



### Remote Education Plan

At Sandymoor Ormiston Academy, our main form of communication with pupils is via Microsoft Teams. Teachers will update the class files regularly with updates, set work and provide feedback. Hard copies of pupils' work can be delivered to accommodate families with special circumstances but you must inform us if this is required.

#### Timetable

The expectation of weekly learning will be:

- Daily reading time of a minimum of 30 minutes
- Lessons & assignments to be completed as per the deadlines set by teachers (In the event of a partial or full lockdown – learning bulletins will be sent out each Friday via Teams)
- Weekly physical activities where possible, for example, Joe Wicks, bike riding (OAT sports competitions will also be provided where appropriate by school). We understand that if you are self-isolating you are unable to leave the house, so try and exercise indoors by using virtual or online exercise provisions.
- Look after your mental health and wellbeing, take time doing something you love, whether that is reading, drawing, chatting to friends.

#### Content for lesson-related activities for self-isolation

- Tasks will be assigned to each subject Team with a deadline for submission as per their usual timetable
- Students should log into their Teams account and complete the work set each day – when the work is completed, they should upload it for feedback.

In partial or full lockdown, live lessons will be arranged as per the weekly learning bulletin. There will be at least 1 per day in a variety of subjects over the week in addition to work set through Teams daily with specified instructions and deadline requirements for submission

#### Contact with Teachers

In the event of a full or partial closure, teachers will deliver some live lessons which will be arranged as per the weekly learning bulletin. There will be at least 1 per day in a variety of subjects over the week. The purpose of these will be for learning together as a class and making contact.

## Vulnerable Pupils

We have a separate plan for pupils who need extra support but in the event your child requires additional help please contact us straight away and we will be happy to help.

## Access to Technology at Home

A survey has been carried out to find out about access to technology across school. This has helped inform us of children who need their provision altering or to help us support children who may be eligible to receive some support with technology from school. If you are struggling to access the internet from home; please contact us so we can arrange some paper work for your child.

## Communicating plans to parents including 'how to' guides of using different technology

Please find information below about each of the different online learning platforms that we use to ensure that parents are able to support their child to access each site:

- Microsoft Teams is the way our teachers will communicate with students, narrated PowerPoints are set as assignments on the class of year group team. Staff are also able to track students completing these assignments and provide detailed feedback to students using teams.
- Kerboodle- Provides a digital platform for Spanish and science. Students can access online textbooks, podcasts and activity sheets
- GCSE POD- Access short video clips for any GCSE subject and short quizzes to test the knowledge based on these video clips. These are matched to the exam boards followed at Sandymoor.
- Mathswatch- Access maths videos that include short maths tutorials on the whole of the maths curriculum. Our maths teachers set bespoke quizzes and tasks to be completed using these tutorials. The questions completed are then marked automatically with next steps provided for students to improve.
- Tassomai- This is our newest online platform and will send students a short recall quiz to complete every day for English, maths and science. This is matched to the exam specification and uses artificial intelligent algorithms to recognise knowledge that students are not confident or sure of and so continues to repeat these questions to build confidence and improve knowledge and understanding.
- Memrise helps students to learn the vocabulary of Spanish and works in a similar was to Tassomai, in that it uses artificial intelligence to identify areas students can improve in their knowledge and understanding.
- Britannica- Is an online encyclopaedia that provides a window into different cultures, places, science and history. Videos and articles can be found on pretty much any topic so this is a one-stop fact shop

## Logins to Online Learning Platforms

The school subscribes to several online learning resources, which can be accessed at home. It is essential that children and parents have access to all the relevant login details from the start of the school year, so that they are immediately available in the event of a closure of self-isolation. The login details will be sent through the Microsoft Teams app.

Login details that will be included are:

Microsoft Teams – This can be accessed using students school login for accessing their school account.

Kerboodle- Username first initial and surname, password has been chosen by students.

Accelerated Reader – Username is first initial of first name and the first four letters of the surname. The password is abc.

GCSE Pod- A login with microsoft office 365 icon can be pressed and this will log you in using the school account.

Mathswatch-Login using the fist intial, followed by surname @sandymoor then the password is sandymoor.

Memrise- A free account can be set up. Students can set up their own username and password.

Britannica-username Sandymoor, Password Access.

Focus science- Username: student@sandymoorormiston35703, password: yerihjauw.

Tassomai- Students have set up their own logins for this.

Seneca- Free to set up account can be set up however students wish, suggest use school email and keep a log of the password selected.

## Non- Engagement with Remote Learning

1. In the first instance, class teachers will attempt to contact students and families personally in a welfare capacity to ascertain why work is not being completed. If there is an issue with the Internet / devices, school will provide hard copies of tasks. It may be possible to borrow a device.
2. If parents/carers do not respond to our attempts to contact them, a referral will be made via CPOMS to the pastoral staff/ SLT, who will initiate a safeguarding response. (Potentially a home visit may occur in accordance with the OAT home visit risk assessment)

Remote Learning- Scenario grid for potential situations that may arise

All scenarios are dependent on the pupil being fit and well enough to complete the work.

