



What does remote learning look like at Birches Head Academy?



Remote Learning at Birches Head Academy

Our Remote Learning programme for students will begin Monday 11th January. Students will follow their normal timetable (Learning Programme 3 - Appendix 1).

How will lessons be taught?

1. Students will receive half of their timetabled lessons as 'live' sessions. This means that at the regular time on their timetable that students have a lesson, their teacher will be live on Teams to deliver the lesson. Students by now will be familiar with Teams as an online learning platform, however if parents / carers or students need a refresher on this then please let us know as a matter of urgency. Lessons will be recorded so that students who are not able to attend at the timetabled time can still access the lesson at a later point in the day.

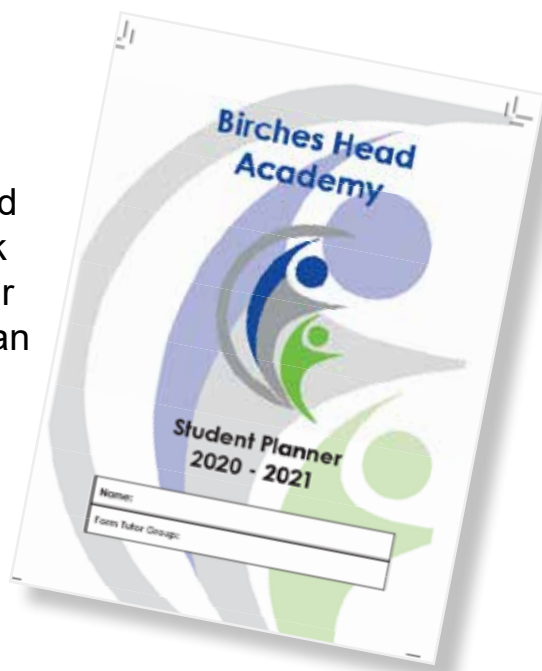


During live lessons, teachers will check for understanding and progress by holding class discussions and challenging misconceptions in the closest way that emulates our normal classroom practice.

2. All other lessons will still contain video content of a 'mini-tutorial' which may be pre-recorded by the teacher. All lessons will have clear tasks outlined for students to complete.

What are our expectations for student learning?

3. Students are expected to complete their daily timetable of lessons to the best of their ability and participate in lesson activities and complete work each day. Your child's timetable should be in their planner. If it is not or your child is unsure, they can contact their tutor via Teams to receive a copy.



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When will lessons happen?

4. All students will follow the 8.30 am – 2.40pm Academy day structure during this time.

8:30am	Registration
8:55am - 9:55am	Period 1
9.55am - 10.55am	Period 2
10.55am - 11:10am	Break Time
11:10am - 12:10pm	Period 3
12:10pm - 1:10pm	Period 4
1:10pm - 1:40pm	Lunch
1:40pm - 2:40pm	Period 5

How can students submit their work for their teachers to assess?

5. Students can submit work either digitally or as hand written tasks which can be photographed and uploaded.

6. Teachers will be marking and giving feedback on submitted work in line with our usual marking cycles.

What support is available?

7. Please encourage your child to contact their tutor or subject teachers via Teams if they need support or help with their remote learning- staff are very keen to continue to provide the best education they can and will endeavour to respond promptly. A range of additional resources are included in Appendix 4.



8. Wherever possible, please encourage your child to complete all the work set to the best of their ability on the day that it is given. This will stop work from building up and them feeling overwhelmed. Tutors will be checking student engagement via Teams regularly and will be contacting you should there be any concerns and to again, offer support. Staff will be continuing to use our behaviour management platform (ClassCharts) to reward students as we normally do. (Appendix 3)

