

East Leake Academy: Supported remote learning curriculum – 2022-23

The following curriculum will be implemented for individual or multiple year groups in the event of a local or national school closure or restrictions on attendance..

Context	<p>East Leake Academy (ELA) will remain open to as many year groups as possible in the event of local or national restrictions but will follow all national guidance. ELA will plan to offer students, who are allowed to attend, as full curriculum possible where staffing resourcing is adequate. Priority will be given to students of critical workers and vulnerable students.</p> <p>ELA will also continue to provide remote learning lessons for any students that are unable to attend the academy through Microsoft Teams. They have access to a blended learning offer including:</p> <ul style="list-style-type: none">• Live teacher taught content of lessons KS3-5.• Voice over of PowerPoints using record button explaining new content, scaffolding and modelling task. This could be a partial lesson or a full lesson.• Drop in sessions for Q and A with students.• Providing feedback following assignments (assignments are set for students to be submitted back to the teacher via Teams).• Setting tasks that involve self-learning and reflection to develop independence.• Consolidation activities - opportunities to connect the dots and iron out misconceptions following a piece of work.• Talk through exam questions/feedback on exam technique.• General chat open where the teacher can type responses to students' questions and peer interaction and collaboration can occur.• Signposting students to excellent online opportunities through places like National Oak Academy, Mathswatch and BBC BiteSize.• Signposting students to websites that provide opportunities to explore subject content in more detail. <p><i>This offer has been selected in response to the Education Endowment Foundation's rapid research review - Best evidence on supporting students to learn remotely (see link below):</i></p> <p>https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely/ East Leake Academy do not have a finite view on our remote learning provision and are continually reviewing and developing this offer over time. Our plans are to continue to gather feedback from stakeholders and improve the offer where possible for all students. We will communicate any changes to parents where necessary.</p> <p>Students in years 11 and 13 will also continue to receive support towards their examinations and transition to the next stage in their education.</p> <p>In the event of a closure to the academy during the summer term 2021; students in year 11 that have applied to ELA for post 16 studies will be provided with extensive bridging work for 6th form courses. Students in year 11 and 13 will also be signposted to external training providers who are offering courses to help build employability skills and much more (see links below). Year 11 will also continue to receive weekly assemblies via Microsoft Teams and wellbeing checks from staff via telephone for vulnerable groups will continue until the end of the academic year. Priority careers interviews will also be offered.</p>
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	<p>Study UK - https://study-uk.britishcouncil.org/find/study-options/free-online-courses</p> <p>Reed UK - https://www.reed.co.uk/courses/free</p>
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	<p>Open University - https://www.open.edu/openlearn/education/free-courses</p> <p>Future Learn - https://www.futurelearn.com</p>
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Curriculum planning	<p>Lessons are organised for year groups in line with their normal timetable and students continue to have access to a broad and balanced curriculum.</p> <p>There will be a balance between delivering new content and consolidation of previously taught content within the curriculum design.</p> <p>Year 10-13 curriculum will continue preparation for examinations. This will involve the consolidation of previous content and deliver new content required to succeed within qualifications. Live lesson content will be available to all year groups – but priority will be given to students in year 11 and 13 who are facing assessment in the summer of 2021.</p> <p>The majority of lessons will have a ‘live’ section, often at the beginning of the lesson. Students are encouraged to attend the beginning of each lesson to have the lesson introduced and a register taken to keep a track of engagement with remote learning. If students are persistently absent across multiple lessons in a day, a phone call will be made to parents to encourage attendance. Live lessons will happen across all key stages.</p> <p>Disadvantaged students will be supported further by providing them with electronic devices such as laptops. This has already been done across all year groups 7-12 and not just year 10 and 12 as per government guidance. The inclusion team will make regular phone calls to disadvantaged students and other more vulnerable students. Staff will support students 1:1 when required to help support their remote learning. All parents have been surveyed about their child’s ability to access the MS Teams platform and we believe that no student is unable to access the platform.</p> <p>Tutors will make contact with parents of students who are not able to attend the academy during a period of lockdown to try and support where possible with both remote learning and pastoral wellbeing of students.</p> <p>SEND students will continue to be supported by the inclusion team with regular phone calls and 1:1 support. SEND students identified as vulnerable will be offered regular face to face support at ELA as part of any key worker and/or vulnerable hub.</p>
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<p>Breadth and enrichment</p>	<p>Wider curriculum opportunities will still be regularly provided:</p> <p>Assemblies will be provided for all year groups once every two weeks. These will be delivered live at the beginning of the day, or by pre-recorded videos or PowerPoint voice over presentations.</p> <p>Personal development activities are set daily and these include wellbeing activities.</p> <p>Tutors will contact home at various points throughout any extended period of remote education, to ensure the home to school link remains open.</p> <p>Staff will also record update messages (Principal, Heads of Year etc.) to try and ensure students still feel part of the academy.</p> <p>Year 12/13 will have a weekly 'live' enrichment session which is delivered by the 6th form team in the event of a closure to their year groups.</p> <p>Careers provision will be offered on a priority basis for students in year 10-13 who we have identified as requiring additional support with transition to the next</p>
	<p>stage of their education. This will be delivered by the in house careers leader alongside a careers advisor that has been commissioned by the academy.</p> <p>Wellbeing activities will also be planned into every student's timetable. These cover a range of topics including exercise, drama, music and reflective style activities designed to ensure students consider their physical and mental health alongside their studies.</p> <p>Staff have also created resources to respond to national events such as assemblies and educational resources to educate students about issues such as the Black Lives Matter movement and the history around the BAME community to continue the personal development offer of the academy that extends beyond the academic curriculum.</p> <p>Finally, we will continue to launch a number of competitions for students to get involved in across a wide variety of subjects including art, cooking, writing, sport, computing etc. to keep them actively involved in the academy community.</p>

