Remote Learning Curriculum and Strategies

This paper 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

If a student is required to work remotely then their parents and carers will be informed by letter or phone call. These communications will detail the dates to which this period of isolation and remote learning relates to in the first instance. It is from this notification that our Remote Education Provision begins for our students. The Academy will be in regular contact with home, both through the Google Classrooms platform and via email and phone. We will also ensure that we will be teaching the same curriculum remotely as we do in school wherever possible and appropriate. However, there may be some cases where we may need to make some adaptations in some subjects. For example, team sports in PE or pupil led experiments in Science that are not logistically possible when learning remotely, but suitable adaptations will be made to ensure that students' units of study are followed.

Remote learning approach

1. Daily schedules

Our Remote Learning offering is very easy and clear: we are providing a full timetable of lessons through Google Classroom, that mirrors the timetable in school, for every child in every year group. That means that if a child would normally have English during Period 3 on a Wednesday, that is when they should be working on that subject. We expect that remote education (including remote teaching using Loom and independent work) will take pupils 5 hours each day.

2, Robust learning

All students at Rivers Academy are provided with a Google Classroom account and are a member of a Google Classroom for each subject area.

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

- Recorded lessons using Loom.

- There may be some live lessons taught for post 16 students

- Printed packs produced by teachers (workbooks, worksheets)

- Links on Google Classroom to websites supporting the teaching of specific subjects or areas, including video clips or sequences

- Use of subject specific websites and platforms (for example, Hegarty Maths, Seneca)

- Presentations with information and work

- Textbooks and reading books pupils have at home

On completion of the tasks that have been set, students will submit all classwork, assignments and homework by uploading them to Google Classroom.

3. Independent learning
We do appreciate that there can be a number of barriers to successful learning at home. Parents might either be at work or working from home and unable to assist with students' learning. We have designed learning that does not require a lot of support from parents who might already be overwhelmed. Students should be able to complete all work independently and class teachers are available throughout the day to answer and respond to any questions that they may have. We ask for parents to support us, and their child, in ensuring as far as possible that there are no distractions when students are completing school work. Asking students to turn off their mobile phones or social media and work somewhere quiet with a work space is most preferable.

4. Create the new normal
Students should come to see online teaching as a regular and predictable part of their day. The expectation is that students continue to perform to their personal best at home. Class teachers will check that students are engaging with the work set on a daily basis through Google Classroom and take the time to connect each day by providing feedback, uploading some new resources, or even just sending a hello message. If a student is not engaging in work in a particular subject this will be followed up by the class teacher in the first instance.

5. Choose the right tools and stick with them

There are a wide variety of different technological platforms that are available to assist with the delivery of remote learning. Staff at the Academy have thought carefully about what platform would be the most effective to help support the learning of our students off site. This provision includes for example Google Classroom, Hegarty Maths, Loom and Seneca.

Remote Learning Curriculum Spring Term 2021

YEAR GROUP	Remote Learning Curriculum Topics
Year 7	**English** - Identity and Self/Poetry **Maths** - Geometry and the Cartesian plane **Science** - Biology - Reproduction/Ecosystems Chemistry - Periodic Table/Separating Techniques Physics - Electricity/Waves **Geography** - Weather and Climate/Glaciation and Cold Environments

