The**Midland** **Academies**Trust ◎

Remote Learning
OUR
APPROACH.

The Midland Academies Trust Approach to Remote Learning (Our Remote Learning Offer)

Introduction:

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home. This document also outlines details of what to expect where individual pupils are self-isolating.

The Trust and its academies remain committed to delivering the full Trust five-year curriculum offer including when pupils are working remotely.

Parents and pupils can access further information about the work they need to complete and the support available during any period of remote learning by visiting our school websites:

The George Eliot School: http://www.george-eliot.warwickshire.sch.uk/
Hartshill School: http://www.hartshill.warwickshire.sch.uk/
Heath Lane Academy: http://www.hla.leics.sch.uk/
The Nuneaton Academy: http://www.nuneatonacademy.co.uk/

In addition to remote learning, we also have a range of other policies and procedures in place to safeguard pupils working from home this includes the following:

- Acceptable User Policy for the use of our devices.
- Behaviour Policy
- E-safety guidance for parents.
- Safeguarding procedures
- Pastoral support

Contact details and links for support and can be found on the school websites.

The remote curriculum

What is taught to pupils at home?

Our schools and Trust subject network have developed a plan for curriculum delivery that aligns remote learning to our overall curriculum plan. Pupils learning from home will not be disadvantaged by not being in school.

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching. Our schools will work to quickly implement a full timetable for pupils and will have this in place in the majority of cases on the first day of remote learning being required, however should this not yet be ready to implement for the first day pupils will have access to a range of software for subjects set out later in this document e.g., Hegarty maths, Educake, and GCSE Pod.

Printed curriculum workbooks are used in many subjects, providing consistent access for pupils regardless of internet access.

The Midland Academies Trust has a clear curriculum strategy that is for both on site and remote learning set out below. The delivery part of this will be slightly different due to remote learning and the changes for this are outlined in this document.

- There is no separate remote curriculum – all academies and staff are expected to deliver the Trust five-year curriculum

- Staff are clear that blended and remote learning refers to the delivery mode, not the curriculum content or expected breadth

- Staff have identified 'hard to teach' concepts and have prioritised these for face to face delivery.

- The only adaptations made to the curriculum relate to aspects of subjects which cannot be logistically or safely delivered remotely

- The Trust curriculum includes key progression concepts – threshold concepts which are essential for pupils to progress. These would be given more weighting in remote delivery, but pupils would still have access to the full

Rich in knowledge

We believe that all our pupils have an entitlement to a curriculum filled with powerful knowledge.

- Our five-year, knowledge rich curriculum was written by our staff working as cross-Trust subject teams, pooling their expertise to create a curriculum which draws upon the deepest subject knowledge.
- Our commitment to pupils covers mastery of knowledge across a wide range of academic and practical subjects and a wider goal of providing our pupils with the knowledge and cultural capital to make successful choices in life.
- Our staff continuously seek out new knowledge to inform future curriculum developments, refining and improving subject curriculum content. They share this knowledge through structured cross-Trust networks and a collaborative approach to external professional learning opportunities.

Sequenced for mastery

We believe that a carefully sequenced curriculum in all subjects is essential to pupil mastery.

- Our subject staff were given a blank slate to design a subject curriculum which ensured that pupils at The Midland Academies Trust leave in Year 11 with a deep and meaningful understanding of the subject.
- Our intent is not to teach a narrow, examination-focused curriculum, but for pupils to acquire the body of knowledge needed to be skilful writers, nuanced historians or enquiring scientists.
- Our curriculum schema are as diverse as the subjects themselves. In English, pupils explore Greek epic poetry in Year 7 to provide deeper understanding of Shakespeare's classical references and allusions. In Art, pupils build knowledge and mastery of the elements of the human face in portraiture.

Trivium of delivery

We believe that effective curriculum delivery allows pupils to acquire, understand and apply knowledge.

- Our curriculum delivery model is inspired by Martin Robinson's Trivium 21C, as summarised by Tom Sherrington here. We understand the need for a strong knowledge base and have designed an ambitious curriculum filled with powerful and enabling knowledge.
- Our teachers are trained in Doug Lemov's 'Teach Like A Champion' techniques - using questioning approaches such as Stretch It and Right is Right to ensure they can ensure that pupils' understanding is rich and deep.
- Our pupils are shown how to apply this knowledge across a range of forms; exploring and refining approaches so that they are confident, articulate and perceptive in their performance

We expect remote learning from our schools to be the best that it can be and have 10 standards for the delivery of this:

Remote learning will:
1. Be based in, or linked from, the Microsoft 365 platform
2. Be collaborative across the Trust in terms of content and resourcing
3. Be personal in delivery, providing access to support and feedback
4. Be accessible to all pupils
5. Be based upon sound research into the best way to deliver learning online
6. Be constructed with the Trust blended learning sequence in mind
7. Be scheduled in advance so that pupils know when, how and where to access the learning
8. Be designed so that pupil engagement can be judged and followed up on where necessary
9. Be manageable for staff to maintain in addition to any other regular duties
10. Be aligned to a common Trust subject community schedule

Daily and weekly lesson tasks and associated resources were made available via SharePoint document libraries.

