



Iffley Academy remote curriculum: what is taught to pupils at home

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

All pupils will be able to access Google Classroom from home immediately as the main form of remote education. This is a system they have used before and know how to navigate. In the event of a school closure or students needing to work from home, students will access Home Learning specific Google Classrooms, where teachers will submit weekly tasks. Work is set up in organised folders, which is dated, so pupils are able to follow the curriculum offer they would normally be receiving in school. Through Google Classroom we are also able to produce printed work packs which are sent home to families who might have difficulty accessing online resources.

All pupils also have logins for Active Learn and Rapid Reading, where they can access bespoke maths interactive games and reading/phonic materials. Again, as these resources are regularly used in school, so pupils are aware of their login details and know how to access this at home. Most recently we have subscribed to Times Table Rockstar's as an alternative online resource, where pupils can be set team challenges as they learn their multiplication facts. Families who are unsure of pupil login details are able to contact class teachers or reception, where we are able to support pupils accessing all of the above.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

Teaching through Google Classroom allows students to access the same curriculum remotely as we would do in school, wherever possible and appropriate. However, we have needed to make some adaptations in some subjects e.g. in PE, where we might need to consider the resources and space available to pupils who are working from home. Most importantly we will ensure that the social emotional aspects of the curriculum are being met through video check in calls with other children (set up in class groups) and through weekly online assemblies.



Here are a few things we think it is important for you to consider:

- **Avoid putting too much pressure on academic work.** Most parents and carers aren't teachers and so it's OK not to be doing 'school work' for six hours a day. It might be more important to be spending time together, furthering relationships, enjoying shared activities and reassuring children, as opposed to replicating the school timetable.
- **Don't try to replicate a school time-table.** It won't be possible to do this for a variety of reasons. Giving yourself and your child permission to accept this can be a big weight lifted.
- **Expect stress and pressure.** This is an uncertain and unpredictable situation, stress and anxiety are normal. If your child has difficulties linked to the current situation help them understand this is normal so they do not enter a spiral of feeling negative.
- **Help your child stay connected to friends and family.** These relationships are key and using video calls can maintain the connections. Please do remember to supervise your child online and ensure they are safe.
- **Normalise this experience.** By explaining to your child that other children and families are in the same situation will help reduce any concerns they may have.
- **Have a routine and structure that works for your family.** Having a plan and predictable day can be reassuring. As adults we like to know what is happening and children like this too. It does not have to cover every minute of the day, but involving your child in making some plans for the day may support a happy household.
- **Don't worry if the routine or structure is not perfect.** Remember this is not a normal situation, if a structure or routine is causing more stress, friction or arguments then it is okay to be more 'free-flow'.
- **Play.** Play is fundamental to children's wellbeing and development – children of all ages! It's also a great way to reduce stress in adults.



Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

The most important consideration during this time is that your child is supported to be happy and healthy. Take some time to talk with your child about what this looks like. Some families may find it useful to structure parts of the day, for example agreed periods to complete work, watch television or play in the garden, for other families a more relaxed approach will work better. We have however set out a guide below of what is on offer at Iffley Academy.

Key Stage 3	<p>Pupils are set 5 assignments per day via Google Classroom. Each day pupils are set an English and Maths piece of work. Depending on the pupils timetable they will then be set three other subject areas per day which can include humanities, art, music, PSHE, RE. When work is set there is always three different levels of work, in order to add increased challenge to the learning. This is labelled stage 1, stage 2 and stage 3.</p> <p>There is no set deadline or timescale to work set, so that pupils can access work at a time that suites them.</p> <p>As well as this pupils will also get access to x2 art therapy activities per week, x1 live choir session and x1 music therapy video session per week.</p> <p>In Key Stage 3 pupils access assembly each Monday and also access x2 Zoom circle times each week with their class group.</p>
Key Stage 4	<p>Pupils are set 5 assignments per day via Google Classroom. Each day pupils are set an English and Maths piece of work. Depending on the pupils timetable they will then be set three other subjects areas per day which can include humanities, art, music, PSHE, RE. When work is set there is always three different levels of work, in order to add increased challenge to the learning. This is labelled stage 1, stage 2 and stage 3.</p> <p>There is no set deadline or timescale to work set, so that pupils can access work at a time that suites them.</p> <p>As well as this pupils will also get access to x2 art therapy activities per week, x1 live choir session and x1 music therapy video session per week.</p> <p>In Key Stage 4 pupils access assembly each Monday and also access x2 Zoom circle times each week with their class group.</p>
Key Stage 5	<p>Pupils are set 5 assignments per day via Google Classroom. Each day pupils are set an English and Maths piece of work. Depending on the pupils timetable they will then be set three other subject areas per day which links to the various BTEC courses being studies in 6th form. When work is set there is always three different levels of work, in order to add increased</p>



	<p>challenge to the learning. This is labelled according to the exams levels e.g. Entry Level 1,2,3, Level 1, Level 2.</p> <p>There is no set deadline or timescale to work set, so that pupils can access work at a time that suites them.</p> <p>As well as this pupils will also get access to x2 art therapy activities, x1 live choir session per week and x1 music therapy video session per week.</p> <p>In Key Stage 5 pupils access assembly each Monday and also access x2 Zoom circle times each week with their class group.</p>
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Pre-recorded PE lessons are available to all groups via Google Classroom. Again this is differentiated and tasks are broken down into small steps to scaffold learning.

