

Remote education provision

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. For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

Remote Education 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

Replicating the classroom remotely

The Education Endowment Foundation (EEF) has found that the effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of live classroom teaching. For example:

- ensuring pupils receive clear explanations
- supporting growth in confidence with new material through scaffolded practice
- application of new knowledge or skills
- enabling pupils to receive feedback on how to progress

Remote learning strategy

Ocean Academy aims to provide education and support to our pupils, using in-school teaching, remote learning and/or a combination of both. Our remote learning follows research based evidence which includes facilitating direct instruction, real time lessons or inputs, recorded sequences and teaching skills and knowledge, quizzes, formal assessment, discussion forums and online resources. Teacher contact and pastoral support works alongside this to ensure a sense of belonging and connectivity. We aim to provide quality provision for all our children in school or at home. Teaching and learning is tailored, changed and updated as time progresses, in-line with DfE circular 2020/06, allowing for replication of classroom activity to the best of our ability.

Remote learning approach

1. Daily schedules are established

At Ocean Academy we use Google Classroom www.classroom.google.com as the platform for online learning. Work will be released at 3 points during the day as per the timetable below and deadlines set to support teachers in their ability to respond. However, the work will remain on Google Classroom indefinitely so that pupils can still access this to allow additional time or flexibility to complete the task set.

The learning task can be uploaded before 4:30pm and a teacher from that year group will respond.

2. Robust learning

Online learning will be set in line with the work provided in school and will continue to follow the National Curriculum and the Ocean Academy Learning Journey Maps. All children will follow the same timetable and be offered the same learning opportunities wherever possible.

Our key principles are:

We provide frequent feedback through online knowledge checks, comments to individual pupils as appropriate and on collaborative documents and give prompts and challenges to keep students motivated and moving forward.

Work is set in phases and pupils can complete all phases if they choose or start at the phase that they feel ready for and challenge themselves to reach the greater depth learning task as appropriate. Teachers can monitor the phases pupils are undertaking and will prompt pupils to ensure they are working to their full potential.

Those working at home who do not respond well to online working have paper versions of the learning provided weekly or as requested by the parents. These pupils can access the video links as needed to support the paper version of the learning.

SEND provision is extended through paper versions of support tasks and scaffolds being provided weekly.

We include virtual meetings, live chats or video tutorials to maintain a human connection. Members of the senior leadership team also record assemblies, catch up etc. to keep in contact with all pupils whether they are in school or at home.

3. Independent learning.

Parents might either be at work or working from home. We have designed learning that prompts pupils to learn as independently as possible. The video links model learning step by step and the structured timetable focuses the learning throughout the day.

Pupils can request support from their teachers throughout the day and the teacher will respond. Parents can contact the school office for support as needed. This includes supporting their child with schoolwork and also technical support as needed.

4. Create the new normal

Students 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':

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

- the teaching sequence/unit plan
- resources: videos, links, and printable handouts
- activities and assignments.

Timetable is set as follows.

Requests are made to parents to try to adhere to these times, however all work and tutorial videos will be saved on the Google Classroom Drive so that if parents cannot meet these timings for whatever reason, they can still access the learning and upload the work if requested between the hours of 9 am and 4.30pm daily.

Live teacher greeting and plan for the day (everyday). Sharing good news etc.	
English work uploaded with a teacher modelled video and teacher/s monitor Google Classroom to respond to any requests for help, challenge learning throughout the session. Feedback from the teacher will happen following each session on that day.	1 hour
Skills catch up, handwriting etc.	
Maths work uploaded with a teacher modelled video and teacher/s monitor Google Classroom to respond to any requests for help, challenge learning throughout the session. Feedback from the teacher will happen following each session on that day.	1 hour

Times Tables work, TT Rockstars, skills catch up.	
Lunch.	
Reading time. Pupils read own age-appropriate text independently or with an adult. Links to online stories, read by the authors, may also be uploaded by year groups.	2 hours
Each afternoon focuses on a curriculum subject – teacher modelled video uploaded and requested work which is will be responded to each day. PE will allow pupils to follow the guided activity or link or to be active within their own family.	
Assembly from Principal or Vice Principal every Monday and Friday	
4.30pm - Google classroom closed until the next day – no further teacher responses.	

