

# THE BULWELL ACADEMY

## Remote Education Support Plan



**National guidance:** Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we (DfE) expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September 2020.

**Academy / School:** The Bulwell Academy  
**Senior Remote Learning Lead:** Katie Broomfield

The Remote Education Strategy for The Bulwell Academy has two strands: KS4 and 5 remote learning will be presented on Microsoft Teams, whilst KS3 remote learning will be delivered by Class charts. Our rationale behind using separate platforms is based on the previous lockdown period where KS4 and 5 engaged most via Teams, and KS3 via email and class charts.

Element from the guidance	Prompts / Questions	Responses; including detail where support is required
<i>We expect schools to use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations.</i>	Please describe how your remote provision is linked to your onsite curriculum sequence.	<p>Our new lesson planning methodology uses the 'I do' 'We do' 'You do' structure from <i>Teach like a Champion</i> and <i>Rosenshein's Principles</i>. As part of our Remote Learning Strategy to ensure any learning at home maps to our overall curriculum plan:</p> <p>Students will be set lessons in line with their school timetable, by their class teacher, on the relevant platform for their Key Stage. (Teams or Class charts)</p> <p>Teachers can choose to set tasks in two ways:</p> <p><u>New knowledge:</u></p> <ul style="list-style-type: none"> <li>• A ppt with a slide(s) introducing new content (this might use videos or graphics)</li> <li>• A slide that sets a task for the students, complete with an 'I do' to model the learning expectations and to support those with SEND.</li> <li>• A slide with a 'You' do for students to complete independently and send back to their teacher for marking.</li> </ul> <p><u>Knowledge Retention/ Revision</u></p> <ul style="list-style-type: none"> <li>• Using Microsoft Forms, teachers will set a 'quiz' that tests pupils prior knowledge using either low stakes, multiple choice questioning or essay style questioning.</li> <li>• Based on the gaps in knowledge presented by the class, the teacher will set follow-up work to support the progress of students.</li> </ul>
<i>We expect schools to teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.</i>	How will pupil progression through the curriculum be monitored and evaluated?	<p>The use of Microsoft Forms for evaluating students' knowledge retention will allow teachers to monitor students learning, and track their progress.</p> <p>DIRT work (Dedicated Improvement and Reflection Tasks) will be set as part of follow-up learning to reteach and elaborate on any misconceptions students may have.</p> <p>Teachers will provide whole-class or individual feedback, as appropriate via the relevant platform, for each task.</p>

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<i>We expect schools to gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work.</i>	What is the expectation of teachers with regards to them checking work, how will this be managed and by whom?	<p>Teachers will be expected to provide whole class feedback/ individual feedback on each task. This can be provided either daily in response to the work returned or collectively at the end of each week.</p> <p>Academy Improvement Leads and Subject Leaders will be attached to all teams/ class charts groups to monitor that students are being given appropriate feedback.</p> <p>SLT will complete a forms of the students receiving remote learning, as a form of remote pupil voice, which will also assess pupil perception of feedback and its quality. This will then be shared with the relevant staff.</p>
<i>We expect schools to give access to high quality remote education resources</i>	Please summarise how your remote resources have been quality assured.	<p>PowerPoints shared follow the departmental curriculum plan, as developed and quality assured via the Trust.</p> <p>Subject Leaders and Academy Improvement Leads will be able to monitor and assess the quality of resources being set for students</p> <p>As part of QA, SLT will continue to monitor and evaluate the learning set by their link departments based on our Teaching and Learning Policy</p>
<i>We expect schools to select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use</i>	Please say what tools these are and briefly describe how staff have been trained in their use.	<p><b>KS4 and 5: Microsoft Teams</b></p> <ul style="list-style-type: none"> <li>• Training Power-point shared across the academy during the lockdown period.</li> <li>• Training as part of the inset day (02/09/20)</li> </ul> <p><b>KS3: ClassCharts</b></p> <ul style="list-style-type: none"> <li>• Training as part of inset day (02/09/20)</li> <li>• Many of the staff use this system already for behaviour management and so are familiar with it.</li> </ul> <p><b>Microsoft Forms:</b></p> <ul style="list-style-type: none"> <li>• Training video shared during lockdown</li> <li>• Training as part of inset day (02/09/20)</li> </ul>
<i>We expect schools to provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access.</i>	<p>How have you / will you establish which pupils might be in this position?</p> <p>Do you have the resources and capacity to provide this support?</p>	<p>We have previously surveyed all students and 70% did not have access to ICT or computers and requested paper learning packs.</p> <p>All of Year 11 have now been provided with ICT access for home learning as part of the government scheme and Capital One's donation of Chromebooks.</p> <p>As part of the initial tutor programme we will re-evaluate pupil access to ICT and look to how we can support those students.</p> <p>Additional laptops would be useful for students who require them, as this is not something we currently have.</p> <p>As work set will be following a simple Power-point structure this can be printed into a booklet form and shared with students who do not have ICT access, for each subject.</p> <p>A stamped-addressed envelope will be included so that students can send their work back for feedback in line with the rest of their class. Feedback can be shared with the students in their next learning pack.</p> <p>Alternatively, students can post pictures of their hand-written responses on the relevant platform for marking, if they have access to a tablet/ phone or similar.</p>

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<i>We expect schools to recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum.</i>	How many children fit this description, and what internal plans do you have in place to work with these specific families?	<b>SENDCO to feed into this part</b>  Year managers will continue to have weekly contact with students and their parents as previous.
<i>We expect schools to set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects</i>	How will the following elements be met on a daily basis:  1. Assignment setting 2. The work is meaningful and challenging 3. More than one subject is covered on a daily basis	1. Assignments will be set in line with the students' timetables.  However, teachers will also take into account that students cannot be expected to sit at a computer for 5 hours a-day and therefore adjust learning accordingly.  2. The work set will be in line with the curriculum and map to the knowledge organiser for that subject.  3. see above
<i>We expect schools to provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos</i>	How and when will these explanations be delivered?	New content will be shared as described previously, using the 'I do' 'We do' 'You do' method. Voice overs created by the teacher can be used over the power point, or videos could be used to enhance the learning.
<i>We expect schools to plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.</i>	How will you ensure an equivalent length of a remote programme? How will daily contact with teachers be achieved where it is possible?	The plan will follow the students' timetables and teachers will set work in line with this. Teachers will publish 'office hours' to their classes where they will be available on Teams or email to receive pupil contact. Teachers can also use this time to catch up with students who are not engaging (via phone) or to get in contact with those without internet access.
<i>We expect schools to enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding</i>	How will you create capacity to enable your teachers to achieve this?	The use of Microsoft forms will allow teachers to identify gaps in knowledge and adjust the sequencing of lessons to meet pupil needs.