

Remote learning curriculum and strategies at Budmouth Academy

This paper outlines our approach to remote learning during a pandemic.

It includes:

- Our remote learning strategy.
- Our remote learning approach.
- Remote learning curriculum outline for each subject/theme.

Remote learning strategy:

Since March 2020, we have been integrating Google Classroom into our normal timetable of lessons, using it to set homework and to provide students with resources and lesson plans. During another Lockdown, we will once again be providing online provision through Google Classroom and this brings with it many questions about the best way for students to learn at home. The truth is that the best approach will vary from student to student and will depend on their access to IT, the space and resources they have at home, the subjects they are studying and their preference to different styles of work.

Our approach will be to offer a range of learning tasks which will include:

Some extended independent tasks that may take several hours to complete.

Some shorter learning tasks to test memory and recall.

Some 'live interaction' with their teacher which may include whole class feedback on work completed, an explanation of work that has been set, an introduction to new concepts, or even question and answer sessions.

Some access to 'prerecorded' teaching i.e., explanation or feedback from their teacher.

Some access to other learning resources and tasks including programs like Seneca, Hegarty Maths, BBC Bitesize, or the special Virtual School created by the government, Oak National Academy

One thing that was very clear from the research initiated during Lockdown 2020 is that attempting to follow the same 5 x one hour lesson normal school timetable at home is neither practical, nor successful. A 'typical' one hour lesson would contain some teacher input, time with students working independently on tasks, time with students working collaboratively, teacher correction and reflection on main points and then differentiated approaches to practicing key tasks and skills. This is all carefully timed and managed to fit the one-hour time period. This is not feasible with students working from home.

A full day in front of a screen is a lot for students and teachers, especially for families who may be sharing one device. Therefore, we have devised the following schedule of online work setting and live interactions.

Tutor Meetings:

A daily 'Google Meet' will be scheduled during the normal Tutor time, 8.30am – 8.50am.

This session will not include a formal register, but we will have a record of who has not 'attended' and this will help Tutors to keep track of any students who might have become disengaged. It will be an opportunity for the Tutor to say hello, share any important messages and for the students to ask any questions and share feedback.

We will also set online provision using Google Classroom in line with DFE recommendations as below:

Our Schedule of Google Classroom online work setting:

The study time outlined below also takes into account 'live interactions' and pre-recorded teaching.

'Live interactions' will take place when a teacher would normally teach a timetabled class.

2 Week Schedule for KS3: Years 7 - 9		
Work to be set with 1-week deadlines on the following days		
Monday	English, Geography, Sport, Art	<p>Expected study time over 2 weeks:</p> <p>English, Maths, Science – 6 hrs each</p> <p>Geography, History, MFL, PArts, Tech 4 hrs each</p> <p>Art 2 hrs</p> <p>Sport, RS, PSHE – 2 hrs each</p>
Tuesday		
Wednesday	Maths, History, Tech, RS	
Thursday		
Friday	Science, MFL, PArts	
Monday	English, Geography, Sport, Art	
Tuesday		
Wednesday	Maths, History, Tech, PSHE	
Thursday		
Friday	Science, MFL, PArts	

Schedule of Google Classroom online work setting continued: The study time outlined below also takes into account 'live interactions' and pre-recorded teaching. 'Live interactions' will take place when a teacher would normally teach a timetabled class.

2 Week Schedule for KS4 - Years 10 -11		
Work to be set with 1-week deadlines on the following days		
Monday	Maths, History, Attenborough Options, RS	<p>Expected study time over 2 weeks:</p> <p>English, Maths, Science – 6 hrs each</p> <p>Geography/History and other option subjects 4 hrs each</p> <p>Core Sport - 1 hr</p> <p>PSCS – 1 hr</p>
Tuesday		
Wednesday	Science, Turing & Hawking Options	
Thursday		
Friday	English, Geography, Core Sport, Shelley Options	
Monday	Maths, History, Attenborough Options, PSCS	
Tuesday		
Wednesday	Science, Turing & Hawking Options	
Thursday		
Friday	English, Geography, Core Sport, Shelley Options	

2-week schedule for Key Stage 5 - Years 12 and 13	Year 12: 8 hours of work per Option subject
	Year 13: 8 hours of work per Option subject

Live interactions:

Online learning should be at least as engaging as the classroom experience (if not more so) or students will suffer.

Our key principles are:

Learning is broken into smaller chunks.

We have clear expectations for online participation.

We provide frequent feedback through online knowledge checks, comments on collaborative documents and chat to keep students motivated and moving forward.

We include virtual meetings, live chats or prerecorded tutorials to maintain a human connection.