Accessing remote education

How will my child access any online remote education you are providing?

Google Classroom	Active Learn	TT Rock Stars
All children access remote learning via their own Google accounts. Please contact reception if you don't know your login.	All pupils have Active Learn/ Rapid reading login accounts for English and Maths. Please contact reception if you don't know your login.	All pupils have TT Rock stars maths accounts. Please contact reception if you don't know your login.
Zoom	Printed Work Packs	Weekly Phone calls
Zoom accounts being used for virtual check ins and Assemblies. Zoom links are shared on Google Classroom every week.	In the event of families preferring printed work, work packs will be sent to families on a weekly basis, which will be the same work which is being provided via Google Classroom.	If your child is not in school then we will be providing a weekly check in phone call where you and your child can speak to school staff.



If my child does not have digital or online access at home, how will you support them to access remote education?

Staff have been allocated specific pupils/families to call weekly. During these calls work being completed is discussed. Where families have difficulties with ICT, laptops can be allocated. Our ICT technician has also been supporting families with accessing online learning via Google Classroom.

In the event that some families prefer printed work, work packs are requested by their allocated teacher, which is added to a spreadsheet for Admin to send home on a weekly basis.

All families have had email contact with class teachers. Printed work can be photographed and either sent back to the class teacher or to the following home learning email account homelearning@iffleyacademy.co.uk

How will my child be taught remotely?

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

- X1 weekly live assembly delivered by a member of SLT
- X2 live class check ins for each class group led by a member of staff.
- X1 pre-recorded music therapy session per week, which consists of 2 videos (x1 Tate Louvre Gallery and x1 Guggenheim MCA Gallery).
- X5 Google Classroom assignments posted each day
- X1 weekly phone call home to the family as a check in
- Active Learn and Rapid Reading updated by the class teacher
- Times Table Rockstar challenges set
- Live choir on a Friday
- PDF link sent to all families outlining additional websites and resources which has been shared via the school App.



Engagement and feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

We understand that each family's current circumstances are different. Through weekly phone calls with school, expectations are supported and discussed. It has been made clear to families that they are not expected to complete all work assigned and it does not need to be submitted the day it is set. Families are given the flexibility to work in a format that best meets the needs of each pupil.

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

Through weekly phone calls engagement is discussed. In most cases the staff member marking work is also from the same gallery making calls, therefore there is a clear overview of all pupils. A member of the leadership team has an overview of Google Classroom and is able to check the engagement of all pupils. A spreadsheet is also being kept in order to review pupils accessing each part of the home learning offer.

Where engagement is a concern, this will be picked up through regular phone calls where recommendations and further support can be given. Parents have been recommended to email the class teacher for support in knowing which stage their child should be working on when accessing work from the Google Drive or printed work packs.

How will you assess my child's work and progress?

Where possible comments and feedback will be provided to each piece of work submitted via Google Classroom. Feedback on learning is also being discussed via the class zoom check ins which take place twice a week. Where pupils are completing printed work, this can be discussed via the weekly phone calls and can also be sent in photo form to either the class teacher or by sending to homelearning@iffleyacademy.co.uk Individual comments indicate the success and areas for development within each piece of work.



Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

Through conversations with children and their parents we have found that the greatest feedback has been the need for **connection**. Zoom check in calls are in place for all students at home and the feedback on these calls has been excellent. We recognise our learners are diverse therefore we offer three levels of work per assignment in order to ensure all pupils can access learning. We have ensured where possible learners have access to their additional interventions (music therapy, art therapy) and through weekly phone calls, have sent additional work out to specific pupils if required e.g. exam sheets, handwriting to support OT needs. There is a wide range of learning activities taking place across the week on a range of different platforms in order to maximise the engagement from pupils and cater for a range of different learning styles and most importantly we are in constant communication with parents to gain feedback and adjust our offer where needed.

Remote education for self-isolating pupils

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

All teachers have been setting weekly work on Google Classroom, which links to the learning taking place in school. This has been set up, so that in the event of isolation, work is instantly available to children at home. This work is set out in organised files, dated, so pupils can easily navigate their way to the work needed to be completed on the days they are not in school.