

# Ormiston Horizon Academy

## Curriculum and Teaching Remote Learning Expectations

### Curriculum Expectations

- At OHA we will follow a broad and balanced curriculum following the National curriculum objectives at KS3 and the exam board specifications at KS4
- The curriculum will introduce new material, supporting growth in confidence through scaffolded practice. This material will reflect what curriculum leaders and their teams have identified as the most critical knowledge and skills for their subject.
- Wherever possible but considering the nuances of online delivery and remote learning, students will continue accessing the existing curriculum.
- Appropriate adaptations will be made to ensure pupils can access the curriculum virtually or remotely in subjects where there is a large practical element.
- PSHE, Whole school reads, Personal Tutor time and assemblies all continue remotely with the same expectations as lessons (Begin 8.45am – 9.10am).

### Teaching Expectations

- At OHA we deliver the full curriculum through 'live lessons' via Microsoft teams, this ensures we can teach the students their normal timetable for the full 5 lessons a day.
- The amount of remote education provided for all students at OHA across KS3 and KS4: 5 subjects daily each on average 45 minutes in length.
- All 'Live lessons' follow the REAP (Recap, Explain, Apply and Progress check) structure, this enables the important interaction between students and teachers.
- We aim remotely to recreate a 'normal' OHA classroom which is interactive, engaging whilst still challenging, this will be more effective, motivating and lead to better student progress
- Teaching requires some complex skills that cannot always be easy to recreate in a remote environment. We are offering an optional CPD programme that aims to support staff both technically (Operational ideas for technology using Teams) and pedagogically (Demonstrating effective methods for each of the REAP stages).

### Lesson expectations

- Students are expected at OHA to be greeted by their class teacher every lesson
- Students will initially receive a Recap Starter on entry into the lesson
- Students will receive new knowledge or skills through the Explain phase, this may include modelled examples, different forms of questioning and other teaching and learning strategies.
- Students will have the opportunity to independently demonstrate their learning through the apply phase. Teachers are afforded professional choice as to the best mode of delivery for individual classes.
- Students will end all lessons engaging in a progress check to enable the teacher to assess their progress within the lesson.
- There is place in practical subjects for a combination of Asynchronous teaching whereby the member of staff has a pre-prepared model that students will need to be able to pause, rewind and refer to. For example: if teaching baking in food technology students will need opportunities to refer to steps at their own pace. At OHA this is supported with the greeting and dismissing of the students

## **Feedback**

### Verbal Feedback

- Within normal working parameters verbal feedback would occur within the timetabled hour of that lesson and so this protocol would continue remotely.
- Staff will supply verbal feedback through a variety of different feedback strategies including modelled answers, the chat function and questioning.

### Praise

- Feedback for praise is acknowledged using a whole school praise method of data collection where teachers can identify and submit students working over and beyond.
- As part of our rewards system the students will receive a text home for this good work.
- Each year group also identifies 3 “home learning heroes” weekly who will receive a more bespoke feedback summary of their week in the form of a postcard from their RSL/HoY.
- Praise is given throughout the lesson in response to any of the following: accuracy of response, submission of screenshot of work in progress which meets the needs of the lesson’s Big Question.

### Written Feedback

- Currently bespoke written feedback is given when end point assessments are completed, this will continue post online method of assessment such as google forms or upload of work in line with the curriculum areas scheme of learning. The feedback may take the form of an improvement comment or task for the student to complete.
- Calendared Assessment weeks will continue, but these will run remotely. Curriculum areas will decide how to adapt the assessment for completion online and the assessment will be completed online by the students. This will be marked and reported on in their written report

### Cause for concern

- Linking with our pastoral team any students identifying as a cause for concern whether that be for progress, emotional or behaviour needs receive feedback gathered by their HoY/RSL and this is communicated with parents with plans for improvement put in place.

## **Adapting Teaching**

- Teachers will provide regular opportunities for students to interact within the lesson
- Students will be provided with thinking time during the lesson at which point they can highlight any misconceptions or questions they have for their teacher.
- CPD sessions are provided to staff for support differentiating online
- Good practice is shared between staff and Success Centre staff where differentiation has been successful.