

Bexhill Academy Remote Education Provision: Information for Parents

As an academy we are committed to providing an ambitious and challenging curriculum for all students regardless of whether students are working in school or remotely. Our approach has been planned and implemented based on education research, best practice and Ofsted guidance, and extensive feedback from our school community. We are constantly reviewing the impact of our model and may amend our processes based on the data we collect. We amend expectations and offer a range of tailored strategies to meet specific needs of individual students including SEND and disadvantaged.

This information is intended to provide clarity and transparency to students and parents or carers about what to expect from remote education if national or local restrictions require that the entire school's cohort of students are to remain at home.

For details of what to expect where year group bubbles or individual students are self-isolating, please see the final section of this page.

The Remote Curriculum and Guided Learning Hours

The remote curriculum: what is taught to pupils at home

The remote curriculum mirrors the in school curriculum map. There may be some changes to the order of content and skills to better suit the remote provision. If lockdown is implemented at short notice, a student's first day or two of being educated remotely might look different from our approach long term, while we take all necessary actions to prepare a high quality provision for a longer period of remote teaching. Students will follow their normal timetable and hours of study. Students should have their exercise books at home and work will be set on Google Classroom for each lesson in their in school timetable. Students are expected to complete the assignments set and send evidence to their teachers by uploading this onto Google Classroom. In the first few days we will check our priority and vulnerable students to provide provision in school if appropriate; tutors and teachers will check that students are accessing Google Classroom and reset passwords where necessary; the academy will support any technology and device issues enabling our students to access remote learning in the changing circumstances. The school has a remote learning strategy team who regularly review guidance and best practice, plan and deliver training for staff at the academy and monitor student engagement and feedback from parents. The team will monitor our data to identify students who are excelling and those who are struggling with engagement to ensure that we provide tailor strategies to support all of our students' needs. For example, if an SEND or disadvantaged student is struggling we offer tailored support in school coaching and teaching support to supplement the remote package.

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?

Broadly the curriculum will mirror the in-school curriculum. It will continue with sequenced learning and building blocks of knowledge to track in school learning. Necessary adaptations will be made in practical subjects. At key stage 3 we provide bespoke printed Knowledge Organisers for all students across all subjects and additional Learning Logs are also produced and sent home which map the curriculum for remote learning providing a clear outline of the learning journey ahead and the putting the learning in context. These Learning Logs are designed for both students and parents and will facilitate learning conversations at home.

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:

| Year Group | Guided Learning Time |
|-------------------|---------------------------------------------------------------------------------------------------------|
| Year 7, 8, 9,10 | 5 hours per day + 1 hour suggested reading time per week. Live tutor time 20mins once a week |
| Year 11 | 5 hours per day + 2 hours suggested revision and reading per week Live tutor time 20mins once a week |

Some adjustments for SEND students are offered on an individual basis as we recognise it may take them longer to complete tasks. We appreciate the need for flexibility within the school day due to home circumstances and shared devices. Prerecord lesson delivery enables students and families to work a flexible school day to complete work. Students will receive the same numbers of hours of education as they would in school. For students to take a break including exercise is recommended for healthy minds.

Accessing Remote Education

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

Every student has a Google Classroom account and will be a member of a Google Classroom for each of their curriculum subjects, tutor group and year group. Additional Google Classrooms may be set up for small groups of students for interventions by teams within the school (e.g. SEND or literacy groups). We have trained students to set up the Google Classroom app on their phones and they can also access Google Classroom using an at home device including XBOX, Playstation and tablets. All students received a remote learning practice day at home and in school to facilitate this. In addition our remote learning strategy group will identify any students who need additional bespoke teaching or engagement sessions. For more information on how to use Google Classroom please refer to the Bexhill Google Classroom guide linked to our remote learning parent section of the website.

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 take the following approaches to support those pupils to access remote education:

- Surveyed all parents and students about their device and internet access provision at home.
- Allocated loan devices or provide support for internet access to families without access to a device at home.
- Share current changes in the wider landscape of education and remote access (e.g. where companies have provided free data or how to better access Google Classroom using gaming consoles such as XBox/Playstation-see our Bexhill Google Classroom Guide for instructions).
- Provided printed Knowledge organisers for all year 7-9 students
- On the rare occasion where electronic access and/or submission of work is not possible the academy will provide support on a case by case basis.
- The remote learning strategy team oversees remote learning access. At this meeting the team will decide on the most suitable support / invention a child may need to access remote learning.

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely, a blended approach meets the needs of our students, and maintain levels of engagement:

- The curriculum is adapted to be delivered remotely. All work is presented using the academy lesson presentation format for consistency.
- For long periods of remote learning the academy will produce and send home Learning Logs. Students have Learning Logs for every subject which outlines the expected, exceeding and excelling level of learning. They map the content and skills planned for each week with additional links to resources and key terminology for the topic. This gives a clear context and purpose to the learning.
- Students will be set an assignment for every lesson on their normal school timetable. The deadline for this work is the end of the day. All assignments are set in the morning of their normal timetable.
- Teachers provide a pre-recorded video which accompanies the lesson and replaces the in school teacher explanation. Students can watch this at their convenience, pause then and replay them to best support their learning. This supports families with shared devices, absence due to illness and allows students to catch up on lessons.
- A range of resources including reading material, videos, audio files, self-marking quizzes, education games and external apps such as Hegarty Maths, Seneca Learning and the Oak Academy.
- Teachers will set a deep learning task or range of tasks each lesson for students to practice and embed their understanding of the content and skills.