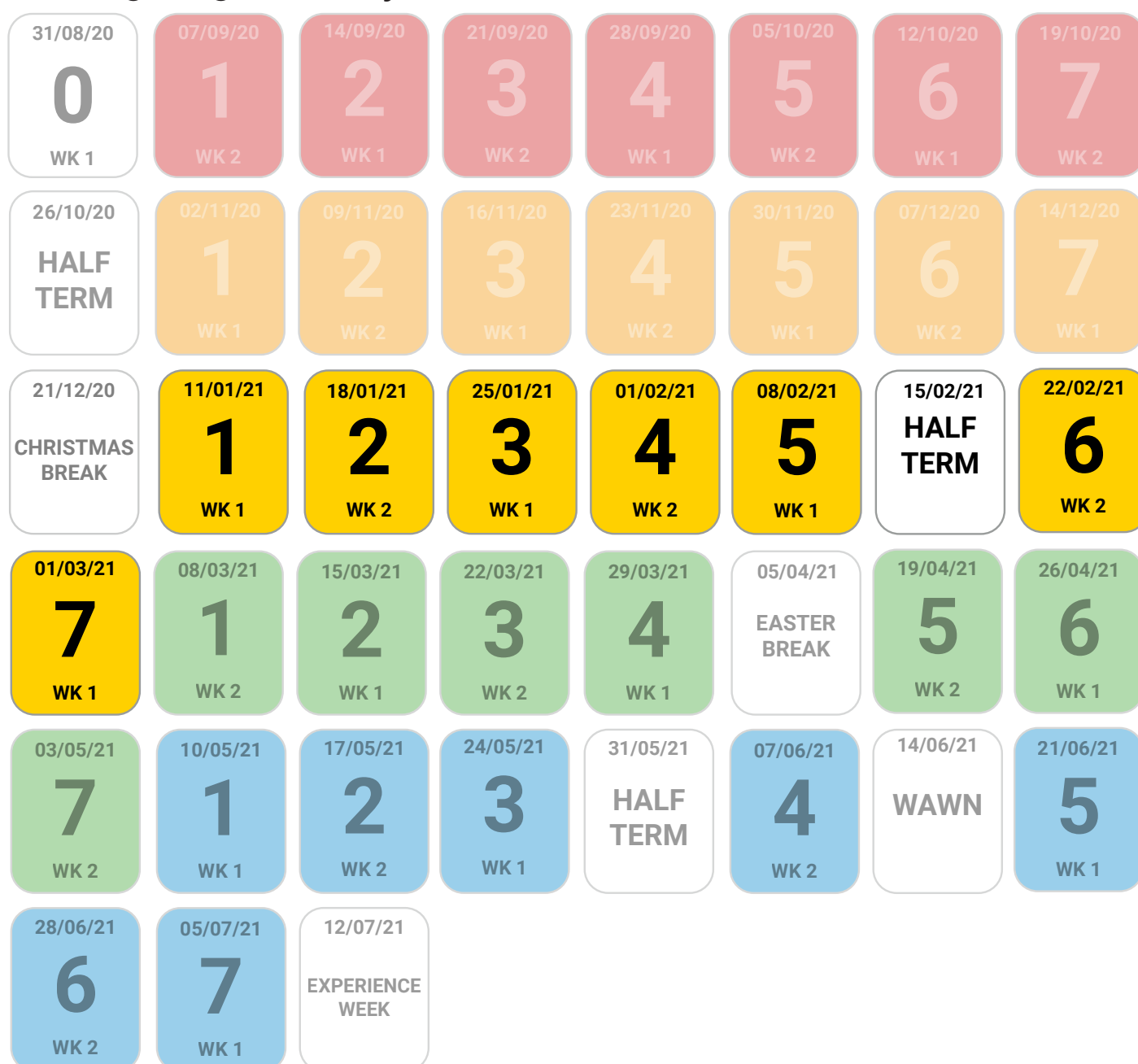
Learning Programmes - a reminder...

Appendix 1

As you know, teachers at Birches Head, plan students' learning over a five year learning journey. All students at the academy follow a Learning Programme (LP) in all subjects. Our remote learning offer plans will continue with this learning programme cycle.

As a reminder, there are five cycles of Learning Programmes across the academic year in all subjects. Each one lasts for seven weeks and follow a rhythm of learning and review that ensures that students make rapid progress by responding appropriately to teachers' feedback. The Learning Programmes are available in your child's exercise books and on the Academy website. Learning Programmes detail the programme of study for each subject, setting out the knowledge, skills and understanding your child is to be taught. Students are currently on Learning Programme Cycle 3 as highlighted in the chart below.