	History -Historical Skills/The Normans **MFL -** Me, My Family and Friends **PSHE -** Puberty **Art -** Exploring the Formal Elements of Art **DT -** Charity Bangle **PE -** Keeping Physically Active/Skeletal Systems **TD - <u>Shakespeare Redesigned ATL</u> -** How do we, as Year 7 students in the 21st Century, imagine key themes from Shakespeare's work in a different era? / **<u>Computing ATL</u>** - The Curious Case of Dr Crypto
Year 8	**English -** Detective Fiction/Poetry **Maths -** Proportional Reasoning and Data **Science -** <u>Biology </u>- DNA and Genes/Adaptation Project <u>Chemistry</u> - Global Challenges/Earth's Resources <u>Physics </u>- Electromagnets/Energy II **Geography -** International development – LIC/International development - HIC **History -** Revolutions/The Industrial Revolution **MFL -** My School **PSHE -** Tolerance and Diversity/Risk **Art -** Cartography/Art in Architecture **DT -** Corporate Identity/Restaurant **PE -** Keeping Physically Active/Skeletal Systems **TD - <u>Space ATL </u>-** How can we, as Year 8 travel consultants, promote a space tourism industry?/ **<u>Global Culture ATL</u>** - How can we as Year 8 global citizens, understand climate change in order to initiate eco-friendly practices at our academy?
Year 9	**English -** The Gothic/Relationship Poetry **Maths -** Geometry and Equations **Science -** <u>Biology </u>- Organisation and the digestive system/Organisation in Animals and Plants <u>Chemistry</u> - Structure and Bonding/Electrolysis <u>Physics</u> - Energy Resources/Chemical calculations **Geography -** Tropical Rainforests and Ecosystems/Climate Change and Data Analysis **History -** Changes in the 20th Century/The Suffragettes **MFL -** Fashion **PSHE -** Risk/British Values/Money and Finance **Art -** Surrealism **DT -** Phone Holder Project **PE -** Keeping Physically Active/Debating Controversies in Sport
Year 10	**English -** Prejudice and Protest/An Inspector Calls **Maths -** Percentages, Probability, and Geometry **Science -** <u>Biology </u>- Hormonal Coordination/Reproduction <u>Chemistry </u>- Rates and Equilibrium/Crude Oil <u>Physics</u> - Forces in Balance/Speed and Velocity **Geography -** Physical Landscapes and Rivers/The Urban World – Rio

	History - AQA GCSE Conflict and Tension: Interwar years 1919 - 1939 **MFL** - Identity and Culture **Citizenship** - Creating Change and Active Citizenship/International Organisation **Art** - Unit:Kew Gardens **DT** - FD: Hospitality & Catering/DT: Task Light **Cambridge National Sport** - RO42 LO4 - Fitness Testing **Core PE** - Keeping Physically Active **Economics** - Economic Foundation/How Markets Work **Business** - Investigating Small Business **IT** - BTEC IT Component 1 **Photography** - Personal Investigation
Year 11	**English** - Poetry Anthology & Revision **Maths** - Data, Algebra, and Shape **Science** - Biology Revision Chemistry Revision Physics Electro- magnetism/Revision **Geography** - The changing UK economy/Revision techniques and exam strategies **History** - AQA GCSE Germany, 1890 - 1945 **MFL** - Focused Revision **Citizenship** - Creating Change and Active Citizenship International Organisation **Art** - Unit: The Experiment **DT** - FD: Hospitality & Catering/DT: NEA **Business** - Building a Business **IT** - BTEC IT Component 3
Year 12/13	**English** - Hamlet, American Literature, George the Poet/Duchess of Malfi **Maths Pure** - Vectors, Differentiation, Integration **Maths Applied** - Probability, Statistical Distributions/Projectiles, Applications of Forces **Science** - Enthalpy, Rates of Reaction/Aromatics, Carbonyls **History** - AQA 1C The Tudors: England, 1485 - 1603/AQA component 3 – NEA and The American Dream: Reality and Illusion, 1945 - 1980 **Sociology** - Research Methods/Family/Mass Media **Psychology** - Relationships/Research Methods/Schizophrenia **Law** - Introduction to Criminal Law/- Criminal Law Offences Half - Term 2 - Law of Tort and Law of Contract **Politics** - British Law/Global Politics **Economics** - The Operation of Markets and Individual Economic Decision Making/Market Failure and Production, costs & revenue **Art** - Personal Investigation for Final Project **DT** - Business Decisions & Strategy **IT** - Unit 5 Data Modelling/Unit 8 Recruitment