The Forest Academy

Remote Education Provision: Information for parents/carers

We have established remote teaching minimum standards for all teaching staff and departments and our quality assurance system and strategy.

In line with DfE guidance our remote education is equivalent in length to the core teaching students would receive in school and will include both recorded or live direct teaching time, and time for students to complete tasks and assignments independently.

Our remote curriculum is well planned and sequenced so that knowledge and skills are built incrementally, with a clear plan outlining what is intended to be taught and practised in each subject so that students can progress through their curriculum.

We have some remote learning non-negotiables at The Forest Academy listed below:

1. Every The Forest Academy KS3/4 student has an entitlement to their normal school timetable and their five real time sequential lessons a day.
2. Beal Sixth form students taught at the TFA campus have an entitlement to their normal real time school timetable
3. We have a minimum standard of live Microsoft Teams lessons where appropriate. We cannot guarantee this in every lesson due to staff absence and the organisational difficulties which absence brings.
4. Each lesson will be taught as a live Teams lesson, a recorded lesson, a narrated PowerPoint or lesson resources including Oak Academy et al and will be available on Show My Homework (SMHW) at the beginning of their scheduled lesson.
5. We ask parents to check SMHW to get a picture of their child's remote learning and to encourage their child to access this in 'real time' and follow their usual school timetable
6. 100% of The Forest Academy students will receive feedback at least weekly using digitally facilitated or whole class feedback where appropriate.

   o For example, teachers may spend 5/10 minutes at the beginning of a lesson providing whole class feedback on a piece of work set as h/w or covered in a previous lesson.
   o Teachers may set quizzes on SMHW to assess learning over a short sequence of lessons or may provide verbal feedback to students throughout the lesson.
   o This does not replace the departmental marking policy in line with the whole school policy.

7. We have a remote quality assurance (QA) cycle which includes:

   1. Remote live lesson learning walks
   2. Remote learning work scrutiny
   3. Remote student voice activities
   4. Remote parent voice activities

   Our Heads of Department (HODs) are pivotal in ensuring the quality of our remote learning and supporting colleagues to organise their time effectively. School leaders have worked closely with HODs to determine for each subject and each year group, the proportion of 'live' lessons that will be delivered via Microsoft teams each week. Staff must follow normal cover and absence procedures if they are unable to deliver any planned 'live lessons'. HODs will report if any planned 'live' lessons did not go ahead and the reasons for this.

8. Teachers will report to HOYS any persistent non-attenders to live Teams lessons, and students who do not engage with remote learning resources on SMHW. HOYs and the attendance team will monitor attendance regularly and will intervene with these students and will escalate to our attendance officer and the Education Welfare Advisory Support Service if necessary. HOYs are also monitoring SMHW to identify any students who are not logging in daily to access resources.

9. 100% of The Forest Academy students *__must__* be engaged in their remote learning with no exceptions and student feedback should inform the adjustment of the pace or difficulty of what is being taught; where necessary revising material or simplifying explanations to ensure students understanding.

Quality of Education

We have transferred into remote education what we already know about effective teaching in the live classroom by, for example:

- providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources

- providing opportunities for interactivity, including a range of questioning techniques, and reflective discussion.

- providing scaffolded practice and opportunities to apply new knowledge

- enabling students to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate

- using assessment to ensure teaching is responsive to students' needs and addresses any critical gaps in students' knowledge

- avoiding an over-reliance on long-term projects or internet research activities

Ofsted guide to what works well in remote learning

(This aligns with our blended approach outlined above)

Live lessons not 'gold standard' of remote education

1. Ofsted say live lessons have a number of advantages, such as making it easier to align the curriculum and keeping pupils' attention.

2. But such practice can make it "hard to build in interaction and flexibility", which means feedback can be less effective than using recorded segments followed by interactive tasks.

3. Because pupils find it harder to concentrate when being taught remotely "filming a classroom lesson may be ineffective", and it is better to divide content into smaller chunks

Don't forget the textbook

4. The guide advises that sometimes it may be more effective "to deliver remote education through worksheets or a textbook".

5. It states "a good textbook can provide the curriculum content and sequencing pupils need" and will be easier to access for some pupils. However, teachers should still provide feedback.

Safeguarding

Any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Below are some things to consider when attending live remote lessons, especially where webcams are involved:

- Staff and children must wear suitable clothing, as should anyone else in the household.

- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.

- Any live lessons should only take place using a school email account.

- The live class will be recorded so that if any issues were to arise, the video can be reviewed.

- Live classes should be kept to a reasonable length of time and only take place during a scheduled lesson.

- Language must be professional and appropriate, including any family members in the background.

- Staff must only use platforms the Trust has agreed to when communicating with pupils

- Staff should record, the length, time, date and attendance of any sessions held.

