



REMOTE EDUCATION PROVISION: INFORMATION FOR PARENTS

This information is intended to provide clarity and transparency to students 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 students are self-isolating, please see the final section of this page.

THE REMOTE CURRICULUM: WHAT IS TAUGHT TO STUDENTS 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 STUDENTS BEING SENT HOME?

Ark Boulton Academy has a 'Virtual Academy' website. In instances where students are sent home, they will be able to find their lessons within their year group page as narrated PowerPoints. Additionally, students have access to a range of additional resources such as SPARK (Ark network resources and Seneca)



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?

- The lessons that we provide remotely are linked to the Ark Boulton curriculum and reflect the learning that has already been completed in subject areas. The content for remote lessons provides an opportunity for previous content retrieval and to practise prior learning and are very closely aligned to our learning journeys (schemes of learning). Future lessons are planned based on teachers assessing returns of work and responding to any misconceptions or trending errors that students present.
- We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. To provide students with the opportunity to complete their live lesson assessments and to reduce screen time, Period 5 is available for students to finish their independent study tasks (DNDs).
- Students that do not have access to the requisite ICT to complete online learning receive workbooks that closely reflect the topics and content taught in school and provide opportunity for student to practise the skills necessary to be successful in their subjects



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 students broadly the following number of hours each day:

<p>Key Stage 3 and 4</p>	<p>The DFE provide guidance on the minimum expectations for remote provision. Ark Boulton acts in compliance with these minimum expectations.</p> <p>On a daily basis, students in all year groups receive the following remote educational provision:</p> <p>08:30 – 08:50 Morning registration (MS Teams Live)</p> <p>09:00 – 10:00 Period 1 (MS Teams Live)</p> <p>10:00 – 11:00 Period 2 (MS Teams Live)</p> <p>11:00 -11:20 Break</p> <p>11:20 – 12:20 Period 3 (MS Teams Live)</p> <p>12:20 – 13:20 Period 4 (MS Teams Live)</p> <p>13:20 – 14:20 Lunch</p> <p>14:20 – 15:20 Independent Study (DND completion)</p>
---------------------------------	---





ACCESSING REMOTE EDUCATION

HOW WILL MY CHILD ACCESS ANY ONLINE REMOTE EDUCATION YOU ARE PROVIDING?

Ark Boulton has devised its own virtual school website. Within the site students have access to a range of resources. The academy curriculum for both Key Stage 3 and Key Stage 4 is covered through narrated PowerPoints. Additionally, the website provides links to a range of other resource hosts, such as: Oak Learning and Spark. All students have access to Seneca to support their revision and have been provided with free Premium accounts.

In addition to this resources that augment the work that the school undertakes and extend their learning beyond their school curriculum have been added. Within the 'Virtual Academy site we have also provided links to resources to support emotional wellbeing and mental health:

The screenshot shows the Ark Boulton Academy website header with navigation links: About Us | Admissions | Lower School | Upper School | Life at school | Parents | Work for us. Below the header is a section titled 'Emotional and Mental Health Resources' with a dotted yellow line. The resources are displayed as a grid of six cards:

- Loudmouth**: A card with the Loudmouth logo.
- Waterford Mindfulness Exercises**: A card showing two people performing a yoga-like stretch on a red mat.
- Think For The Future**: A card with the text 'Think For The Future' and 'Think for the Future' below it.
- Healthy Minds**: A card with the text 'Healthy Minds' and a blue splatter graphic.
- Equoo**: A card with the Equoo logo and a small figure.
- Action for Happiness**: A card with the text 'ACTION FOR HAPPINESS' and 'Action for Happiness' below it.





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 students may not have suitable online access at home. We take the following approaches to support those students to access remote education:

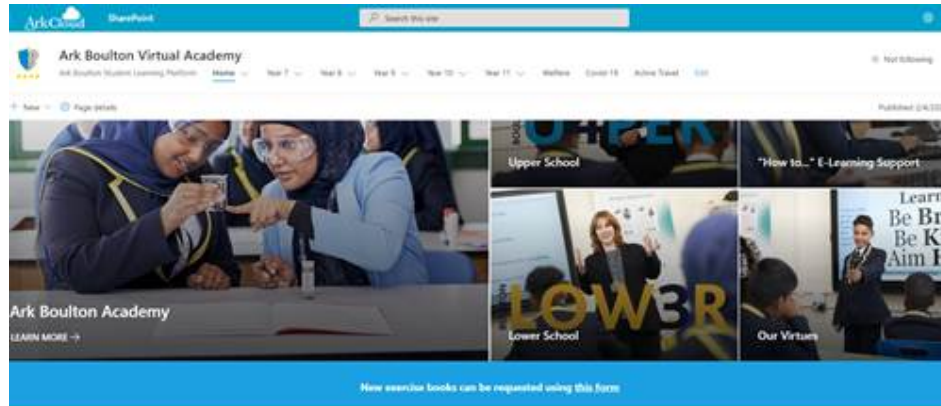
- Ark Boulton's intention is to provide all families with an opportunity to loan a laptop. Every student at Ark Boulton will have been offered a laptop by February 2021
- Ark Boulton provided laptops to students in the following year group order: Year 11, Year 10, Year 7, Year 9 and Year 8
- In each year groups students regarded as vulnerable were offered a laptop first.
- The academy has access to very limited number of dongles – these were provided to the students in greatest need in the first instance and were designated by our Welfare Leaders
- Ark Boulton has received 60 free Wifi codes from BT – these have been distributed to students on requests and on a needs basis
- Parents requiring further information as to how the academy can support their child whilst at home we have created specific email addresses so that we can quickly respond to queries. These are:

