



Bloxwich Academy Secondary Remote Education Provision – A Guide for Parents

Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

The remote curriculum: what is taught to pupils at home

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

If your child has to self-isolate then work will be set through Microsoft Teams and this will be ready within 24 hours. If a year-group or the whole school has to isolate the curriculum for the year group or school will be moved to a remote format straight away.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

We teach the same curriculum remotely as we do in school wherever possible. However, we have needed to make some adaptations with how the day is structured and timetabled compared to a normal school day for pupils. Across the week pupils and students will still have learning in all of their subjects that they would in school. The timetables for each year group are set out below:

Key stage 3

Year 7

Sessions	Monday	Tuesday	Wednesday	Thursday	Friday
09:00-11:00	English	Maths	Science	PSHE	Humanities
11:00-13:00	French	Technology	Dance	Maths	English
13:00-15:00	Science	Humanities	Art/Music	Drama	PE

Year 8

Sessions	Monday	Tuesday	Wednesday	Thursday	Friday
09:00-11:00	PE	Science	Humanities	PSHE	Art
11:00-13:00	Science	English	Computing	English	Humanities
13:00-15:00	Maths	Performing Arts	French	Technology	Maths

Year 9

Sessions	Monday	Tuesday	Wednesday	Thursday	Friday
09:00-11:00	Science	Humanities	English	PSHE	Science
11:00-13:00	PE/Dance/Drama	Maths	PE	French	Maths
13:00-15:00	Art/Music	English	Technology	Humanities	English Reading

During these windows of time, pupils will be expected to log into Microsoft Teams. Their class teacher will be logged into Teams to explain the learning and support pupils with their work by checking for common misconceptions and providing feedback. Work set throughout the lesson will take a minimum of 1 hour for completion. Pupils should join their class stream for each lesson through either the individual class or their personal calendar within Teams.

Pupils will be required to complete additional work alongside these times to ensure that they cover all aspects of the curriculum. For example, in core subjects where they would usually have more allocated curriculum time.

Where there is more than one subject in a session, for example in year 9 Art/Music pupils will complete work for whichever one of these subjects they are currently studying.

Key Stage 4

Year 10

	Monday	Tuesday	Wednesday	Thursday	Friday
AM Session 09:00-11:00	Option C	Option B	Option D	Option A	Maths
PM Session 13:00-15:00	English	Science	English	Maths	Science

Year 10 Option A subjects – History or Geography

Year 10 Option B subjects – BTEC Sport (Mr Woodall), Food/Hospitality & catering, GCSE Art, GCSE Textiles, GCSE French, GCSE Psychology (Miss Pagett) or BTEC Health and Social care (Mrs Burton)

Year 10 Option C subjects - BTEC Health and Social care (Mrs Haynes), BTEC Drama, BTEC Construction (Mon p1 & Wed p3), BTEC IT, BTEC Sport (Mr Hamnett), GCSE Psychology (Mr Booth), BTEC Childcare (Mrs Burton) or GCSE Triple Science

Year 10 Option D subjects – BTEC Construction (Mon p5 & Wed p2), BTEC Health and Social care (Miss Williamson), BTEC Childcare (Miss Hodgkiss), BTEC Sport (Miss Knight) BTEC Dance, BTEC Media, GCSE Computer Science or GCSE Sociology.

Year 11

	Monday	Tuesday	Wednesday	Thursday	Friday
AM Session 09:00-11:00	Maths	English	Maths	English	Option D
PM Session 13:00-15:00	Option A	Option B	Science	Science	Option C

Year 11 Option A subjects – History or Geography

Year 11 Option B subjects – BTEC Sport (Mr Woodall), Food/Hospitality & catering, GCSE Art, GCSE Textiles or GCSE French

Year 11 Option C subjects - BTEC Health and Social care (Mrs Burton), BTEC Drama, BTEC Dance, BTEC Construction (Wed p1 & Fri p5), BTEC IT (Mr Brown) or BTEC Sport (Mr Adams)

Year 11 Option D subjects - BTEC Health and Social care (Miss Williamson), BTEC Childcare, BTEC Construction (Thur p4 & Fri p2) or BTEC IT (Mr Oram)

During these windows of time, pupils will be expected to log into Microsoft Teams. Their class teacher will be logged into Teams to explain the learning and support pupils with their work by checking for common misconceptions and providing feedback. Pupils will be expected to spend approximately two hours completing the work set by their teacher. Pupils should join their class stream for each lesson through either the individual class or their personal calendar within Teams. Pupils will be required to complete additional work alongside these times to ensure that they cover all aspects of the curriculum.