Learning Programme Cycle 2020-2021



Example of current Learning Programme (LP3)

Year 8 English Learning Programme 3 (LP 3)		Amber/Yellow
<p>This LP I am learning:</p> <ul style="list-style-type: none"> - analyse the poets' use of language and imagery to create meaning - evaluate contextual information and connect it to the poets' intentions - to use stimulus material to create an effective piece of writing <p>By the end of this LP I will:</p> <ul style="list-style-type: none"> - comment on the effectiveness of the poets' use of language - respond to themes and generate ideas for comparison - coherently organise and control my writing 		<p>Key Terms I will learn this LP:</p> <p>stanza, caesura, enjambment, couplet, quatrain, personification, sonnet</p>
Learning	Literacy Focus	Homework
<p>In LP3/1 Classwork I will:</p> <ul style="list-style-type: none"> ➤ clearly analyse the presentation of London in the Victorian period ➤ clearly explore structure and devices of Blake's London ➤ clearly write a 1st person narrative about a walk around London 	<p>Spelling: adding 'e' lengthens the vowel sound</p>	<p>AQA Power and Conflict Poetry 2.1.1</p>
<p>In LP3/2 Classwork I will:</p> <ul style="list-style-type: none"> ➤ clearly explore the Romantic period and the use of natural imagery ➤ clearly evaluate the presentation of human emotions in The Prelude 	<p>Spelling: remove 'e' when adding ing</p>	<p>AQA Power and Conflict Poetry 7.1.1</p>
<p>In LP3/3 Classwork I will:</p> <ul style="list-style-type: none"> ➤ clearly explore the context and structure to storyboard COLB ➤ clearly analyse devices and imagery in COLB ➤ clearly create a performance of the poem COLB 	<p>Spelling: doubling the consonant shortens the vowel sound</p>	<p>AQA Power and Conflict Poetry 8.1.1</p>
<p>In LP3/4 Classwork I will:</p> <ul style="list-style-type: none"> ➤ clearly use the enjambment in MLD to explore the story/storyboard ➤ clearly analyse how the poet uses devices to present the Duke 	<p>Spelling: when adding 'ly' to a word write the whole word first</p>	<p>AQA Power and Conflict Poetry 6.1.1</p>
<p>In LP3/5 Classwork I will:</p> <ul style="list-style-type: none"> ➤ clearly explore context and sonnet form in Ozymandias ➤ clearly analyse the presentation of power in Ozymandias ➤ clearly produce a sonnet based on arrogant rulers such as Ozymandias and the Duke 	<p>Spelling: 'y' becomes 'ies' when there is a consonant before e.g. daisies, ladies</p>	<p>AQA Power and Conflict Poetry 1.1.1</p>
<p>In LP3/6 Classwork I will:</p> <ul style="list-style-type: none"> ➤ clearly analyse an unseen poem _____ ➤ clearly compare two unseen poems _____ 	<p>Spelling: 'i' and 'e' except after 'c' when the sound is 'ee'</p>	<p>AQA Power and Conflict Poetry 6.1.3</p>
<p>In LP3/7 Classwork I will:</p> <ul style="list-style-type: none"> ➤ clearly make links between the Victorian poems ➤ clearly complete a poetry comparison 	<p>Spelling: if a words ends in -s, -sh, -ch, -x, or -z you add -es, for all others add -s</p>	<p>AQA Power and Conflict Poetry 7.1.4</p>
<p>In LP3/7</p> <ul style="list-style-type: none"> ➤ cle ➤ cle 	<p>words ends in -s, -sh, -ch, -x, or -z you add -es, for all others add -s</p>	<p>AQA Power and Conflict Poetry 7.1.4</p>

Appendix 2

This information is intended to provide clarity and transparency to students and parents or carers about what to expect from remote learning whilst students remain at home.

Remote Learning: what is taught to students at home?



A student's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching. Staff will respond as rapidly and flexibly as possible in order to provide high-quality teaching to your child.

Lessons will include explained content through a video- this may be live (being delivered at the time of the lesson) or pre-recorded. Either way, the video content will be available for students to watch should they not be able to be online at the timetabled lesson time.

Where can I get replacement exercise books for students to write in?



Parents can call in at school reception to pick up exercise books.

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?



We will endeavour to teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we may need to make some adaptations in some subjects; for example, PE practical lessons and Art lessons which require specialist equipment. In addition, some subjects may need to adapt the tasks they would have delivered in lessons so these can be accessed independently from teacher input.

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



Teaching staff will indicate how long each task should take when setting work via Teams. It is expected that students have enough work to keep them occupied for their usual school timetable, although some students naturally work more quickly or slowly than others.

