



# **Jewell Academy**

an Aspirations Academy

## **Remote Learning Curriculum and Strategies**

This 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**

At Jewell Academy, we aim to provide a quality education that supports all of our pupils, using in-school teaching, remote learning and/or a combination of both.

Remote learning includes but is not limited to: direct teacher instruction, real time lessons or inputs, recorded lessons or inputs, recorded teaching skills, low-stake quizzes, formal assessment, and online resources.

### **Remote learning approach**

At Jewell Academy, we use Tapestry (for Early Years and Year 1) and Google Classroom as our online platforms. We acknowledge that a full day in front of a screen is a lot for pupils and teachers, especially for families who may be sharing one device.

Work is uploaded on a daily basis and deadlines are set for submission to support with teacher workload and marking. English, Maths and Topic (Science, Geography, History etc.) should be completed as a daily priority over apps such as TTRockstars. Teachers will prioritise the marking and assessment of English, Maths and Topic whereas apps will be acknowledged at least weekly as per our Home Learning Expectations. Work may be kept by the teachers as part of the assessment cycle and will form part of the evidence collated when making teacher judgements.

Work is held on Google Classroom for 1 week to allow children and families the freedom to complete work within a suitable time frame. Even if submitted late, work will still be acknowledged by the teacher.

### **Robust learning**

We have clear Home Learning Expectations for online participation which are shared with both parents and pupils.

Online learning will mirror the work provided in school, following the Early Years and National Curriculum. Work provided is set at appropriate levels. Tasks provided support and challenge where necessary to ensure engagement for all pupils.

We provide frequent feedback through online knowledge checks, comments on collaborative documents and chat to keep students motivated and moving forward. Teachers monitor the engagement of pupils and can prompt pupils and parents to ensure that each child is working at their full potential.

For those children who struggle to engage with online learning, paper packs can be provided upon request. These children are encouraged to access recommended websites and apps which will support the fundamental skills required.

Some group sessions and assemblies are also available to allow the children to feel connected whether they are working in school or from home.

### **Independent learning**

Jewell Academy recognises that some parents might be unable to support as much as they wish with home learning due to their own working commitments.

Pupils and parents can request support from their teachers and the pastoral team for work, technical or emotional support as required and can use the year group email as their first point of call.

### **Creating the “new normal”**

Pupils should come to see online teaching as a regular and predictable part of their day. We use the following strategies to turn online teaching into ‘the new normal’:

a. Create specific places for different learning resources. Pupils should know exactly where to access:

- resources: videos, links, and printable handouts
- activities and assignments.

b. Create a timetable

Parents and pupils are encouraged to follow a daily timetable and it is expected as set out by the DfE that children in Key Stage One (Reception, Year One and Year Two) complete 3 hours of learning a day and children in Key Stage Two ( Years 3, 4, 5 and 6) complete 4 hours, however Jewell Academy does acknowledge that this may be difficult for some pupils and families and aims to support and demonstrate flexibility if required.

### **Example Timetable (KS2 - 4 hours):**

Time	Subject	Where to find
9:00am - 10:00am	English	Oak Academy on Google Classroom
10:00am - 10:15am	Break	
10:15am - 11:15am	Maths	White Rose - see links on Google Classroom
11:15am - 12pm	TTRockstars / Lexia / Purple Mash / Spelling Shed / Maths Shed	APPs
12pm - 1:15pm	Break	
1:15pm - 2:15pm	Topic	Oak Academy on Google Classroom
2:15pm - 3:15pm	Topic	Oak Academy on Google Classroom

**(For Reception and Year One learning will be sent through to you via Tapestry to access tasks and learning)**

c. Set weekly goals and targets. This might include:

- writing a new chapter of a story
- improving a spelling or arithmetic quiz score
- achieving a certificate or reaching a new level in a programme such as TTRockstars or Lexia
- handwriting practice

d. Engage with pupils daily

Work is uploaded daily to Tapestry and Google Classroom. Some small live sessions or pre-recorded sessions such as assemblies or direct instruction are available also through Google Meet.

Pupils can engage by uploading their work with comments, which are acknowledged by staff.

Clear expectations for live sessions are shared with parents and pupils via our Home Learning Expectations document.

### Remote Learning Curriculum Spring Term 2021

YEAR GROUP	Remote Learning Curriculum Details
Reception	Topics and themes: Space, Pirates, Rainbow Fish, Chinese New Year Minibeasts and Life Cycles, Planting and Growing and Easter Maths: WRM: Alive in 5, Growing 6, 7 & 8 and Building 9 & 10
Year 1	English - Fairy tales/story endings/plurals/ continue sentence development and conjunctions Maths - Addition and subtraction within 20 Science - Classification of animals Geography - Signs of Spring and where does our food come from? Religion - Christianity ICT - What is a program? What is an algorithm? PSHE - Dreams and goals/managing emotions during the lockdown Art/DT - Free standing structures.
Year 2	English- Narrative, instructions, diary writing, non-chronological reports Maths- Multiplication and Division- statistics - geometry - fractions Science- humans as animals (healthy me) History - great fire of london PSHE- Dream and Goals- Healthy me Music - Rhythmn and Pulse ICT- coding and esafety Dt - Food preparation and planning

Year 3	<p>English- Narrative- writing Non Chronological report</p> <p>Maths- Multiplication and Division- Money- Statistics- length and perimeter- fractions</p> <p>Science- Forces and Magnets- Light and Dark</p> <p>Geography- Our Local Area</p> <p>PSHE- Dream and Goals- Healthy me- role within the community</p> <p>Religion- Christianity Miracles. Easter and Forgiveness</p> <p>ICT- sequencing and animation</p> <p>Art/ DT- 2d shape to 3d shape/ Sculpture/ different artists around the world.</p> <p>Music- rhythm and pattern ( Oak National )</p>
Year 4	<p>English- Narrative- based on the story the Borrowers (Oak academy)</p> <p>Maths- Multiplication and Division- Area- fractions</p> <p>Science-Animals including humans -Living things and their habitats</p> <p>Geography-Human and Physical Geography including polar climate zones</p> <p>PSHE- Dream and Goals- Healthy me</p> <p>Religion- Buddhism Could Budda's teachings make the world a better place?</p> <p>Music-Understanding Rhythm and pulse (oak academy )</p> <p>French -colours, food, and dates</p> <p>PE - Net and wall games</p>
Year 5	<p>English - Narrative, Poetry</p> <p>Maths - Multiplication and Division, Statistics</p> <p>Science - Space</p> <p>PSHE - All around me</p> <p>Music - Duration</p> <p>Computing - Coding</p> <p>Art - Linking work to self</p> <p>PE - Net and wall games</p>
Year 6	<p>English- Narrative- Non Chronological report</p> <p>Maths- Percentages and algebra</p> <p>Geography- North America</p> <p>PSHE- Healthy Me</p> <p>PE- personal challenge</p> <p>Science- Electricity</p>