Leeds**

"EDLounge has provided us with an opportunity to engage students back in academic activities when they are disaffected by some personal situation. It has enables us as staff to provide work opportunities for students who can not cope in class - short term with the support. The work can be individually tailored to the student and their courses."

**Mrs Sharp, Weatherfield  
Academy**

"Edlounge has been very useful to us in helping fill the gap when students are in the inclusion room, and run out of work or do not have any provided. It has been positive in enabling negotiated timetables to be put in place as part of a broader package, and is utilised by support staff in various settings across the Academy. It is very user friendly, and the students have really engaged with Edville. The fact that we can use it in the inclusion room, for FTE students etc is a key bonus. Edville is very popular with the students. All in all a very useful tool to have in the box!"

**Mr Barrack, Ormiston  
Endeavour Academy**

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We offer a free, no-obligation two week trial which can be set up for you in as little as thirty minutes. For more information about how EDLounge and EDClass can help your organisation reduce exclusions, raise attendance, provide excellent off-site learning, an alternative provision and improve literacy and numeracy for your students, contact us on 01909 568 338 or by email at [mail@edlounge.com](mailto:mail@edlounge.com).



Please feel free to contact us to discuss how EDLounge and EDClass can positively impact your students and your establishment; we are always happy to help.

**T: 01909 568 338**

**F: 01909 568 350**

**E: [mail@edlounge.com](mailto:mail@edlounge.com)**

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