If a live lesson is taking place, the teacher may set up a task at the start of the hour and provide input enabling the students to then complete a task independently. Your child may then be asked to re-join the call so that feedback can take place. On the other hand, a live lesson may take the full timetabled hour and students are expected to engage throughout. The teachers will decide which method of delivery is most appropriate for the lesson content on that day.

How will my child be taught remotely?



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

- Live teaching (online lessons)
- Recorded teaching: mini-tutorials recorded by our teachers
- Printed/printable paper packs produced by teachers (e.g. workbooks, worksheets)
- Watching video clips
- Online packages such as Hegarty Maths and Seneca Learning

Will my child still have tutor time sessions?



Tutors will be in contact with their tutees via Teams daily and should be a first port of call for students should they need support.

Tuesday and Friday mornings (8.30am – 9.00am) will be a 'live' check-in day via Teams where tutors will host an online tutor time. The purpose is to provide a point of contact for students where their tutor can support them with their learning and Teams and general wellbeing.

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



We understand that during these difficult times that home learning can create challenges.

Based on our experiences over the past year, we are able to offer three forms of remote learning, each with their own expectations:

1

Option 1 – If your child has access to their own device and internet then we would expect them to be accessing their remote learning during school hours and following their own timetable. Lessons will be delivered via Teams either pre-recorded or taught live.

2

Option 2 – If your child has internet access but needs to share a device and is not able to log on all day, every day, we would expect them to access their timetable via Teams and complete all their lessons each week using the pre-recorded resources. Any live teaching would be uploaded on afterwards for them to access.

3

Option 3 – If your child does not have access to a device or has no internet, please let the school know as soon as possible. We are hopeful we may be able to obtain further devices from the Government for student use and we can add you to a waiting list. A tailored hard copy resource pack will be available for students by request. Please let the school know if you require a hard copy pack.
info@bircheshead.org.uk

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

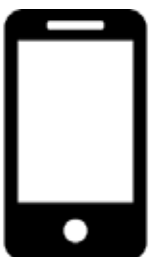


We understand that remote learning can be very challenging for parents and students for a whole range of different reasons. As a result, we know that there is likely to be a variance in the engagement of students with remote learning or their ability to engage independently with the work provided.

Wherever possible, please encourage your child to complete all of the work set to the best of their ability on the day that it is given. This will stop work from building up and them feeling overwhelmed.

Aim for them to follow the routine of a usual school day, beginning at 8.30am for tutor time and ending at 2.40pm including break and lunchtime. It may be that some work takes less time than this, and sometimes more; students often work at different paces and in different ways when not in the classroom. It may also be that you are working from home yourself, or at work, so students need to try and be as independent as possible. If they need help, they can use the Teams chat function to communicate directly with their teachers.

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



Should there be concerns about your child's engagement, the teacher will get in touch either via email or phone. We can monitor engagement with Teams and form tutors will be regularly overseeing student engagement and available as a point of contact for "safe and well" checks: home learning can be discussed as part of this call.

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



Staff will mark and feedback submitted work as they normally would within the learning programme cycles. Students can submit a completed work either by using online documents or taking a photo of handwritten work and uploading it to Teams.

If a live lesson is taking place, work can be assessed using question and answer, reading out written pieces and short quizzes just as they would in the classroom.

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



We recognise that some students, for example students with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those students as far as possible. Students with an EHCP will be in school as vulnerable, so in-class support will remain.

Who do I contact if I have a question about remote learning?



If you have a subject specific question, or wish to know about the timetable of live lessons your child will receive, you can direct your question to your child's class teacher or the subject leader. In this case, please email the school office and in the header write FAO followed by the teacher's name.

However, if there is a general issue or query please email Miss Frieder (Assistant Principal) on gfrieder@bircheshead.org.uk. We will do our best to get back to you as soon as possible: we are here to work in collaboration with you in these difficult circumstances.