- Teachers are online daily for their students and will answer questions, provide support and adapt or provide additional resources. Students can ask for support from their teachers during the school day using the Google Classroom private comment function or class comment function on their assignments. For those who continue to struggle the teachers can refer to the SEND team for further assessment and support.
- Students are expected to complete their deep learning task and hand in evidence of it online by attaching an electronic copy or a photo of their exercise book to their assignment on Google Classroom.
- Weekly Learning Check assessments with multiple choice/short answer quizzes will be assigned in the majority of subjects which provide immediate feedback on the learning for that week. These will be used by teachers to track progress and adapt the curriculum if gaps or misconceptions emerge.
- Live tutor times (scheduled through Google Classroom using Google Meets) run once a week for students to meet their form tutor for learning conversations. This also provides a welfare check for students. Live tutor time is run in small groups to allow for interaction and questions.
- Optional Live lessons may run (through Google Classroom using Google Meets) in some subject areas for feedback and review lessons.
- Students reflect on their learning weekly in their Learning Logs (Students are required to complete their Learning Logs weekly. These should be discussed with parents and will be used in school when students return.
- Assessment weeks will be implemented for longer periods of remote learning. Resources will be posted home with a prepaid envelope to be posted back to the academy. Clear guidance will be given to students on their assessment week, all students will receive a paper copy of their assessment and will receive a timeframe for completion.
- Class Charts is used to reward students and these rewards points are linked to our rewards shop. In addition our rewards system will be used to acknowledge the learning achievements of our students. This system provides immediate feedback to parents about the reward and any missed learning.

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?

It is vital that students continue their learning throughout a lockdown period. Our remote learning provision is designed to ensure that students still have the same access to learning, regardless of whether they are at home or in the physical building. Learning is sequenced so that students get a deep understanding of the knowledge and skills required to be brilliant in their subjects and progress will be assessed regularly to ensure that we can monitor the impact of learning.

Students are expected to engage in their learning by:

For students to be successful at remote learning there needs to be a partnership between school and home. The remote learning log sent home to parents, outlines the responsibilities of all involved to ensure success and ambition is accessible to all students. A partnership agreement has been set up for this purpose, so all parties are aware of their part to play. This is in the Learning Logs.

- Logging onto their Year Group Google Classroom to register by 9am every morning via the Google form.
- Try to keep to the normal school timetable as much as possible.
- Aim to spend the same amount of time on each subject as you would do in school (roughly and hour per lesson)
- Watch all the recorded videos that accompany lessons and complete all relevant tasks to the best of their ability.
- Use Knowledge Organisers and other recommended resources provided on Google Classroom and in their Learning Logs to facilitate learning.
- Ask their teachers questions about the work, particularly when finding the work challenging.
- Respond to comments and questions from staff at the school.
- Upload a photo or typed document for each deep learning task set in a lesson and provide any feedback or questions to your subject teacher.
- Complete the weekly reflection on learning using the Learning Log and complete the Learning Check quizzes set on Google Classroom to gain feedback on their progress
- Attend live tutor sessions in school to discuss their learning with their tutor.
- Complete all assessments set
- Staff will contact home if a student is not submitting their remote learning and ask to speak to the student to identify the support required.
- Communicate personal circumstances that would trigger adjustments to the provision provided for their child e.g. illness, bereavement and technology issues.

Teachers will be rewarding work that meets the exceeding and excelling standards and will also be following up missed remote learning. This will be recorded and monitored via Class Charts.

Parent and carer support at home:

Parents and carers are expected to take an active interest in their child's remote learning. We recommend that parents support students by:

- Demonstrate a positive attitude to learning, setting high expectations and aspirations for their child.
- Ensuring that their child completes the daily learning register
- Set up a quiet learning environment at home where possible; structure their day based on the school day; and check that students have the resources they need at home to learn.

- Ask their child what assignments have been set on Google Classroom each day and question students about what they have learnt.
- Parents should use the Learning Logs to guide learning conversations with their child and monitor the learning journey. The weekly students reflections should be signed
- Access the Class Charts app to see a copy of their child's timetable, and see the daily logs of rewarded and missed learning. Discuss this with their child
- Make contact with form tutors and/or class teachers where there are issues with device or resource access or challenges arise.
- Read the weekly communication sent every Friday which outlines updates and details regarding the provision for students.
- Engage positively with contact from staff within the school.

