

Remote learning curriculum and strategies (Basic idea)

This paper outlines our approach to remote learning during the pandemic. It includes:

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

Remote learning strategy

To provide a full curriculum to allow all students to access challenging content through a variety of teaching methods including live lessons, pre-recorded lessons, Power Point Presentations, booklets and access to online learning platforms such as Seneca/linguscope/Mathswatch.

Remote learning approach

1. Daily schedules are established

Most students have a live tutor time check in in the morning, this allows tutors to see that students are ok and ready to access the learning for the day. After tutor time, students will be following their normal timetable to ensure they are engaging in a full and varied curriculum and will allow GCSE students to be best prepared for any assessments and CAGs.

Teachers will use a variety of teaching methods for lessons including live lessons, pre-recorded videos/lessons, presentations, booklets and online learning platforms including Seneca and Linguascope.

If students are unable to attend live lessons, these will be uploaded to the google classroom to be accessed at other times, this will allow students and families flexibility about how they organise the at-home school schedule, although we would ideally like to promote good routines and home learning habits and avoid students working at unsociable hours.

Teachers will be available throughout the timetabled school day to support students with learning including replying to comments on google classroom, emails and some are also having 'office hours' in a google meet where students can come into the meet and ask questions about learning.

Students will be away from screens for some lessons and some vocational lessons.

2. Robust learning

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 google classroom and email to keep students motivated and moving forward.
- We include live lessons with google meet, pre-recorded lessons to maintain a human connection.

3. Independent learning.

For our older students learning tasks should be able to be completed by students independently and teachers are available for support via google classroom comments, email and at times during live google meets. This will support parents who might either be at work or working from home and unable to help much.

For our youngest students, support from parents is required but is designed to be as independent as possible.

4. Create the new normal

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

a. Resources for students will be found in their virtual classroom google and in secondary each subject has a classroom for each year group. Classroom codes have been given out to all students and are available on the DMB and on the Academy website. Secondary students have been emailed a copy of their timetables and parents have access to this via the SIMs parent app to support students. Resources included in the virtual classroom include but are not limited to:

- links to live google meets for live lessons
- resources such as booklets, power point presentations, worksheets
- links to online learning resources such as Seneca and Linguascope
- deadlines and due dates

b. Students will follow their normal timetable to maintain as much 'normality' as possible with still providing a variety of lessons throughout the day/week

c. Engage with students daily - most students attend a live tutor time session at the start of each day, this supports with getting into good habits and getting students up and ready for their day of learning.

Class teachers engage with students regularly by providing feedback, uploading some new resources, replying to student questions or comments, live lessons or even just sending a hello message.

Those students who do not regularly engage with learning and live tutor time will receive contact home to identify any barriers to learning.

5. Choose the right tools and stick with them. All learning resources will be found in one place, virtual Classroom, from there we will link any other resources that are used for lessons and learning. We use a limited number of other platforms (which will be linked to virtual classroom) including Seneca, Mathswatch, Linguascope, Kerboodle, details of these platforms will be found in virtual classrooms.

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