- Any abuse or misuse by students will be dealt with under the school's student behaviour policy.

The remote curriculum: What is taught to students at home?

All students are expected to follow their 'real time' sequential timetable by logging into Show My Homework where instructions will be given. Departments will work together to plan and deliver the best remote learning possible for your child.

Will my child be taught broadly the same curriculum as they would if they were in school?

Students will be following the same timetable as normal. Some of these will be virtual and some lessons will be prerecorded.   We have needed to make some adaptations in some subjects i.e. in practical based subject such as Science, students would be unable to carry out practical work remotely. As an alternative, this learning would be digitally facilitated i.e. students may be shown a live demonstration or may be directed to an online video or recording.

Alternatively, the curriculum may be rearranged so that practical learning or units will be delivered later with the hope that students will be back in school.

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:

Secondary school-aged students not working/working towards formal qualifications this year	- Every pupil at The Forest Academy has an entitlement to a minimum standard of live Microsoft Teams lessons per week. - Every pupil at The Forest Academy in KS3/4 has an entitlement to 5 'real time' sequential lessons per day. - Every student in the Sixth Form will receive their full timetable in 'real time'

Accessing remote education

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

The Forest Academy will use a single interactive platform, Show My Homework, for remote education provision. Every pupil and teacher has access to this platform through their school email account.

All remote learning will be uploaded to this platform and will be delivered by this platform with links to other applications including: Microsoft Teams, Moodle, MyMaths, Kerboodle or Oak Academy.

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:

We will overcome any barriers to remote access for students by:

• Distributing school-owned laptops accompanied by a user agreement or contract – please contact: admin@theforestacademy.co.uk

• Providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep students on track or answer questions about work. Please contact your child's Head of Year if you require printed resources.

• Offering in school provision for some students who have difficulty engaging in remote education or who may be considered to be vulnerable children, and therefore eligible to attend provision in person. This will be discussed and agreed on a case-by-case basis.

• Checking student engagement via SMHW to ensure students are engaging with their work, attending live lessons. We will work with families to rapidly identify effective solutions where engagement is a concern

How will my child be taught remotely?

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

The Forest Academy is committed to providing access to high quality remote learning for students who are unable to attend school.

We want the experience of remote learning to demonstrate the same factors that make classroom teaching highly effective. For example:

- Ensuring students receive clear explanations
- Supporting growth in confidence with new material through practice
- Application of new knowledge and skills
- Enabling students to receive feedback on how to progress

These characteristics are more important than the medium of delivery.

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The platforms and applications used will allow for work to be 'handed in' and it will be marked if the work would have been assessed had the student been in the classroom.

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?

> Students will be asked to follow their normal timetable when learning at home. For example, if they have Science period 1 on a Monday they should complete the Science work set for this lesson in that time slot (lessons will be numbered sequentially). This will ensure that students follow the routine of a normal school day and we would ask that parents and carers support with this as much as possible.

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

> Heads of Department will check the quality of work set, class teachers will monitor completion, assess the work and feedback as appropriate and form tutors will ensure that students are provided with the full range of remote learning.
>
> If there are concerns about pupil engagement, you will be contacted by a member of the relevant department and/or a member of the pastoral team.

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:

> 100% of The Forest Academy students will receive feedback at least weekly using digitally facilitated or whole class feedback where appropriate.
> 100% of The Forest Academy students must be engaged in their remote learning with no exceptions and pupil feed-back should inform the adjustment of the pace or difficulty of what is being taught; where necessary revising material or simplifying explanations to ensure students understanding.

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:

> - For students with EHCPs in BCS we have a face-to –face provision which is staffed every day. To support students with special educational needs and disabilities who are not in BCS or do not want to access this face-to-face provision, the inclusion team will maintain regular contact with students through welfare calls and/or

meetings via MS Teams.

- Teachers are expected to provide differentiated remote resources as appropriate and assess pupil progress regularly.

- We maintain the same high expectations at The Forest Academy of students with SEND as we do of all of our students.

- We have procedures in place to check if a vulnerable child is able to access remote education support, to support them to access it (as far as possible) and to regularly check if they are doing so.

Our student support teams are in school ensuring the following:

- Taking a lead role in ensuring remote student engagement, particularly the most vulnerable

- Carrying out welfare calls (phone calls not emails) of those not engaging with the remote learning and those regularly not attending live lessons.
- Invite students not engaging with the remote learning into school and support them with their learning face to face.

- Run SMHW reports of key students' engagement to ensure all students are accessing remote learning

- Ensuring information that we hold about medical/learning needs information is up to date prior to summer exam/CAG season

- Respond to emerging student issues/needs during lockdown.