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

- Students will be required to register their learning daily using a Google Form by 9am assigned to them through their Year Group Google Classroom. Parents and carers will receive a text message to notify them if their child has not completed this.
- Teachers will contact students to review work handed in and acknowledge their work after a 24hour period.
- Teachers will reward remote learning and record missed remote learning using Class Charts. This will notify parents immediately. Parents are responsible for checking Class Charts daily.
- Subject teachers will make contact with parents and carers where students are not completing their remote learning to the expected standard
- Tutors and pastoral leaders will monitor the remote learning data to analyse students who are at risk of falling behind. Mentors will be assigned where students are missing remote learning across the academy.
- Parents will be contacted by senior leaders where patterns of missed remote learning occur. Students will be categorised and interventions will be put in place depending on the need. Students may be asked to attend the academy.
- Conducting parent consultation evenings through parent meets - an online platform.

How will you assess my child's work and progress?

Every piece of work handed in will be acknowledged by teachers. Feedback will take many forms. Students can expect:

- Acknowledgement feedback will be provided through Google Classroom and Class Charts where work is completed on time.
- Regular opportunities are provided for self-assessment feedback. Teachers model answers and expected, exceeding and excelling level work

- Feedback will be provided at least weekly using learning checks which give students immediate information about their progress. Where subjects are taught once a week or biweekly feedback will be provided after every 2-3 lessons.
- Formative whole class or group feedback will be given in the following lessons through the resources and the loom videos
- Formative feedback will be provided individually focusing on areas of strength and improvement. The frequency will be determined by the subject and tasks set.
- A formal assessment will be set for longer lock down periods. We have planned assessments weeks for all students each term. Assessments will be sent home on paper to students with guidance for parents and students. They will receive written feedback from staff which will be posted to them and responded to. Detailed formative and summative assessment data will be collected. Directed improvement time will be planned. This information and other work submitted will provide an overview of the students' progress.
- Live lessons may be used to provide feedback to students in some subject areas.

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 students 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 students. Students with significant needs may be invited into school for additional support and coaching. In addition we will support students the following ways:

Wellbeing and access to the curriculum

- PSHE curriculum has been adapted to be supportive of remote learning environment.
- Nurture and remote learning support groups have been established to help students access the curriculum where barriers are identified and support the wellbeing of students. These run both remotely and in school by invitation
- Mental health team access. Referrals are made and the team provides remote one to one support. These include remote sessions for young carers to provide support managing remote learning and wellbeing
- Weekly doorstep visits provide resources, advice and wellbeing support for students identified as vulnerable.
- Food hampers funded by the Trust are delivered to families in need.

SEND

- Each SEND student has an updated passport with specific strategies to support students. Teachers use these to ensure lessons are adapted to meet the needs of students in their remote lessons
- The SEND team co plan lessons where specialised support is required
- The SEND team provides remote learning support to students at home through a range of strategies dependent on the level of need. This includes:
 - Daily or weekly learning meetings with students over the phone or Google meets
 - Google Classrooms maybe set up for SEND students to help communicate easily with the SEND team
 - In school support where students are attending school
 - Intervention groups to support particular needs may run remotely (e.g. literacy groups) depending on the duration of the lock down and the needs of students.
- Students with significant needs may be invited into school.

ACE

Bexhill Academy's onsite alternative provision provides vulnerable students a supportive and engaging curriculum for students to access. During lockdown periods, all ACE students have been offered access to the provision at different times and on multiple days during the week to ensure the students can access the work and continue to receive support in their learning. Primarily, when students attend the ACE provision during this period, the focus is on their core subjects and learning. In addition students are taught how to successfully access the work remotely which allows students to confidently use these skills at home. For our vulnerable students this has provided a regular school routine of learning and more importantly a weekly staff contact.

Remote education provision other scenarios

Year Group Bubble

Where single cohorts (year group bubbles) are required to isolate, our provision will broadly follow a whole school isolation model for remote teaching. Amendments made would be based on the year group, time in the term and duration of the isolation. Weekly learning checks will continue to be made by form tutors.

Remote Education for Self-isolating Students

Where individual students need to self-isolate but the majority of their year group remains in school, the remote education provided will mirror the in school curriculum. This means that the work will continue to be ambitious, sequenced and allow students to sustain progress in their learning. The approach for

individual students will differ from the approach for whole groups due to the challenges of teaching students both at home and in school. Weekly learning checks by form tutors will continue.

Isolating students will follow the school timetable and teachers will set assignments for every lesson through Google Classroom. The lessons will be adapted to support students learning at home but the teacher will be less able to answer questions during the lesson. Pre-recorded videos will not be provided but teachers will adapt the instructions and resources to ensure they are clear for students to complete the tasks. Learning will be rewarded and missed learning will be recorded using Class Charts. Work will be acknowledged and feedback will be provided when work is handed in. The frequency and detail of feedback would depend on the duration of the self-isolation. Where gaps in progress are identified the academy will embed interventions to support students and close any gaps.

More information

School website:

- Class Charts app
- Parent's remote learning page: includes links to Bexhill Google Classroom guide; remote learning partnership; tips for parents to support remote learning; Ofsted guidance; FAQs and contact information for digital access, welfare and learning.
- Students remote learning page: includes student expectations for remote learning; Bexhill Google Classroom guide; contact information for IT and learning support.