<p>Assessment for learning</p>	<p>Students will be assessed in a range of ways. The main form of assessment will be via assignments being set for students via the Microsoft Teams assignments feature. Students will be required to submit assignments for teachers to assess. Feedback will then be provided to students in a number of ways including written comments, video feedback and whole class feedback practices. Many faculties will also include work set via external software applications (e.g. MyMaths, Quiz software etc.) which can provide instant feedback to students that they can act upon.</p> <p>Faculties will look at curriculum maps to make sure the essentials will be covered in class (where teachers can use their questioning and assessment for learning techniques to establish what feedback students need) and that there are enough opportunities to practice at home.</p> <p>Once students return from a period of home learning we will not plan to immediately do any big baseline assessments (like mock exams) because the gap analysis would be too complex. Instead, teachers will plan to use lowstakes, formative assessment to identify gaps or misconceptions (for example, questioning or quizzes), and feed those findings back to the Head of Faculty so that learning can resume quickly.</p> <p>Middle and senior leaders will then look for patterns, which become miniobjectives for faculty teams to address whenever students return to the classroom, and form a central part of the wider curriculum plan.</p>
<p>Making the most of time with the teacher.</p>	<p>Home learning will be delivered via a blended learning offer – with a strong emphasis on live content. The majority of remote learning will be created by faculty and subject teams to make them bespoke to their groups/students. This is blended with online platforms that support the curriculum delivery for these groups. Independent learning remote tasks offer an advantage to our students over fully live experience as this allows them to build independent learning skills.</p> <p>In the event of part time rota based face to face sessions only being possible due to a national lockdown or staff resource shortages there may need to be a prioritisation of teaching in English, mathematics and science during face to face sessions. In this event, other subjects will continue to be supported remotely.</p>
<p>Quality Assurance</p>	<p>Heads of Faculty (HOFs) will work with their teams to create and share resources and quality assure the provision over time. Senior leaders will regularly discuss the provision with HOFs and work together to adapt and improve the remote learning offer over the time of any closure. This analysis also includes looking at the engagement of students with remote learning</p>

activities which during the 2020 national lockdown and school closures was above 80% in most year groups. Where students are not engaging positively, the pastoral team will work hard to improve this through regular support and dialogue with families. Some students who struggle to engage may be offered 1:1 support from staff and access to any vulnerable hub face to face provision.

Since September 2020 every student that is unable to attend the academy due to a local or national restriction will have a remote learning timetable that matches their normal face to face timetable. They will also have access to **'live lesson content'** on **Microsoft Teams**. Furthermore, we will signpost students and parents towards additional resources for extension activities to further support those who wish to extend their intellectual curiosity.

If a student fully engages with the offer and any extension activities if required they would have more than enough work to keep them working during normal school hours and beyond.

Parents will be contacted regularly by their child's form tutor who has a breakdown of the engagement statistics for their child.