Behaviour Protocols for Remote Learning

Appendix 3

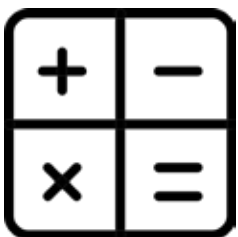
Guidance given to students:

- The teacher will take a register at the start of the lesson. Rewards and Sanctions will be inputted into Class Charts using the same system as in school (positive/negative points awarded).
- The behaviour policy will be followed to a class teacher level for negative points (-1) and then parents informed of any poor or inappropriate behaviours. If misbehaviour continues you will be banned from the following lesson. If this reoccurs, then parents will be informed again and you will not be allowed to take part in live lessons. You will only be allowed to access the work set on Teams.
- It is extremely important you are on time for the start of the lesson just like a normal lesson.
- You must access the lesson in an appropriate place in your house, such as the kitchen or dining room.
- You must not share any private information.
- You must keep your camera switched off at all times.
- You must keep your microphone switched off, unless your teacher asks you a question or if they wish you to answer the register.
- If you want to ask a question, press the “hands up” icon in Teams.
- You must only type into the “chat” function if the teacher has asked you to do so or if the chat is subject related.
- You must not record or share any aspect of the lesson.
- You must not take screenshots of the lesson unless directed to do so.
- Report any safeguarding concerns to your Head of Year, Form Tutor or the Designated Safeguarding leads via Teams. This is secure.
- Complete all tasks set to the best of your ability. The same high expectations of learning apply just as they do in school.



General:

- **Audible** have released lots of audio books for free, no need to sign up or anything. Just click this link to get started- <https://stories.audible.com/start-listen>
- **Ed Place** - A revision app that covers the curriculum up to GCSEs with exam style questions and practice papers.
- **Khan Academy** have some free resources during closures - <https://www.khanacademy.org>
- **CPG** also have some online resources to go with the CPG revision books for all subjects and year groups at this link - <https://www.cgpbooks.co.uk/resources/studying-from-home-during-coronavirus>
- **Scholastic** - <https://classroommagazines.scholastic.com/support/learnathome.html>
- **Top Marks** - <https://www.topmarks.co.uk>
- **Twinkl** - <https://www.twinkl.com/offer> (Code: UKTWINKLHELPS) for 1-month free resources
- **Oak National Academy** – online video lessons <https://www.thenational.academy/>
- **GCSE POD**: <https://www.gcsepod.com/>
- **SENECA**: <https://senecalearning.com/en-GB/>



Maths:

- **Hegarty Maths** - <https://hegartymaths.com/>
- **BBC Bitesize**- <https://www.bbc.co.uk/bitesize/subjects/z38pycw>
- **Corbett Maths** - <https://corbettmaths.com>
- **Maths Duck** - <http://www.mathsduck.co.uk/>
- **Maths Made Easy** - <https://mathsmadeeasy.co.uk/gcse-maths-revision/>
- **Maths is Fun**- <https://www.mathsisfun.com>
- **White Rose Maths** Home Resources go from year 1 to year 8 at the moment but they are adding more year groups- <https://whiterosemaths.com/homelearning/>



Science

- **The University of Reading Virtual Experiments** - <https://www.reading.ac.uk/virtualexperiments/experiments.html>
- **Chemistry Interactive Simulations** - <http://employees.neonta.edu/viningwj/sims/>
- **CK-12 Exploration Series** - <https://interactives.ck12.org/simulations/chemistry.html>
- **GCSEScienceRevsion.com** - <https://www.csesciencerevision.com/equations>



English

- **BBC Bitesize** - <https://www.bbc.co.uk/bitesize/subjects/zckw2hv>
- **Free Classic books** are available at- Researchify.co.uk/audiobooks.html
- **The Literacy Shed**- Literacyshed.com



Languages

- **BBC Bitesize Modern Foreign Languages** - <https://www.bbc.co.uk/bitesize/subjects/zhsvr82>
- **Duolingo** is an app with bite size online lessons that teaches up to 36 languages including Spanish and English.



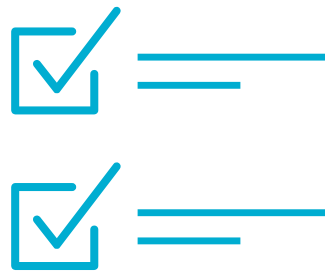
Arts / Creativity / PE

- **Bob Ross Painting** lessons on YouTube- https://www.youtube.com/channel/UCxcnsr1R5Ge_fbTu5ajt8DQ
- **Google Arts and Culture** - <https://artsandculture.google.com/>
- **Just Dance** videos on YouTube
- **Yoga with Adriene** – this is a yoga YouTube video for teens <https://www.youtube.com/watch?v=7kgZnJqzNaU>
- **Joe Wicks** - <https://www.youtube.com/user/thebodycoach1>

