Corby Business Academy

Remote Education at CBA
A guide for Parents

Brooke Weston Trust

Introduction and Contents

The information in this booklet is intended to provide clarity and transparency to pupils 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 pupils are self-isolating, please refer to the final section of this guide on page 9.

Our approach to remote learning
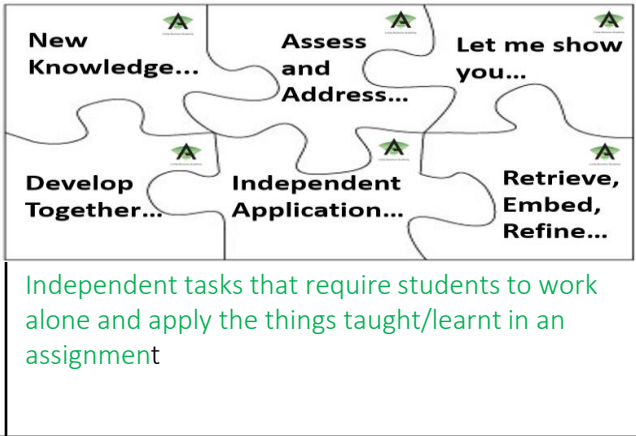
What we know works

In the wake of the learning challenges school closure posed in March 2020, the EEF conducted a rapid assessment of the impact of remote teaching strategies. One of the key findings was:

Teaching quality is more important than how lessons are delivered

In light of this important research we will endeavour to adopt the same principles we do in school to effectively deliver a seamless curriculum.

This places our 6 learning segments at the heart of what we do. These will be used to design and sequence learning chunks for students whilst they need to learn at home. This should ensure we maintain progress and engagement throughout any period of remote education we face.

New knowledge explained by the teacher and sequenced in manageable chunks	Feedback from the teacher that checks engagement, progress and details next steps	Models of what students are expected to do or produce
Opportunities to interact with the teacher and class to clarify or question aspects of the learning /task	Independent tasks that require students to work alone and apply the things taught/learnt in an assignment	Self assessed retrieval tasks that use and consolidate prior learning needed for new learning

Learning Loops

Students require the same amount of scaffolding, support and assessment to be a feel successful in their learning pursuits when working remotely. Therefore each assignment set remotely will culminate in the completion of a learning loop. These will be delivered via a blending of live delivered learning, asynchronous taught content and time to independently apply or respond to feedback Each loop should:

✓ Assess prior learning on topic/subject or concept

✓ Explain new content clearly using examples and analogies where relevant

✓ Model expectations of outcome, process and literacy

✓ Scaffold a path for all learners to achieve the highest of expectations

✓ Assess development of knowledge or skill feeding back to student and planning next steps of the sequence

A seamless curriculum

The level of challenge and scaffold in the learning resources provided for remote education will be of the same standard as those used in classroom teaching.

In preparation for a potential period of closure to the majority of our community we mapped our core curriculum to a remote offer to ensure students continue to receive the learning we had planned for them and that transition between home and school learning is as seamless as possible. This includes adaptations to methods of delivery that best suit remote learning and some adjustment of skill and knowledge focus to prioritise the content that is most achievable in these circumstances.

 A small number of students may be provided with an alternative to this curriculum where their educational needs require significant changes or adjustments in learning. This will be personalised according to these needs and mirror skills and content wherever possible.

All students are asked to follow their in school timetables. This will ensure they are able to access at least 5 hours of remote learning per school day, designed to combine the key elements of a comprehensive blended approach.

Accessing our provision

Our main learning platform is Microsoft Teams. This is where students will access the live lessons, where additional learning materials and where directions around assignment completion can be found.

Live Lessons

- ✓ KS3 students will receive a minimum of 15-20mins of live instruction and interaction with their teacher as per there normal school timetable

- ✓ KS4 students will receive a minimum of 20-30mins of live instruction and interaction with their teacher as per the normal school timetable

- ✓ Teachers will encourage discussion between students about the work using the functionality in teams including chat and breakout rooms

- ✓ Teachers will focus on the aspects of learning below in this element of our remote education offer

- Retrieval Assessment *Securing prior learning before moving on*

- Key Knowledge *Core content of the curriculum broken into digitally digestible chunks*

- Questioning *Checking understanding, addressing misconceptions, developing detail*