	Work setting	Day set	Feedback/ check up	Availability	Alternative arrangements	Monitored by:
Individuals short term (self-isolating: up to 2 weeks)	<ol style="list-style-type: none"> <li>1. Class teachers set learning activities using Microsoft Teams.</li> <li>2. Home learning is based on the core class learning that week. (Differentiated according to need.)</li> <li>3. See above for expectations.</li> </ol>	Day of the lesson (or before) Completion and return/ uploading to Teams expectations and deadlines are clarified.	Feedback is given primarily through Microsoft Teams. Simple feedback, based on the school's Feedback Policy, is provided after work is submitted. Epraise points are awarded for completed work. We will track engagement. Any pupils we are worried about, we will follow up with individually and with families.	Teachers, who are fulfilling their usual class teacher role, will be available after 3.30pm to respond to students and parents and provide feedback. There is no expectation for teachers to respond to parental queries after 5.00pm.	If the class teacher is unwell, SLT will liaise with faculty partners to provide home learning. If pupils do not have access to the Internet, a hard copy of the activities/ resources will be delivered.	Line manager SLT
Individuals long term (pupils shielding)	<ol style="list-style-type: none"> <li>1. Class teachers set learning activities using Microsoft Teams.</li> <li>2. Home learning is based on the core class learning that week.</li> </ol>	Day of the lesson (or before) Completion and return/ uploading to Teams expectations and deadlines are clarified.	Feedback is given primarily through Microsoft Teams. Simple feedback, based on the school's Feedback Policy, is provided after work is submitted. Epraise points are awarded for completed work. We will track engagement.	Teachers, who are fulfilling their usual class teacher role, will be available after 3.30pm to respond to students and parents, set learning and provide feedback. There is no expectation for teachers	If the class teacher is unwell, SLT will liaise with faculty partners to provide home learning. If pupils do not have access to the Internet, a hard copy of the activities/ resources will be delivered.	Line manager SLT

	<p>(Differentiated according to need.)</p> <ol style="list-style-type: none"> <li>3. See above for expectations.</li> <li>4. Additional paper based materials and equipment will be delivered if needed.</li> </ol>		Any pupils causing concern will be followed up with a safeguarding response.	to respond to parental queries after 5.00pm.		
Partial lockdown (Identified year groups) short term (2 weeks)	<ol style="list-style-type: none"> <li>1. Class teacher will use Microsoft Teams for lesson / activity content.</li> <li>2. Live lessons will be arranged as per the weekly learning bulletin. There will be at least 1 per day in a variety of subjects over the week.</li> </ol>	Weekly learning bulletin & timetable of lessons sent to parents each Friday for the week ahead Completion and return/ uploading to portfolio expectations and deadlines are clarified.	Feedback is given primarily through Microsoft Teams. Simple feedback, based on the school's Feedback Policy, is provided after work is submitted. Epraise points are awarded for completed work. We will track engagement. Any pupils causing concern will be followed up with a safeguarding response.	Teachers, who have quarantined, but are fit for work, will be available from 8.30 to 12.00 and 12.55 to 4pm. There is no expectation for teachers to respond to parental queries after 5.00pm.	If the class teacher is unwell, SLT will liaise with faculty partners to provide home learning. If pupils do not have access to the Internet, a hard copy of the activities/ resources.	Line manager SLT
Full lockdown (Vulnerable/ key worker pupils may be attending school.)	<ol style="list-style-type: none"> <li>1. Additional paper-based materials and equipment will be delivered if needed.</li> <li>2. Class teacher will use Microsoft Teams for lesson / activity content.</li> <li>3. Live lessons will be arranged as per the weekly learning bulletin. There will be at least 1 per day in a variety of</li> </ol>	Weekly learning bulletin & timetable of lessons sent to parents each Friday for the week ahead Completion and return/ uploading to portfolio expectations and deadlines are clarified.	Feedback is given primarily through Microsoft Teams. Simple feedback, based on the school's Feedback Policy, is provided after work is submitted. Epraise points are awarded for completed work. We will track engagement. Any pupils causing concern will be followed up with a safeguarding response.	Teachers, who have quarantined, but are fit for work, will be available from 8.30 to 12.00 and 12.55 to 4pm. There is no expectation for teachers to respond to parental queries after 5.00pm.	If the class teacher is unwell, SLT will liaise with year-group partners to provide home learning. If pupils do not have access to the Internet, a hard copy of the activities/ resources will be delivered.	Line manager SLT

	subjects over the week.					
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## Weekly on-line learning bulletin