We have provided the following ratio of live interactions to complement our schedule of Google Classroom online work setting and it is important that students make a note of these and attend them. These sessions will always take place in one of the usual timetabled lesson slots and they will start at the beginning of the normal lesson time. Sessions will last between 20-30 mins and might include teachers talking through key ideas and new learning with students, modelling explanations and giving feedback on work that students have already completed.

In consultation with staff and parents and in line with research-based evidence, we have decided to offer the following ratio of live interactions with students online during their normal timetabled lesson slots:

KS5: 2 slots per week

KS4:

English x 2 per week

Maths x 2 per week

Science x 3 per fortnight.

GCSE Options: 1 per week

KS3:

English/Maths/Science - All 3 per fortnight.

Geography, History, Modern Foreign Languages and Technology - 1 per week

Art: Every third lesson.

Performing Arts – Every third lesson.

Religious Studies and Personal Social Health Education – Every third lesson.

When Sports staff are in school delivering practical sessions to our students, they continue to set other 'online work'.

Promoting Independent learning. Parents and carers might either be at work or working from home and unable to help much. We have designed learning that does not require a lot of support from parents who might already be overwhelmed.

Creating the new normal. Students should come to see online teaching as a regular and predictable part of their day. We use the following strategies to turn online teaching into 'the new normal':

Google Classroom provides all the resources, instructions for learning, live interactions, feedback and assessment opportunities set by teachers for students.

These may include:

- the teaching sequence/unit plan
- resources: videos, links, and printable handouts
- activities and assignments.

Creating a flexible timetable. Feedback from parents, students and staff from the 2020 Lockdown was to ensure that we spread the work setting load for students so that they are not overwhelmed by the amount of work set by teachers each day. We have therefore devised the work setting schedule above where different days are set for different subjects and activities.

We will encourage our students to set goals for each week by setting them 5-day deadlines to complete work and then discuss and assess their work in live interactions.

Goals and targets might include:

- writing a new chapter of a story
- setting a new personal best with a practice activity
- achieving a certificate or reaching a new level in a gamified programme
- producing a journal entry that reflects on their week's learning.

We will engage with students daily. We take the time to connect each day by providing feedback, uploading some new resources, or even just sending a hello message. Daily online Tutor Meets will also help support and motivate students.

We choose the right learning tools and stick with them so that parents and students are not overwhelmed. A wide variety of technology tools, many free, are available to help and are listed below:

<https://www.thenational.academy/>

<https://www.bbc.co.uk/bitesize>

<https://senecalearning.com/en-GB/parents>

Safeguarding students and teachers while online:

To make sure that your child stays safe online, we ask that you follow these guidelines during live interactions.

Please ensure that access to the platform is made through the parent/carers account unless your child meets the age restrictions for the platform.

Students/parents/carers should ensure that there are no distractions.

It is not appropriate for parents or carers to take part unless invited to do so.

Where possible your child must take part in video calls in a suitable communal environment. We appreciate that this is not always possible and some of the video calling software has a built-in option to 'blur' the background - you may feel this is an appropriate feature to turn on.

All members of the household must be aware that the call is taking place and make sure they use appropriate language and behaviour when nearby or in the background.

Your child must be appropriately dressed (uniform is not necessary, but they should not be dressed in sleepwear and should be fully dressed in clothing that covers the top and bottom half of the body).

Please make sure your child has 'logged off' the call correctly and signed out before turning off any devices.

You and your child will not try to contact any teachers or school staff using these online tools outside of the pre-arranged calls. If you need to contact a teacher or member of school staff for any reason you will do so following your normal contact procedures.

Students must listen to instructions and enable or disable their microphone or camera when requested.

The same rules of conduct and behaviour will apply as they apply in the classroom.

Students/parents/carers should not take photos, screenshots, record, any video or audio from sessions or attempt to live stream it from their mobile phones.

Any breaches of the points above will result in students being immediately removed from the session, potentially being banned from all future sessions and further sanctions may be implemented in accordance with the academy's behaviour policy.

In order to protect your child, we will follow these guidelines:

No teacher or member of school staff will contact you or your child outside of any pre-arranged meetings using these online tools and if they do need to contact you, they will do so following their normal contact procedures.

Teachers will check any links or videos they may direct your child to and make sure everything they use is age appropriate.

Teachers and other adults on the call will use appropriate language/behaviour throughout the call. If not in school, teachers will ensure they are in a communal living space throughout the call.

Where possible they will blur the background in any video calls and any members of their household will use appropriate language/behaviour throughout the call.

We will record and store sessions on school systems for safeguarding purposes and ensure that online learning tools are in line with data protection and GDPR policies.

If you have any questions or concerns about your child's use of online tools, please contact us on 01305 830500.