- Forms of Modelling *Sharing examples of high quality work, taking students through the process of completion and collaboratively working on exemplar outcomes*

- Forms of Reflection and Assessment *Capturing student knowledge, skill and confidence*

- Forms of Feedback *Highlighting areas of strength and development and supporting improvement*

Assignments

Assignments within teams will add the additional elements of learning to support independent completion. These will be outlined clearly in class teams. They will also outline the work needed to be submitted to each teacher every week to complete the learning loop. Assignments may include some or all of the following:

- ✓ Narrated power-points voiced by your child's teacher
- ✓ Links to educational videos or lessons provided from established educational platforms. (These are listed in the useful resources section of this guidance)
- ✓ Independent tasks to produce
- ✓ Reading materials

Digital Access

Following our digital survey we have provided or offered IT access to students across the academy enabling students to receive the live teaching, assignments and resources outlined in this document.

If circumstances have changed or you require alternative resource then please contact your child's form tutor or Head of Year via the email addresses listed below:

Year 7: Mr. Hallam Patrick.Hallam@corbybusinessacademy.org

Year 8: Mrs. Barstow Natasha.Barstow@corbybusinessacademy.org

Year 9: Mrs. Herbert Kelly.Herbert@corbybusinessacademy.org

Year 10: Mr. Elhasbaoui Yassine.Elhasbaoui@corbybusinessacademy.org

Year 11: Mr. Glaze Barney.Glaze@corbybusinessacademy.org

Year 12 and 13: Mrs. Anderson Samantha.Anderson@corbybusinessacademy.org

Mr. Smith Matthew.Smith@corbybusinessacademy.org

They are all here to assist with any questions, concerns or queries you may have and will be able to support with:

- ✓ Issues with accessing learning platforms

- ✓ Providing alternative resource if circumstance or need require it

- ✓ Concerns around work provided

- ✓ Raising issues with SLT

Tracking and Monitoring Engagement

We understand the need for regular communication with our families and community when remote education is in place. As such, we have set up a variety of channels of contact to keep us connected, support student wellbeing and ensure you are updated about engagement with learning.

Satchel One

We use this platform weekly to ensure you have access to all of the work set each week for your child. Weekly assignments are entered here as classwork every Monday and the previous weeks tasked are logged as submitted or not submitted then too. This can be distinguished from homework as it will be visible in red rather than green. Using this platform will:

✓ Enable you to see all the remote learning assignments your child has been set

✓ Allow you to see what has been submitted and what is outstanding. You will receive a reminder prior to a completion date and a notification if it is not received by a

✓ Support you to work with your child to manage their time effectively to complete all assignments for that week.

Where there are concerns about work and engagement, contact will be made home via email or phone and this will be co-ordinated by Heads of Year.

Pastoral, SEND and Student care communication

We will also be contacting home to give you an opportunity to discuss concerns regularly with us and ensure we work together to support both the learning and wellbeing of all our students.

✓ Initial contact home from tutors and follow up every 3 weeks where there are no concerns

✓ Tutor contact when a student misses their online tutor session

✓ More frequent contact via Head of Year or SEND and student care teams when need is identified or arises.

The role of the teacher and the tutor

The class teacher will…	The form tutor will…
✓ Deliver live lessons following the school timetable ✓ Set work for any classes who are learning remotely ✓ Log all weekly assignments as classwork on Satchel One so parents can monitor completion with students ✓ Feedback on assignments weekly as per academy remote feedback policy ✓ Liaise with parents about engagement where concerns are identified in a given subject.	✓ Be the primary contact for parents ✓ Respond to any messages from parents ✓ Check on the welfare of and wellbeing of students during tutor sessions ✓ Liaise with parents about engagement where necessary

Feedback

Feedback is a vital part of remote learning as it is where students get the guidance that would usually be part of the delivery in a classroom. It is the bridge between the assignment content set and the learning that is attained by the student.

This will be provided via Microsoft teams or on return to school if the period of remote education is less that a week.

Our feedback policy states:

- All live elements for all year groups will provide feedback in action at least once per week.

- Assignments will capture specific tasks that can be assessed to provide feedback.

- Formative feedback is provided according to the allotted curriculum time for a specific subject area. It should be based on one piece of meaningful student activity completed in that timeframe. This feedback can be in the form of whole class feedback, modelled responses, flash marking as well as a more traditional teacher review approach.