Here is an example of a weekly online learning bulletin that details the lessons and tasks to be completed for a week. These will be sent every Friday for the next week ahead during partial or full lockdowns only

<b>Year:</b>	9		
<b>w/c:</b>	15th June		
<b>Area</b>	<b>Subject</b>	<b>What to do</b>	<b>Where to find the work</b>
<b>Maths</b>		Make notes on the Maths/watch videos the teacher has set for you on teams, either handwritten or on the template provided. Once you have completed your notes upload them to teams so your teacher can see what you have done. If you still have time complete the interactive questions attached to the video.	Videos to watch are listed on assignments on teams. Videos are available at <a href="http://vle.mathswatch.co.uk/">vle.mathswatch.co.uk/</a>
<b>Science</b>		Lesson 1 p17 energy and efficiency, lesson two p18 electrical appliances, lesson three 19 energy and power. For all these please print and complete the glossary cards, listen to the narrated powerpoints and complete attached questions	Assignment on Teams
<b>Triple science</b>		Narrated powerpoint on Space physics Lesson 3 Orbits and Lesson 4 Red shift and Doppler Effect	Assignment on Teams
<b>Computer Science</b>		Spreadsheets as part of Computational Thinking, Modelling and Problem Solving. LO: How to use a spreadsheet to solve a problem. Students to examine the narrated PPT and look to complete the set tasks	Assignment on Teams
<b>Sport</b>		Look through narrated powerpoint on fitness testing and methods of training. This is vital to complete extention task the following week.	PowerPoint on Teams Assignment
<b>Animal Care</b>		Narrated powerpoint	Assignment on Teams
<b>Spanish</b>		Narrated powerpoint: Week 10 Mi escuela primaria LO: Using the imperfect tense to talk about primary school	Assignment on Teams
<b>English</b>		Katherina and concentrating on the theme of sibling rivalry in the play.	Narrated Powerpoint in Assignment on Teams
<b>Humanities:</b>	<b>Geography</b>	How do people live with the risk of tectonic hazards? Listen to the narrated PPT and complete the tasks on the worksheet attached within the assignment	Assignment on Teams
	<b>History</b>	How useful are Sources A and B for an enquiry into conditions for the poor in Whitechapel in 1870-1900? Read through and listen to the narrated PPT. Complete all task from the PPT using the work template and the cornell notes plenary template	Assignment on Teams
	<b>RE</b>	Crime and punishment: reasons for crime in society. Watch the narrated PPT and explore the reasons for crime in society e.g. poverty, greed, opposition to unjust laws and examine religous beliefs. Complete the research tasks set	Assignment on Teams
<b>Technology:</b>	<b>Art</b>	Learning Objective: Understand how to use various techniques when drawing from observation.	Assignment on Teams
	<b>Textiles</b>	Investigating the work of Luoy Sparrow	Assignment on Teams
	<b>Food</b>	Narrated powerpoint: Using the Eatwell Guide	Assignment on Teams
<b>Performing Arts:</b>	<b>Music</b>	Narrated powerpoint	Assignment on Teams
<b>Reading at Home</b>		<p>small, daily acts of reading matter</p> <p>Reading is a vital part of your child's education and personal development. Studies state that "14 year olds who read often and independently know 26% more words than those who never read."</p> <p>As part of the Accelerated Reader programme that we use in school, all students have access to MyOn which has hundreds of books available to read for FREE. Your child has been given the log in information to utilise this resource.</p> <p>Reading books is not the only reading that your child can undertake. "Small, daily acts of reading" are just as important as immersing yourself in a good book. This can be reading a blog, new spaper or online article. You could make this a more powerful and productive reading experience for your child by participating in the reading together. Please see the link below for guidance on how to read together.</p>	<b>Please contact Mrs Griffiths for further help with reading if required.</b>

## Home-schooling tips

Home-schooling is very different to school. It is much better to do things 'little and often'. Students may wish to follow their normal school timetable, but remember you can adapt this to suit the needs of your child.

1. Create a safe space for learning with all the equipment they will need.
2. Have a consistent routine in place, including start and end times for the day, lunch and break times.
3. Split work up into manageable chunks.
4. Take regular rest breaks and drink plenty of water.
5. Limit screen time and try to be active.
6. Make it fun, trying to incorporate your child's interests as much as possible.

Online practice, revision and guidance to support your child's learning:

<https://www.bbc.co.uk/newsround>

<https://www.twinkl.co.uk/resources/parents> (free resources to download)

Oak Academy lessons <https://classroom.thenational.academy>

BBC daily lessons <https://www.bbc.co.uk/bitesize/dailylessons>

Communication, support and advice for children and parents - You can communicate with your child's teachers through Microsoft Teams. Teachers will respond to messages between the hours of 8.45 and 4pm. There is no expectation for teachers to respond to parental queries after 5.00pm. Please note that if the teacher is still teaching in school, they will respond after 3.30pm

