



Buckler's Mead Academy

Educating With Care To Succeed

Opportunity

Personal growth,
culture, character,
futures, curriculum.

Community

Inclusive,
collaborative,
cohesive,
togetherness
...for all.

'Inspiring Education for All'

Enjoyment

Enriching, Inspiring,
exciting.

Success

Personal growth,
culture, character,
futures, curriculum.

Our intent at Buckler's Mead Academy is to continue delivering our rich, broad and balanced curriculum through high-quality lessons. This guidance document answers many of the frequently asked questions which parents and carers may have.

Our plan for remote education meets the expectations stipulated within DFE guidelines. Senior Leadership has overarching responsibility for the quality and delivery of this plan, which is underpinned by high expectations to provide quality delivery of a planned curriculum for all students, including vulnerable students and SEND learners, which is aligned to the in-school curriculum.

We will continue to inform and update all stakeholders, including Directors, staff, parents and carers, regarding the academy's arrangements for remote education via letters and bulletins published on our website.

If you have any inquiries about Remote Learning please contact the main office on: 01935 424 454 or email our Remote Learning help desk

remotelearninghelpdesk@bucklersmeadacademy.com

Amendments to the timings of the school day

Lesson 1	9:00-9:50
Lesson 2	9:50-10:40
Break	10:40-11:00
Lesson 3	11:00-11:50
Lesson 4	11:50-12:40
Read to Succeed	12:40-13:10
Lunch	13:10-13:40
Lesson 5	13:40-14:30

Tim Yeates
Assistant Head – Teaching & Learning

The remote curriculum: what is taught to students at home

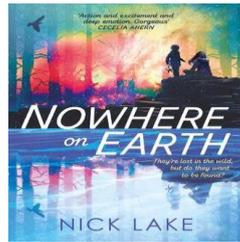
All Buckler's Mead Academy students have access to Google Classroom where they will be able to access all of their work which is aligned to the curriculum they would have received in the academy. Tasks follow the curriculum and Schemes of Learning a student would normally follow in school. Completed tasks are of the same standard and expectations of normal class work.

Remote teaching and study time each day

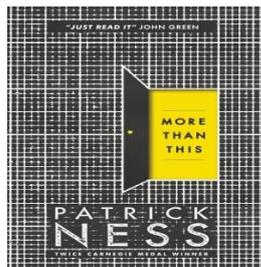
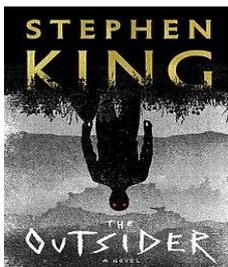
How long can I expect work set by the academy to take my child each day?

Key Stage 3 and 4

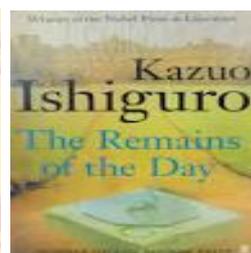
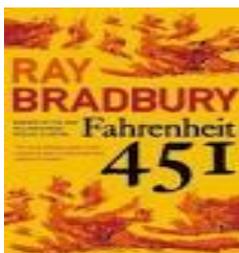
Year 7 & 8- R2S books



Year 9 R2S books



Year 10 & 11 R2S books



Buckler's Mead Academy sets 5 hours of work a day which is the equivalent length to the core teaching students would receive in the academy. This is split into 5 lessons across the day, and in addition includes Read to Succeed, where all students participate in 25 minutes of structured reading time each day through the Greenshaw Academy Trust on-line programme. Students will follow their normal timetable.

Students are also expected to attend a 15 minute tutor group 'well-being' session once per week.

Year 11 students will continue to receive careers education and advice, together with virtual 1:1 appointments with a careers advisor. Some students will receive additional intervention from external subject specific tutors in Maths, English and Science through the 'My Tutor' Programme.

Accessing remote education

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

Work is set using **Google Classroom**. Students follow their normal timetable within the amended timings of the day and complete the work and tasks set by their teacher during that time.

Google Meet and **Microsoft Teams** are used to deliver “Live” lessons and Live Tutor sessions.

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

In September IT and pastoral teams undertook an extensive audit to identify all learners who did not have sufficient ICT necessary to access remote learning from home.

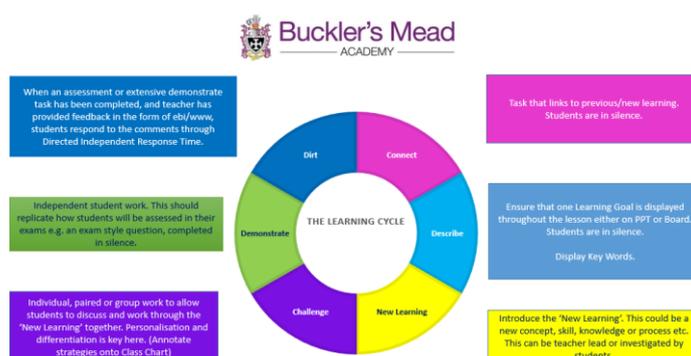
IT and pastoral teams have details of all the students in years 7-11 who have access issues or needed a device to access our home learning offer.

In the autumn term, our year 7 students received training in how to access learning through Google Classroom. Also during the first week of online learning, tutors made daily phone calls home to students and their parents in order to proactively address any access issues and offer devices where necessary. Over 100 laptops have been issued to students. Where parents/carers have been unable to collect, we were able to deliver devices to households. We have a comprehensive system in place for tracking engagement in remote learning. If and when students are not engaged with our online platforms, heads of year, supported by the tutor team have been able to intervene quickly and offer devices if necessary. Where internet connectivity has been an issue, we have issued WI-FI dongles. We have also asked parents/carers to make us aware if they are having connection issues. Our system of monitoring home learning engagement rates and head of year or tutor calls has also meant we are able to identify further connectivity issues and intervene if necessary. We have a comprehensive plan in place to intervene in cases where students are failing to engage in their remote learning. If we have exhausted all avenues for support and engagement, we have invited students into school to access learning with the support of TAs and specialist teachers.

