



Remote Learning Approach

Angel Oak Academy

Rationale

At Angel Oak Academy, the impact of a school closure is more keenly felt than in most other schools. We believe there is no substitute for in-class learning provided by an expert teacher. We also know that many of the families which we serve require significant support when home-schooling their children. The challenge for our academy is to overcome these barriers so that all children can still receive a world-class education remotely. We want to offer families consistency in our approach to remote teaching and learning, incorporating the same Angel Oak pedagogical strategies that children receive in school. However, we realise there has to be flexibility in how families can access and interact with what we provide, which is why we prefer an asynchronous approach – educational content which children can access at a time which suits them, as opposed to live lessons.

Curriculum

During the first school closure in 2020, the school provided children with activities which enabled them to revise concepts taught previously in school. When the school closed again in January 2021, we decided to begin teaching new concepts remotely. This is because we felt our pupils would struggle to meet age-related expectations by the end of the year if we continued to re-teach prior knowledge. We also believed we would see better levels of pupil engagement through this approach.

Every day, teachers create lessons from four curriculum areas: reading (and/or phonics), English, mathematics, and one foundation subject. Learning resources and ideas are also included from other curriculum areas, such as computing, music and art. This ensures our curriculum remains broad and balanced.

Our teachers think carefully about which Key Learning Indicators they will cover remotely, choosing to teach those which have less chance of causing misconceptions to develop. For example, we advise teachers to teach mathematical concepts like measurement and statistics in favour of fractions, decimals, percentages, or ratio remotely.

We still provide children with opportunities to practise their fluency in areas such as spelling, grammar, and general number sense daily, and each work pack contains opportunities for stretch and challenge across the curriculum. This may take the form of an extended writing piece, a maths investigation, or a research task.

Teaching and Learning

Teachers produce bitesize lessons daily which all follow the same structure: a short five to ten-minute video explainer followed by a worksheet task. These lessons build on previous knowledge in small, incremental steps. Teachers use modelled examples to demonstrate new skills and most videos feature a degree of interaction, with pupils invited to repeat information, give the correct answer, or try new skills for themselves.

For some new concepts, such as those explored in foundation subjects, video content may be sourced from other providers, or useful websites may be linked to.

Suggested timings for each lesson are included in work packs. These timings ensure that parents are aware when their children are finding something challenging, and need to seek support from the

teaching team. Work packs contain enough activities to satisfy the government expectations for home learning – three hours of learning for children in Early Years and Key Stage 1, and four hours for those in Key Stage 2.

Feedback and assessment

Answer sheets are created daily for each work pack. Parents are encouraged to use these documents when assessing their children's learning at home.

At the end of each week, a *Kahoot* quiz is published, enabling children to demonstrate what they have learned. Each *Kahoot* quiz contains questions across each curriculum area covered that week. Questions are multiple-choice and distractors are designed to provide the teachers with as much detail as possible about children's understanding and any possible misconceptions.

Pupils are encouraged to submit their learning to a designated year group email account. Regular phone calls between teachers and families are scheduled and are an opportunity to provide feedback to children directly on their progress, as well as answer any questions parents may have about the activities.

Remote teachers meet frequently with on-site staff to discuss how children in school have engaged with the activities set. This process provides important feedback to teachers regarding next steps and points of learning to revisit and reinforce.

Online platforms

The academy uses *Microsoft OneDrive* to store and organise the daily work packs. This folder is not password-protected and is easily accessible through the academy website.

Video lessons are uploaded to the academy YouTube account. All videos are private, with comments disabled and require a link to access. Links are provided in work packs. Lessons are organised into playlists, which are also shared on *OneDrive*, meaning missed learning is easily caught up at home.

Weekly assemblies are hosted on *Zoom*. These provide an opportunity for year groups to come together and celebrate children's successes from the past week. Key messages are given to parents, who are welcome to attend these sessions.

We understand parents' concerns around screen time, and we encourage breaks to be taken between lessons. Children must use a device to access the questions, but complete their activities using pencil and paper.

Access to technology and resources

The academy makes iPads available for loan for families who do not have access to a device at home. We also assist larger families where there are not enough devices to go around.

Where families have no internet access, paper packs are made available for collection.

Pupil wellbeing

Our weekly *Zoom* assemblies are a chance for children to see a teacher from their year group, as well as many of their friends. Many assemblies feature awards and commendations for individual pupils, as well as exhibiting the best learning submitted that week.

All pupils have the opportunity to see a teacher at these Zoom calls. For those children deemed as more vulnerable, who are not attending school, as well as pupils who are slower graspers, teachers also make regular phone calls to check on pupils' wellbeing, as well as their engagement with the learning at home.