

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:	Amy Fuller supported by Kate 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	Evaluation / comments
<p><i>1. 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></p>	<p>1. Please describe how your remote provision is linked to your onsite curriculum sequence.</p>	<p>1. 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 KS4/5 or Class charts KS3). As a result of parent, student and staff voice the KS3 timetable is based on a one week timetable to avoid overwhelming students.</p> <p>-Teachers set tasks in the following manner in line with the CET curriculum.</p>	<p>-Parent and student voice in early January indicated that many students felt overwhelmed by the amount of work being set. In order to address this, we have:</p> <p>-Moved to a 1-week timetable for KS3, offering 'catch up time' for students to use to complete the tasks that they didn't feel they had chance to complete.</p> <p>-Reducing the length of live lessons to 30 minutes taught content and then 30 minutes independent working.</p> <p>-We have merged the new knowledge and knowledge retention options so that the MS Forms/ knowledge retrieval</p>

		<ul style="list-style-type: none"> • A Do Now using Microsoft Forms, teachers will set a self marking 'quiz' that tests pupil's prior knowledge using either low stakes, short answer questions or multiple choice questioning. <p>Based on the gaps in knowledge presented by the class, the teacher will set follow-up work to support the progress of students as well as sharing whole class feedback</p> <ul style="list-style-type: none"> • A ppt with a slide(s) introducing new content (this might use videos or graphics) • 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. • A slide with a 'You' do for students to complete independently and send back to their teacher for marking. • In addition to setting lessons for students to work on independently, we now offer a full complement of 'live lessons' delivered by our subject specialist for our KS4 students. In addition to setting lessons for students to work on independently, we now offer a full complement of 'live lessons' delivered by our subject specialist for our KS4 and KS5 	<p>quizzes has become part of every lesson structure. This is now integrated as our 'Do now' task.</p>
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<p><i>2. 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></p>	<p>2. How will pupil progression through the curriculum be monitored and evaluated?</p>	<p>students. Initially these focus on our core provisions: English, maths and science but we also have other subjects presenting live lessons on a regular basis. The timetables for these are shared with students and parents via Teams, Social Media and the school website.</p> <ul style="list-style-type: none"> • Due to feedback from parents, we are expanding our live lessons to KS3 over the next few weeks. <p>AILs and subject leaders are responsible for ensuring that our curriculum follows the structure agreed in September 2020. Shared planning and regular QA from the AILs and their SLT link managers ensures that all provisions set meet our high school standard. Whilst our MS forms and feedback to pupil work allows us to identify any misconceptions and address these areas in the planning and our teaching of future lessons.</p> <p>AILs complete weekly QA of the lessons set to ensure the following:</p> <ul style="list-style-type: none"> • Lessons are being set following the academy remote learning policy. • Lessons follow the CET curriculum • Lessons are student friendly and include video clips that are accessible by students • Lessons follow Do Now, I Do, We do (if appropriate) and You Do. 	
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<p><i>3. 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></p>	<p>3. What is the expectation of teachers with regards to them checking work, how will this be managed and by whom?</p>	<p>This QA is shared with SLT line managers and followed up on a weekly cycle to ensure that feedback has been acted upon.</p> <p>In addition to this, our weekly 'check in' forms shared with students, captures any concerns or issues regarding remote learning so that this can be shared with AILs.</p> <p>Live lessons are dropped into by a member of SLT to QA the safeguarding of both the students and staff as well as quality assuring the content and delivery, identifying best practice.</p> <p>A remote learning feedback policy has been produced. Teachers provide whole-class or individual feedback in the form of WWW/EBI, as appropriate via the relevant platform.</p> <p>Students receive feedback at least once per week.</p> <p>Feedback is targeted and specific with an EBI focusing on a misconception with a question, additional scenario or follow up task added.</p> <p>Basic literacy is also addressed</p> <p>MS forms for Do Now provides students with instant feedback</p> <p>Adding a class charts reward for work also provides instant feedback to pupils.</p>	
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<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 on a weekly basis.</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> <p>With the introduction of live lessons this term SLT and AILs are able to QA these through drop ins. These lessons are delivered by those that are confident in this format and other colleagues are invited to join the lessons for their own CPD.</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>KS4 and 5: Microsoft Teams</p> <ul style="list-style-type: none"> -Training Power-point shared across the academy during the lockdown period. -Training as part of the inset day (02/09/20) -CPD delivered to staff on 04/01/21 	