How will my child be taught remotely?

Our remote curriculum is a blend of live (synchronous) sessions and pre-recorded (asynchronous) sessions. This blended approach allows for high quality curriculum planning, together with live interaction and feedback. As part of our blended approach to the delivery of remote education, Teachers will upload a 5-minute pre-recorded video clips (e.g. Oak Academy resources and “Loom”) to provide clear instructions of the learning objective and tasks. This is intended to deliver high quality teacher input to set up tasks, explaining something complex or outlining the lesson.

Teachers will also deliver lessons through Google Meet. Notification of live Google Meet lessons will be broadcast on the Stream page.



All lessons will follow the Buckler's Mead Academy ‘Learning Cycle’ format as follows:

DESCRIBE: Learning Objective displayed and a clear explanation of where this learning fits within the context of the SOL. Key Vocabulary should be introduced at this stage.

CONNECT: Task that is linked to previous learning.

NEW LEARNING: Knowledge, skill or concept is shared and modelled with the class.

CHALLENGE: Students practice a skill or develop knowledge through completion of a learning tasks with guidance and support from teachers or peers (the “doing” part of the lesson).

DEMONSTRATE: Students **independently** complete a task, question or assessment that tests for their understanding or mastery of a skill, concept or piece of knowledge.

CHALLENGE tasks will be the more frequent and smaller tasks that are submitted after each lesson.

DEMONSTRATE tasks will not occur in each lesson. The frequency of DEMONSTRATE tasks varies across subject areas and are used to check a cumulative body of learning which can take place over several lessons.

Lessons, or part of lessons, will be dedicated to the use of Knowledge Organisers. Students should use this for retrieval practice to revisit and relearn the core fundamental knowledge and key vocabulary of previous learning. Digital copies, and guidance on how to use them, will be uploaded and available to parents and students on the academy website.

Engagement and feedback

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

Buckler's Mead Academy is aware of the learning environment in the home and works with parents and families to understand and ensure that students will be able to access education at home. Tutors make fortnightly welfare calls to households. The DSL directs The PFSA and Safeguarding team to make weekly contact with vulnerable students who are accessing remote learning from home.

Buckler's Mead Academy has issued clear guidance and expectations to parents, carers and pupils on how to self-regulate during remote learning including; understanding their strengths and weaknesses to improve their learning, how to learn from home and how to manage their time during periods of isolation.

We expect students to fully engage with home learning. Should students not engage, we will contact parents or carers.

We encourage parents and carers to provide your child with a quiet and calm environment in which to learn and let us know if there are any IT/ internet issues which we will aim to resolve. Please talk to your child about their work and encourage them to use the support mechanisms we have in place if they need help.

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

Students should submit work by 6pm on the day that it has been issued. It is down to the discretion of the teacher to permit extension deadlines, which must be communicated with students and parents. Students have been asked to send a message to teachers via Google Classroom if they are unable to submit the work on the deadline.

Teachers will check pupils' engagement with remote education every day. Teachers will use Class Charts to log the work submitted by each student.

For the vast majority of lessons, Teachers will be available during each lesson to respond to questions and queries. On the occasions when this is not possible, teachers will share their availability with students and parents via the Stream page of Google Classroom.

The engagement of students is rigorously checked, and monitored by SLT, Middle Leaders and teachers. Evaluation of this data occurs each week. Heads of Year identify students who are a cause for concern, and direct tutors to make contact with tutees who are not engaging with remote learning and explore how to overcome these barriers for learning. If the level of engagement does not improve, then the student is considered as a "vulnerable learner" and is invited into the academy to access the work with the support of specialist teachers and support staff.

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

Teachers will provide personalised feedback on the DEMONSRTATE tasks and assessments which students produce. Staff can provide personalised feedback comments on any tasks. Whole-class feedback will be used to address common areas for development, SPAG errors and misconceptions, as well as opportunities to model and celebrate exemplary work. Students will be provided with feedback that allows them to progress with their learning where they can do more, know more, and remember more.

Teachers will plan lessons where students can respond to this feedback during **DIRT** (Directed Independent Response Time). This type of lesson is used as an opportunity to share and model exemplary work. All work is stored in a student folder.

All Departments will use Diagnostic Quizzing every fortnight to check that key knowledge, concepts and skills have been learnt. The data from these tests will be tracked and monitored, and the information is used by the teacher to inform them of the future planning and delivery of the curriculum. It is also an effective tool to track student progress and learning remotely.

Year 11 students will undertake virtual mock exams in Maths, English, Science, MFL, History, Geography, Religious Studies, Citizenship, Design & Technology, Food Science, Computer Science, Engineering, Business Studies and Media Studies. These exams will be sat in controlled exam-style conditions through Exam.Net.

Assessments will continue in-line with our RAP calendar so that staff can check the cumulative learning, and key misconceptions, of core knowledge and fundamental skills and concepts. This will then inform further planning of learning moving forward.

Additional support for students 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 students, 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 in the following ways:

- Work is accessible so that all learners, especially SEND, can access. Staff will refer to pupil passports on class charts to inform planning for SEND learners.
- SEND learners who are unable to access the curriculum via remote learner are considered as vulnerable, and are invited into the academy to work with SEND TA support.
- Pre-recorded lessons offer an opportunity for students to learn at their own pace, stopping lessons where they need to pause and process, before moving on when they are ready. This style of remote learning also allows the students to replay key areas should they need to.