Remote Learning – Access and Delivery

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely:

- Live lessons using **Microsoft Teams**

    To access Microsoft Teams pupils must first download Microsoft Office 365 or go to: www.office.com

    To log in to Microsoft 365 pupils must use their @stumidlandat.co.uk email address.

    Microsoft Teams

    Once logged in to Office 365, pupils can select the Microsoft Teams icon from the list on the left-hand side of the page. Through Microsoft Teams, they can access all of their classes and channels. Teachers will upload homework and remote learning into the appropriate classes and channels. All teaching staff have been fully trained on how to utilise Microsoft Teams for education. Pupils have been shown how to access work that has been set and how to complete and upload assignments.

    Teams provides pupils with a more interactive and responsive platform through which they can access live lessons and work remotely.

    You can access Teams via an internet browser via the following web address: www.teams.microsoft.com

    For the most convenient and accessible solution we recommend downloading the app for both your home computer/laptop/tablet and smartphone. The best experience for pupils is on a laptop/computer but it is also recommended that the app is downloaded on pupil's phones to ensure they receive notifications.

    www.microsoft.com/en-gb/microsoft-365/microsoft-teams/download-app

    If you have an Android or IOS smartphone/tablet, download the free app to your device from the relevant app store – just search for Microsoft Teams

- Work set through Microsoft Teams or Microsoft365 emails.

- Pre-recorded lessons.

- Online software e.g., GCSE Pod, Seneca, Hegarty Maths, etc.

- Paper based booklets/books.

What else can pupils do to keep up to date whilst absent from school?

- Prep work using knowledge organisers.
- Hegarty Maths
- Lesson work using curriculum booklets
- Home learning / Homework
- Maintain regular reading of fiction and non-fiction texts.
- Revision for future exams and assessments.
- Watching GCSE revision clips on BBC Bitesize.

• Creating revision resources.

How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote teaching and independent work) will take pupils broadly 5 hours each day, i.e., similar to a normal day at school.

If my child does not have digital or online access at home, how will you support them to access remote education?

- We have completed an audit in school of pupil's access to appropriate devices and the internet to access lessons.
- Where needed our schools provide laptops/tablets and internet dongles to support. In some cases, if a solution cannot be found then paper-based materials will instead be provided.
- All homework and home-learning is set through the pupils Microsoft email accounts (stumidlandat.co.uk). Work is set in the TEAMS assignment area. Forgotten password for this account contact:
- IT technical queries (password resets, and other **technical** support needed if having to learn from home e.g., issues with accessing their Teams channel, accessing the internet, office365 etc.) RemoteLearningMAT@e-services.freshservice.com

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    o Paper based booklets/books.

- We expect all pupils to engage in remote learning. Pupils must access and complete learning to remain on track in their learning. If a pupil does not access their live lesson, then contact home will be made by the pastoral team as soon as possible and support to access provided if needed.

- Home visits may be made where there are concerns.

- Our schools issue guidance and support for parents to ensure their child access home learning.

- Our SEND team will also ensure that pupils with special educational needs receive the support they need this may be through 1:1 virtual sessions or support provided by email/chat function during lessons.

Remote Learning – Support and Feedback

How will you assess my child's work and progress?

- We believe that feedback is at the heart of effective assessment.

- In school our staff are not asked to routinely mark pupil work. Instead, we expect them to regularly review the work produced as part of the planning and review cycle and incorporate their findings into the next lesson. This is the same for remote learning.

- Our remote live lessons are designed to provide immediate feedback where necessary - our teachers are expected to stop lessons to address misconceptions or gaps in learning at the point they arise wherever appropriate.

- Pupils working remotely will regularly receive clear whole-class feedback (at least every fortnight) which tells them what they have mastered and unit-specific next steps. Teachers will use pupil work to exemplify these key points before setting 'follow-up' tasks to ensure that the feedback is understood and applied.

- Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others.

- Feedback will be provided usually for the whole class but will on occasion be for individual pupils. This will be verbal/audio or written – Teams/email.

Remote education for self-isolating pupils

- Where individual pupils need to self-isolate, but the majority of their peer group remains in school, how remote education is provided will differ depending on the number of pupils absent. This is due to the challenges of teaching pupils both at home and in school.

- Hybrid or mirror lessons may take place where your child can access their normal lessons virtually with the teacher having Microsoft teams on in their classroom, although the majority of pupils are on site.

- Alternatively, work being taught in school will be set via our website or email.