

The Harmony Trust - Northmoor Academy



Northmoor Academy Approach and Expectations

<p>For all classes/year groups where <u>no pupils are absent due to self isolation:</u></p> <ul style="list-style-type: none"> <i>(Some pupils maybe absent due to other common childhood illnesses)</i> 	<ul style="list-style-type: none"> For classes/year groups where <u>individuals/groups are self isolating and not attending school:</u> 	<ul style="list-style-type: none"> For classes/year groups where <u>all pupils are self isolating due to a bubble closure OR there are national/regional school closures announced by the government or local leaders:</u>
<ul style="list-style-type: none"> Teachers should upload one short input video per week for maths or English. This should link to planned work for that week. For maths, it might be a worked example of a calculation for English, it might be a word/sentence level activity linking to the current class focus. Teachers should make use of existing resources wherever possible - serial mash, Oak Academy, BBC Bitesize and YouTube The video could be used for pre/post tutoring sessions with the class teacher or TA and/or to complete as a homework task. Pupils will become more familiar with accessing and responding to the emails after seeing this process modelled in class. Homework will be set through Purple Mash. A weekly Reading Comprehension task will be set as homework (on Purple Mash) To further supplement this package, class teachers and/or support staff might upload a reading of a book or chapter. 	<ul style="list-style-type: none"> Teachers should upload one short input video per week for maths and English. This should link to planned work for that week. For maths, it might be a worked example of a calculation for English, it might be a word/sentence level activity linking to the current class focus. Feedback will be brief but should inform future planning and the setting of tasks. Homework will be set through Purple Mash. A weekly Reading Comprehension task will be set as homework (on Purple Mash) To further supplement this package, class teachers and/or support staff should upload a reading of a book or chapter. Senior Leaders and the academy attendance team will carry out safe and well checks and will check that children know how to access their remote learning, providing support where needed. Pupils will also be directed to watch/interact with other online resources such as BBC Bitesize and Oak Academy where and when appropriate. Receipt of a Remote Learning Stationery Pack 	<ul style="list-style-type: none"> Teachers should upload one short input video daily for maths and English (writing) and plan for one foundation subject activity per day (i.e 3 'lessons' per day). Feedback will be brief but should inform future planning and the setting of tasks. For foundation subjects, no videos need to be created (unless teachers choose to do this). Instead, teachers should refer to the Remote Learning LTP they created in September 2020 and direct pupils to an online resource to access A weekly Reading Comprehension task will be set (on Purple Mash) To further supplement this, class teachers and/or support staff should upload a reading of a book or chapter to take the place of traditional 'story-time'/class novel at the end of the day. Pupils should be directed to read books (and when appropriate, complete activities) on MyON.co.uk - and Accelerated Reader (UKS2). TAs are monitoring this engagement on a weekly basis. Weekly phonecalls will be made by the class teacher/TA to check on well-being and discuss any remote learning concerns. Vulnerable families or those pupils who are not accessing the online tasks on Purple Mash will receive more frequent contact (in the case of national closures, these children should be accessing provision on site) Teachers should plan tasks that match the curriculum that would have been taught in school. This should match the needs of the class and the frequency of engagement. Activities should move learning on and not just consolidate prior knowledge and understanding. Pupils may be directed to watch/interact with other quality online resources, such as BBC Bitesize and Oak Academy, where and when appropriate. Pupils will receive a Remote Learning Stationery Pack to enable them to complete activities away from the screen. Leaders will plan a monitoring process to evaluate impact, teacher workload and pupil engagement, this will inform future planning and decision making.

For any children attending provision 'on-site' during national closures, they should be given the opportunity to access the online, remote learning tasks which have been set for their peers (alongside other planned activities – making use of the outdoors, acknowledging well-being etc.) Those attending provision should not be expected to do both the onsite and offsite curriculum as they should be aligned.