Form and frequency of feedback

During Live Lessons	
	Quizzes using MS forms that provide instant feedback upon submission or verbal review by the teacher
	Verbal feedback through questioning or on work shared by students in the virtual classroom
	Whole class feedback where areas of success and development are identified and become the focus of the lesson
Provided on Completed Tasks	
	Feedback in the assignment feedback box or on work. This will identify WWW (what went well) and EBI (even better if)
	Flash Marking using Rubric. Students are assessed against shared criteria. This is highlighted to show students where they are where they need to go
	Audio Feedback. Students may receive audio clips on their work talking them through how they can improve.

Regularity

Whilst a form of live lesson feedback will be provided weekly as part of the learning, the feedback on assessed/completed tasks will follow the pattern below:

KEY STAGE 3		
CORE (Eng, Mat, Sci)	EBACC (Hi, Geog, MFL)	OPTIONS (other subjects)
Weekly Formative Feedback	Fortnightly Formative Feedback	Formative Feedback every 3 weeks
KEY STAGE 4		
CORE (Eng, Mat, Sci)		OPTIONS (other subjects)
Weekly Formative Feedback		Weekly Formative Feedback
KEY STAGE 5		
Weekly Formative Feedback provided from each subject area		

Supporting SEND students

Extra Challenge

We recognise that whilst remote working is a challenge for us all, that challenge might be more keenly felt by students with special education needs or disabilities. We have therefore aimed to replicate and enhance the support we offer these students in school in the following ways through our SEND team:

✓ Students will be able to continue all their interventions including literacy ,physio, numeracy and nurture groups This is provided over TEAMS for those students at home and face to face for those students who remain in school provision

✓ Students who cannot access online work are provided with appropriate and tailored work-packs

✓ All students needing specific equipment to access learning will be provided with it

✓ Minimum weekly support to families over the phone to discuss and aid online learning

✓ Study Support sessions for year 10,11,12 continue over TEAMS or face to face

✓ All SEND students have a main point of contact for any issues that arise

✓ Quality assurance of SEND lessons and work set

✓ All work will be differentiated by classroom teachers as required

✓ Annual Reviews and scheduled EHA meetings will continue to take place over the phone or TEAMS

✓ Referrals to support applications for ADHD/ASD assessments, EHC plans, Specialist Support Services and Educational Psychologists continue to go ahead

Remote pastoral education

SLT Assembly

Will share whole school community messages and embed our values of commit, believe achieve in the remote context.
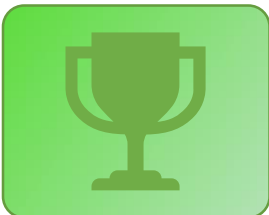
Head of Year Assembly and Team Communication

Will use the year group team to connect form groups share year group messages and focus on wellbeing of students. These will be conducted weekly

Tutor Time

Every year group will have 1 tutor period a week to connect with their peers and continue with their pastoral tutor time work.

Whole School Projects and Competitions

These will be shared and promoted in the year teams and give us all a chance to work towards common goals and celebrate our students

Remote Pastoral Timetable

Time	Monday	Tuesday	Wednesday	Thursday	Friday
11.05-11.30am	Year 7 Assembly Year 12 Assembly	Year 8 Assembly Year 13 Assembly Year 10, 11 and 12 Tutor Time	Year 9 Assembly	Year 10 Assembly Year 7, 8 and 9 Tutor Time	Year 11 Assembly Year 13 Tutor Time

Remote Education for Self Isolating Pupils

When students need to self-isolate when school is open a weekly assignment for every subject will be set in teams. This can also be tracked via satchel one

This will be set for all students, to ensure work is readily accessible and matches the curriculum delivery in school. Completion is only expected from students isolating and feedback will provided in the same way.

This will be co-ordinated and monitored by our subject leads.

Useful resources

Links to online platforms that may be used in assignments to support and enhance our remote learning provision are listed below.

www.thenational.academy

www.gcsepod.com

https://hegartymaths.com/login/learner

https://www.educake.co.uk/

https://senecalearning.com/en-GB/

Our website also provides video guidance about accessing and monitoring our remote learning assignments as a parent and they can be accessed here:

Corby Business Academy - Online/Home Learning

If you have any questions about out our approach to remote learning then please contact Kerry Prior our Vice Principal for Teaching and Learning.

Kerry.Prior@corbybusinessacademy.org