Key Stage 5

All subjects

Students will follow their school timetable remotely. Students will receive a minimum of six hours of learning per week, including two, one-hour live lessons from their subject teacher and at least 4 hours of independent study to continue their curriculum sequencing so that they do not fall behind. Their teacher will be available to provide support, guidance and feedback which will take place during their allocated timetable periods wherever possible. Teachers can decide if they are pre-recorded lessons or 'Live lessons' based upon the size of their class and how they feel best to teach them. Pre-recorded lessons should provide students with instructions and explanations of tasks. Where appropriate these will also include models, scaffolds and chunked activities that will allow pupils to work independently during the week on work that has been set on Teams. Where classes are smaller, and departments feel this would support students they may run 'live lessons'. Teachers will be available live and supporting students with their learning irrespective of how they deliver the lesson.

The timetable for when teachers will provide lessons and be available for support will be co-ordinated by the Assistant Head Teacher and Director in charge of Post 16 education.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Key Stage 3	Pupils will have 3 periods during the day with 'live' contact with their teacher. During these lessons, they will have at least 1 hour of work. Pupils will also be expected to complete work independently as an addition to these times. Pupils should be completing at least 5 hours of work a day.
Key Stage 4	Pupils will have two 2 hour periods during the day with 'live' contact with their teacher. During these lessons, they will have 2 hours of work. Pupils will also be expected to complete work independently as an addition to these times. Pupils should be completing at least 5 hours of work a day.
Key Stage 5	Students will have 2 live lessons during the week for each subject area. This will also be supplemented by additional pre-recorded lessons and assignments. Students should be completing at least 6 hours of work a day.

Accessing remote education

How will my child access any online remote education you are providing?

All remote learning will be accessed through Microsoft Teams. Pupils can access this with their normal school username and email address. Pupils can access Teams along with all of the other platforms used in school through: <https://bloxwichacademy.rmunify.com/>
For a detailed guide to accessing and using Teams: <https://bloxwichacademy.co.uk/wp-content/uploads/2020/10/Microsoft-Teams-step-by-step.pdf>

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We have taken the following approaches to support those pupils to access remote education:

- During the autumn term we have surveyed all pupils to identify who will struggle to access remote learning.
- We have applied for laptops from the Department for Education for all vulnerable pupils.
- As laptops are supplied, we are issuing them on a priority basis dependent on what devices are currently in each household.
- If your child does not have access to a suitable device or to the internet to complete remote learning then please contact your child's head of house.
- We have also supported parents by applying for additional data during lockdown and remote learning.

If your child does not have access to a suitable device then we can offer them a place within school as a qualifying vulnerable pupil. You can do this by calling 01922 710257 or emailing postbox@bloxwichacademy.co.uk

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely:

- live teaching (online lessons)
- recorded teaching (lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets) to support planned lessons
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or

areas, including video clips or sequences such as YouTube or Mymaths

However, all lessons and learning will take place through Microsoft Teams so that the curriculum is easily accessible and clear for pupils and parents.

Engagement and feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

If your child is well but unable to come to school as they are self-isolating, or if the school is closed and they are well, they should continue learning online following the steps below:

- Log on to 'Teams' to access the work set by individual subject teachers through the assessments section or the individual class page.

<https://bloxwichacademy.co.uk/wp-content/uploads/2020/10/Microsoft-Teams-step-by-step.pdf>

If the whole school or an entire bubble is working remotely then you can access live support through the calendar in Teams where a lesson will be scheduled