Different days are set for different subjects and activities.

5. Assessment

Weekly goals and targets are set through quizzes and tasks to prompt pupils to set goals and achieve and challenge themselves. This might be:

- writing a new chapter of a story
- setting a new personal best with a practice activity or quiz
- achieving a certificate or reaching a new level in a gamified programme (TT Rockstars)
- remembering the knowledge from more of the topic flashcards
- improved spelling scores and test scores
- editing first drafts

Assessment of learning happens daily, with teacher feedback and through the strategies listed above. Summative assessment tasks are set over 3 week periods to assess learning in reading, writing and maths. Mark schemes have been agreed within the academy and fed back to the Trust. Teachers will use a variety of evidence collected over time to assess learning and agree on working towards, expected or greater depth learning. Parents will then be informed about their child's learning x 3 per year. Communication with parents throughout the week occurs if pupils are not accessing learning or if they need additional support with a particular concept. Teachers are also offering support to parents to ensure they can support their child effectively.

Engagement with pupils daily

We take the time to connect each day by providing feedback, uploading some new resources, or even just sending a hello message through Google Classroom or Marvellous Me. Every morning, teachers will greet pupils with a live link and a discussion about what the day has in store for them. Pupils can comment or ask questions using Google Classroom. All comments and questions are monitored by staff and any inappropriate comments result in that child being muted from Google Classroom for a period designated by the teacher. Pupils can still access the work but cannot comment on the class 'chat' or question platform. Parents are informed of this and paper versions of the learning are provided if needed.

Pastoral support is in place daily for all pupils as needed and parents can contact the school office to request this or to speak to the SENCO, pastoral leader or class teacher.

A wide variety of technology tools, many free, are available to help. These are posted on Google Classroom or emailed to parents to share the availability of free resources to help.

Parents have been provided with lap tops or chrome books as appropriate to support access to learning at home.

Remote Education Curriculum Spring Term 2021

Spring 2021	Subject / Theme
YEAR GROUP	
<p>Year 3: Animals including Humans followed by Stone Age Britain</p> <p>Animals including Humans Learning Journey Map</p> <p>Stone Age Britain Learning Journey Map</p>	<p>English -The Twits by Roald Dahl - writing to describe and entertain Maths - Multiplication by 2, 5 & 10 Science - Animals including Humans and Rocks and Soils Creative - Art: Mark making and sketching, mask making PE - Fundamental movement skills used in Net and Wall games & floor gymnastics Topic - History: Stone Age Britain</p>

<p>Year 4: Fantastic beasts and where to find them</p> <p>Living Things and their Habitats Learning Journey Map</p>	<p>English -Fantastic Beasts and Where To Find Them by J K Rowling - writing to inform (narrative) Maths - Multiplication by 10/100/1000 arithmetic and problem solving, Science - Living things and their habitats Creative - Art: Pablo Picasso & cubism PE - Fundamental movement skills used in Net and Wall games & floor gymnastics</p>
<p>Year 5: Fantastic beasts and where to find them</p>	<p>English -Kensuke’s Kingdom by Michael Morpurgo - writing to entertain (adventure story) Maths - Addition and subtraction using formal methods, arithmetic and problem solving Science - Properties and changes of materials Creative - DT: designing and evaluating useful inventions, mask making PE - Fundamental movement skills used in Net and Wall games & floor gymnastics</p>

Year 6:
The English Civil War

[English Civil War Learning Journey Map](#)

English -The Highwayman by Alfred Noyes - writing to entertain (poetry)

Maths - Calculating with fractions

Topic - History: The English Civil War

Creative - Art - Frida Kahlo and self portraits

PE - Fundamental movement skills used in Net and Wall games & floor gymnastics