

## Bolder Academy – Overview of Online Learning Provision during Lockdown

Bolder Academy is committed to providing the highest quality provision during lockdown.

The school is open for key worker children and children who are vulnerable or who have SEN needs so that they can be further supported in their learning.

All children who need a Chromebook have been issued with one.

The school supports all children who are learning from home. The following outlines how this has been implemented and supported:

Activity (and Government Requirements)	How this is supported by Bolder Academy
Setting up the infrastructure and ability for students to access online learning.	Bolder Academy has ensured that any child who wants to use a Chromebook during the period of lockdown can access one. In addition, the school provides additional SIM cards to allow all students to connect to the internet. All staff and students access their learning through Microsoft Teams whether they are at home or at school. A specific email address is set up and monitored throughout the day to support parents/carers and students access the lessons if they are facing any challenges.
Attendance	The expectation is that all students will attend all of the lessons as per their usual timetable. Teaching staff take a register at the start of each lesson. Attendance is tracked rigorously. Any student that does not attend a particular lesson receives a call during the lesson. This is to ensure all students continue with their studies. Parent/carers are to inform the school if their child for any reason cannot attend a lesson.
The setting of assignments so that students have meaningful and ambitious work each day in a number of different subjects.	Each subject area ensures specific subject knowledge and skills are developed by following their curriculum plans which meets the needs of the national curriculum. Adaptations are made as and when assessments are completed and, teaching is responsive to the needs of the students. Practical subjects continue however, Bolder adapts the offer according to the national governing bodies advice for these subject areas.
The school should provide 4 hours of lessons a day and, set work that is of equivalent length to the core teaching students would receive in.	Students receive 26 hours of teaching each week. They continue to follow the national curriculum and all subjects (as if they were in school). Assemblies are also part of the offer to ensure social, moral, spiritual and moral education remains.

<p>Provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos.</p> <p>Have systems for checking, at least weekly, whether students are engaging with their work, and inform parents immediately where engagement is a concern.</p>	<p>All staff provide clear explanations of any new content using either:</p> <ol style="list-style-type: none"> <li>1. A <b>'live lesson'</b> on Microsoft Teams</li> <li>2. A <b>'pre-recorded lesson'</b> on Microsoft Teams.</li> <li>3. An <b>'Online lesson from another source'</b> (e.g. Oak National).</li> </ol> <p>The quality of these lessons are monitored by subject leads and the Deputy Head in charge of the curriculum.</p> <p>At the end of each lesson, students are set a quiz on Microsoft teams. These range from 5-10 questions recapping content from the lesson.</p> <p>Bolder monitors student engagement using an online tracker on a lesson by lesson basis. In particular, the tracker monitors:</p> <ol style="list-style-type: none"> <li>1. Who did not attend a lesson ;</li> <li>2. Scored poorly on a recap quiz at the end of the lesson;</li> <li>3. Those students excelling in their work.</li> </ol> <p>For non-attendance, this is immediately followed up by the pastoral team. For poor quiz score, this is followed up by the class teacher. For those excelling in their work, this is followed up with virtual postcards and praise from class teachers, the pastoral team and Deputy Head.</p>
<p>Gauge how well students are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate.</p>	<p>Online video lessons – whether live or pre-recorded – are always supported by staff being present during this period of time. This allows staff to really understand students engagement and understanding, and helps shape future lessons.</p> <p>This is further supported by our assessment system which continues to be supported online. In an online lessons, students either complete a lesson quiz, short answer test or online assessments to monitor learning. This ensures that student understanding is further monitored.</p> <p>Class teachers respond accordingly to the results of these assessments, both in planning, but also through regular feedback to students. This may take the form of oral feedback or whole class feedback sheets, depending on the nature of the assessment.</p>
<p>Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure students' understanding</p>	<p>By monitoring engagement on a lesson by lesson basis, teachers are well positioned to adjust the pace or difficulty of what is being taught.</p> <p>Department meetings take place on a weekly basis, where reviews take place on learning within each year group as well as forward planning for future lessons.</p> <p>Additional whole staff CPD is provided on online learning to support staff develop their practice further. In particular, early career teachers are receiving weekly sessions on developing their practice. This helps ensure that all staff are delivering the very best lessons to students online.</p>

Safeguarding	<p>Staff are aware and follow safeguarding procedures for on line learning and delivery of lessons.</p> <p>CPOMs is used extensively to track and follow up vulnerable students' needs. This enables the school to follow up 'new vulnerables'.</p> <p>Pastoral Managers and the Designated Safeguarding Lead make weekly contact with all homes which need additional support.</p>
Supporting students with SEND	<p>Students with SEND receive additional support from their class teachers via Teams or via email throughout the day to offer help as needed. Remote lessons are differentiated for students as they would be in the classroom setting. A Teaching Assistant will also be available to contact students directly if they require further assistance. Students with SEND that are attending school can also access additional support from a Teaching Assistant throughout the school day. Weekly Speech and Language sessions are continuing to take place remotely and are being delivered by our Speech and Language therapist. Moreover, weekly sessions with the counsellors from the Hounslow Youth Counselling Service and sessions with the CAMHS Wellbeing Practitioner are offered to students via telephone. All students with an EHCP are being contacted directly by a member of the SEND team at least once a week.</p>
Supporting students with Pupil Premium	<p>Bolder Academy has made sure that no student will be at a disadvantage by ensuring that all learners have full access to remote learning by providing Chromebooks and internet SIM cards to any Pupil Premium students that requires them. Student participation is being recorded by teachers for every lesson so the engagement of pupil premium students can be monitored and reviewed across the curriculum. Support staff are making daily calls to ensure that all pupil premium students are able to access the work and engage with online lessons.</p>