- The amount of work set should reflect the length of an ordinary lesson
- Where possible, it is a good idea to complete tasks when you would ordinarily have had your lesson if you are an individual isolating. If the bubble or whole school is working remotely then you should follow the suggested timetable in this document.
- You should complete any tasks set by the deadline given in 'Teams'.
- The majority of the work your teachers set will include acquiring new knowledge, skills or understanding and then demonstrating, consolidating or applying it to certain situations.
- You should submit completed work by using the 'hand in' feature on 'Teams'. • Please do not email work or direct links to your teachers.
- You may be asked to respond to feedback once the work has been marked by your teacher. Teachers will inform you, through Teams, which pieces of work will be assessed, and they will use 'Teams' to provide feedback on these. You should then 'Fix it' and make 'green pen' corrections as advised.
- If you are asked to join a live lesson you should keep your microphone on mute whenever directed by the teacher. Pupils should only unmute their microphone when instructed by the teacher.
- Pupils should use the 'raise hand' feature if they wish to communicate with the teacher or their class. They must then wait until their teacher directs them to speak.
- Pupils must only use the chat facility when instructed to by their teacher. Pupils should only use this facility to discuss the topic that they have been directed towards.

- Pupils must follow staff instructions and not disrupt lessons in accordance with the school behaviour policy. If a pupil disrupts online learning they may be banned from joining live lessons and have to attend school
- Pupils are not required to wear school uniform during live lessons. However, they should wear appropriate clothing for school.
- If you need to talk to someone about a problem or concern whilst at home, please do email your form tutor and Head of House in the first place and they can arrange to support you in the best way possible.
- Finally, if you have any questions about your learning, you can communicate easily with your teachers by school email and Teams via messages if you are responding to marking or feedback.

Responsibility of parents and guardians

Good communication between parents/guardians and the school is vital for supporting children with their remote learning. Parents/guardians should support their child by:

- Making the school aware if their child is ill and cannot complete work
- Contact the relevant Head of House if your child is having difficulty completing or accessing the work
- Be respectful when communicating with any member of staff

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

The range of methods that teachers will use to provide feedback include, but are not limited to:

- Using the “Comments” function on Microsoft Word or One Note documents
- Providing feedback directly in the ‘Feedback’ box on Teams
- Providing whole class feedback rather than feedback on individual pieces of work for general trends of learning and targets for a class
- Feedback via another website / piece of software (e.g. OneNote, Seneca Learning, MyMaths) through a tailor-made quiz
- Embedding oral feedback into pupil work through a recorded audio clip.
- Providing verbal feedback to pupils on ‘live work’ during a lesson

Pupils will have continued informal feedback during their lessons. However, the frequency that work is formally marked will continue in line with the school marking and feedback policy. This will be a planned substantive piece around every 2 weeks for core subjects at

key stage three and all subjects at key stage 4. In non-core subjects at key stage three this will be for every six hours of curriculum time.

<https://bloxwichacademy.co.uk/wp-content/uploads/2020/09/Bloxwich-Academy-Marking-Policy-Nov-2019-Final.pdf>

Teachers, Heads of House and Leadership are tracking if pupils are joining the scheduled lessons and completing their work. If pupils are not completing their work then support and guidance will be offered. If a pupil has no means of completing work at home, then they will be expected to attend provision in school.

A phone call home from a member of staff will take place at least every 2 weeks to speak to the parent and child about their remote learning and well-being.

Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- We quality assure that all lessons deploy Quality First Teaching strategies to enable learning that is accessible for a wide range of needs
- Teachers are aware of pupil needs and how best to support these
- Teachers are aware that pupils may need additional support with reading, new vocabulary and numeracy skills. These will be provided in addition to Quality First Teaching strategies
- SEN pupils are supported where necessary with ongoing, additional interventions to support their literacy and numeracy skills
- SEN pupils are encouraged to attend school provision if they are struggling to access remote learning to minimise impact on their emotional well-being and academic progress
- All parents/ carers of SEN pupils have a direct email address to the SENCo sen@bloxwichacademy.co.uk

Remote education for self-isolating pupils

Where individual pupils need to self-isolate, but the majority of their peer group remains in school, remote education provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

Assuming an absence has been agreed with the school, and the pupil in question is healthy enough to work from home, the school will provide work for pupils who are unable to attend in person. If this occurs for an individual student, the collation of work and communication with the parent will be coordinated by the pupil's Head of House. The pupil's subject teachers will use Microsoft Teams to make work available to the student. The subject Director of Learning will be responsible for quality assuring the work set. Communication between school and parent should be once per week. Work will only be provided to students in this way if there is an agreed absence lasting two or more working days. If a significant number of students are absent from school, but the school remains open, the Headteacher will decide if work will continue to be set through Teams for those absent or to move to remote lessons for the whole group or teaching bubble.