		<p>around remote learning for the second school closure series.</p> <p>KS3: Class Charts -Training as part of inset day (02/09/20) -Many of the staff use this system already for behaviour management and so are familiar with it. -CPD delivered to staff on 04/01/21 around remote learning for the second school closure series. - 2 videos created and shared with staff, students and parents around accessing and submitting work on Class Charts. -2 videos shared to support staff in screen recording audio and videos onto Power point so students at KS3 are still able to hear/see their teachers.</p> <p>Microsoft Forms: -Training video shared during lockdown -Training as part of inset day (02/09/20) -Additional CPD on forms delivered on 04/01/21</p>	
<p><i>We expect schools to provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access.</i></p>	<ol style="list-style-type: none"> 1. How have you / will you establish which pupils might be in this position? 2. Do you have the resources and capacity to provide this support? 	<p>Prior to September 2020 we surveyed all students and 70% did not have access to ICT or computers and requested paper learning packs.</p> <p>In January 2021 we are now in a position that 90% of our students are able to access ICT facilities, as part of the government scheme, Capital One's</p>	

		<p>donation of Chromebooks and the support of CET, as well as the provision of over 70 3G sim cards provided by Vodafone to support pupils with internet access.</p> <p>As work set follows a simple Power-point structure this is printed into a booklet form and shared with students who do not have ICT access, for each subject.</p> <p>The Power-point provided for printing is quality assured by The AIL and a member of SLT before printing.</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>	
<p><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></p>	<p>How many children fit this description, and what internal plans do you have in place to work with these specific families?</p>	<p>SEND students access their remote learning via the platform relevant to their year group.</p> <p>We currently have 204 SEND students, of which 13% are attending school during lock down.</p>	

		<p>All SEND were provided with devices as a priority.</p> <p>Teaching assistants are in direct contact with named students to support them further.</p> <p>Differentiated work packs are also compiled upon request and agreement by Year Managers for SEND students. These are posted out weekly and can be posted back or dropped off at main reception.</p> <p>Year Managers contact the parents of SEND students who are not engaging in remote learning to offer support and next steps to enable students to access and complete the assignments.</p>	
<p><i>We expect schools to set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects</i></p>	<p>How will the following elements be met on a daily basis:</p> <ol style="list-style-type: none"> 1. Assignment setting 2. The work is meaningful and challenging 3. More than one subject is covered on a daily basis 	<ol style="list-style-type: none"> 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. As a result of this we have now adjusted to a one week remote learning timetable to support students in managing their time. 2. The work set will be in line with the curriculum and map to the knowledge organiser for that subject. 3. see above 	

<p>1. <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></p>	<p>1. How and when will these explanations be delivered?</p>	<p>New content is 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.</p> <p>As part of our KS4 and KS5 provision we have now introduced live lessons to ensure students have access to teacher support.</p> <p>Supplementary timetables using the Oak Academy content endorsed by the DFE are shared with students as supplementary learning or to enhance the teaching already provided.</p> <p>GCSE pod is to be relaunched now that students have school devices on which they cannot access YouTube videos.</p>	
<p>2. <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></p>	<p>2. How will you ensure an equivalent length of a remote programme? How will daily contact with teachers be achieved where it is possible?</p>	<p>2. The plan will follow the students' timetables and teachers will set work in line with this. Teachers are available daily, over Teams and email to receive and respond to pupil contact. Teachers can also use non-contact time to catch up with students who are not engaging (via phone if they are in school) or to get in contact with those without internet access.</p>	

<p>3. <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></p>	<p>3. How will you create capacity to enable your teachers to achieve this?</p>	<p>This contact is further supported by our Year managers and KSLs, who contact pupils and their parents on a regular basis and liaise with teachers around any issues identified. These colleagues also respond to student voice shared on the weekly remote learning check in form. These comments are monitored daily.</p> <p>Students identified as not engaging in remote learning for a week are contacted by year managers the following Monday, when AFU shares these names.</p> <p>An in touch no button has also been added to Class charts.</p> <p>3. The use of Microsoft forms, our staff feedback policy and regular QA for ALLs, will allow teachers to identify gaps in knowledge and adjust the sequencing of lessons to meet pupil needs.</p> <p>Feedback shared from the weekly remote learning check in also drives our remote learning policy and allows us to respond to arising needs in a you said we did manner.</p> <p>Shared planning and the merging of live lesson groups provides additional time for staff to achieve this.</p>	
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