Year7support@arkboulton.org; Year8support@arkboulton.org; Year9support@arkboulton.org;
Year10support@arkboulton.org; Year11support@arkboulton.org

- Students have a variety of methods that allow them to submit work. All of our narrated lesson PowerPoints include a link to an MS Form multiple choice quiz. Subject leaders use this to track the engagement of students and to ensure that future lessons are planned so that they best reflect student performance and learning needs
- Additionally, synchronous lessons include an assessment that teachers share with their students. Students can then upload either an electronic copy of their work or a photograph that will allow teachers to either feedback individually to students or to adapt future learning with.
- Students that use paper-based resources receive a phone call at least once weekly whereby they can discuss there completed work and be provided with guidance as to what to do next or assistance on how to complete specific tasks.



- To support students further we have created in addition to, email and phone contact, an online form that students can complete that allows them to request additional paper-based materials and resources (exercise books, revision texts).



- Ark Boulton Academy uses cookies to enhance your navigation of our website. You can adjust or refuse these cookies at any time. For more information, please visit our privacy policy.

Exercise Book Request

Complete the survey when there are 5 pages left in your exercise book. Please complete ONCE, selecting all the books you need on one form.

Hi Daniel, when you submit this form, the owner will be able to see your name and email address.

* Required

1. Name *

2. Year group *

7

8



HOW WILL MY CHILD BE TAUGHT REMOTELY?

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

- The academy takes a blended approach to remote teaching. Primarily, lessons are taught synchronously adopting Microsoft Teams as the platform. Teachers have been provided training on the pedagogy of live teaching and the academy uses a minute-by-minute 'What To Do' to support consistent delivery
- Ark Boulton has a comprehensive bank of recorded lesson PowerPoints and all synchronous lessons are recorded to support future access and use. In addition to this links are available to additional external platforms such as: Oak National Academy, Seneca, BBC Bitesize and SPARK
- Printed weekly work packs are produced and sent as requested that reflect the Ark Boulton Curriculum. In many subject areas CGP Revision books have been provided and sent to students without online access
- Links to extra-curricular projects are also available on the website and Ark Boulton promoted heavily the use of Joe Wicks PE to support mental and physical well-being in its students.



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?

- All students are expected to attend live lessons (Lead Learning Time, Periods 1 to 4). Where a student is unable to attend this lesson it is expected that they complete the online lessons in the academy's Virtual Academy site.
- Parents are expected to be available to be contacted by phone on an at least weekly basis and the timings of such can be negotiated with staff so that they are mutually convenient
- Parents should ensure that they support their child's routine so that it enables them to access the online resources and so that they have sufficient time within the day to complete their school work, be it paper-based, synchronous or asynchronous
- Teachers and Welfare Leaders will monitor and track student engagement using the methods described above. Where students are not engaged with their learning activities the academy will contact parents directly by phonecall
- Students activities will be monitored by the use of 'SENSO', safeguarding software that will flag inappropriate use of school provided devices



HOW WILL YOU CHECK WHETHER MY CHILD IS ENGAGING WITH THEIR WORK AND HOW WILL I BE INFORMED IF THERE ARE CONCERNS?

- Teachers and Welfare teams track student engagement with work on a daily basis (at least weekly in the instance of paper-based resources). Completion of multiple-choice quizzes and submission of assessments are tracked to ensure that work is completed.
- Daily registers are taken of student attendance to their Lead Learning Time (AM registration)
- Parents and carers are contacted directly via phone where students are not engaging with their remote learning. Students deemed as vulnerable or who have an EHCP are assigned a key worker who make regular, at least weekly phone contact.



HOW WILL YOU ASSESS MY CHILD'S WORK AND PROGRESS?

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:

- Students, where appropriate will receive formative comments to work submitted electronically and assignments delivered during their live lessons.
- Students will be provided with scores from the completion of their multiple-choice quizzes that form the 'Exit Ticket' of their narrated PowerPoint lessons.
- Teachers will feedback via email to students with questions about the work that they have submitted.
- Subjects and teachers will adapt lessons and plan subsequent learning, taking into account student submissions and outcomes of the multiple-choice quizzes.
- Teachers will feedback directly to students where telephone contact is made.
- N online PTA is planned to for 3rd March 2021.
- Students that complete workbooks will be provided verbal feedback through scheduled telephone calls.



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:

- Ark Boulton has some students with hearing impairments. Where this is the case, they have been provided with headsets to support home learning
- Students with EHCP plans have an assigned key worker will join live lessons and provide 1:1 assistance, as appropriate
- The academy has formulated a consistent approach to the delivery of synchronous lessons to support students with SEN/ D
- The academy will use a 6 step vocabulary structure to assist students who are SEN/D and have low reading ages
- Subject planning ensures that lesson delivery is adapted to support students with SEN/D
- Where possible IT accessibility features are adopted (ie larger font used)
- The academy use fonts and backgrounds on a standard PowerPoint template to assist with students who benefit from the use of coloured paper.



REMOTE EDUCATION FOR SELF-ISOLATING STUDENTS

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

Students that are self-isolating at home will continue to receive resources that will ensure that they will receive an equivalent provision of content through access to the online PowerPoint lessons and the use of workbooks, though live lessons may not be available to these students due to potential teacher allocations