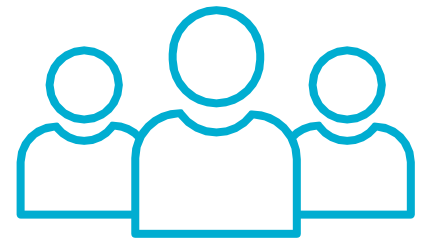
Keeping Motivated



**Set yourself goals
each day**



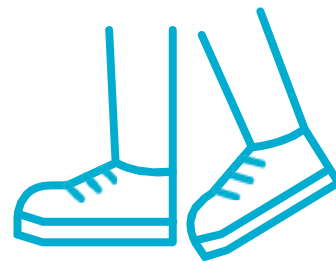
**Work towards
completing a task.**



**Ask those around
you to get involved
in your learning.**

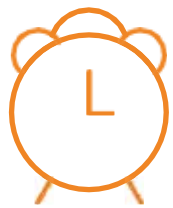


**Keep in touch with others
who are in the same
situation.**



**Researchers have found that a
minimum of at least 20 minutes a
day of any physical activity can
create a positive mental attitude.**

Staying focused



For every 50 to 60 minutes of study time, plan a 10 to 15-minute break.



When taking a break, get a healthy snack for an energy boost, be active and take a short walk, or listen to music.



Schedule time for additional learning when you are at your most focused and alert. For example, you might find that you retain more information during the morning.

Studying at Home

Rewarding yourself



Having a cup of tea or coffee.



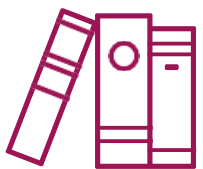
Eating your favourite healthy snacks.



Watching television during your breaks.

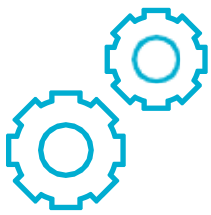


Chatting to friends online during your breaks.

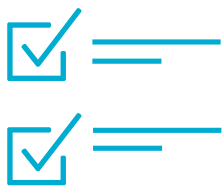


Reading a chapter from your favourite book.

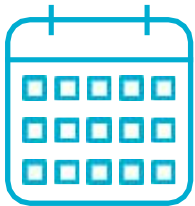
Planning your time



Think about your learning style – do you prefer to work in short bursts or over longer periods?



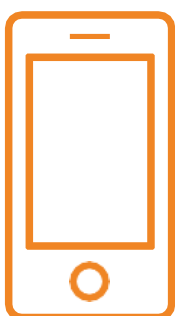
Plan how much time you need for the work set in each subject.



Evaluate your plan every few days – is it still working and keeping you busy?

Studying at Home

Setting realistic expectations



Learning at home is very different to being at school, accepting that there are more distractions is important. Managing these distractions and keeping them to a minimum needs to be part of your daily planning.



Studying on your own, for long periods of time, can become tedious – make sure that you are having regular breaks.



Learning at home, to this extent, isn't something you've ever had to do before, so be kind to yourself and allow time to get used to the new learning routine.

Creating the perfect working environment



Get started early – pretend you are going to school (try not to stay in your pjs!).



Take regular breaks!



Follow a structured day (see diary planner).



Have a quiet space with few distractions.



Choose a workspace that is comfortable.



Try to work in a cool, bright space.



Limit your social media time (use it as a reward!).



Aim to sit at a desk in a comfortable chair.

Weekly Planner - Example

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Home Learning	<p><i>Maths focus:</i> Complete set tasks/carry out an online quiz</p>	<p><i>English focus:</i> complete set tasks/carry out an online quiz</p>	<p><i>Creative day:</i> Work on an art project / design idea</p>	<p><i>Subject selection:</i> Complete set tasks or quizzes for another subject</p>	<p><i>Subject selection:</i> Complete set tasks or quizzes for another subject</p>	<p>Spend time with family Watch a film Read a book Sleep and relax</p>	<p>Go for a hike or walk Do some yoga Bake a cake Sleep and relax</p>
Activities	<p>Going outside for a walk or run</p>	<p>Watching an episode from a series</p>	<p>Read a chapter from your favourite book</p>	<p>Do some general tidying – maybe your room!</p>	<p>Go outside for a walk or run</p>		

My Weekly Planner

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Activities						
Home Learning						



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