

City Academy Whitehawk – Teaching Guidance Documents 2020-2021

Rationale for shared teacher guidance for online learning

This a guide to how we provide online provision at CAW, in this document you will find the process, strategies, documents and examples of work.

The Leadership of Online Learning

Quality of Education Lead	Assistant Headteacher	Operational Leader
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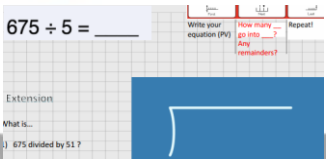

Teaching Online

One approach we developed from April was live online teaching on our chosen platform, Electa. We are grateful to The Gatwick School (Aurora Academies Trust) for their help in setting up our online classrooms.

Should we need to revert to online teaching in the academic year 2020-21, we have enrolled all children in our online school and will be ready to teach an adapted curriculum from Day 1 of any closure.

Electa Live Virtual Classroom Software is a professional live virtual classroom and a real-time online collaboration environment designed for teaching and training over the Internet. It is an integral part of Electa LMS which can be used along with it or separately as a live online training tool. With Electa virtual classroom you can arrange live online classes and lectures, online meetings, group sessions, individual one-on-one sessions and webinars – all taking place over the web. For your live online meetings, you only need a computer with an internet connection.

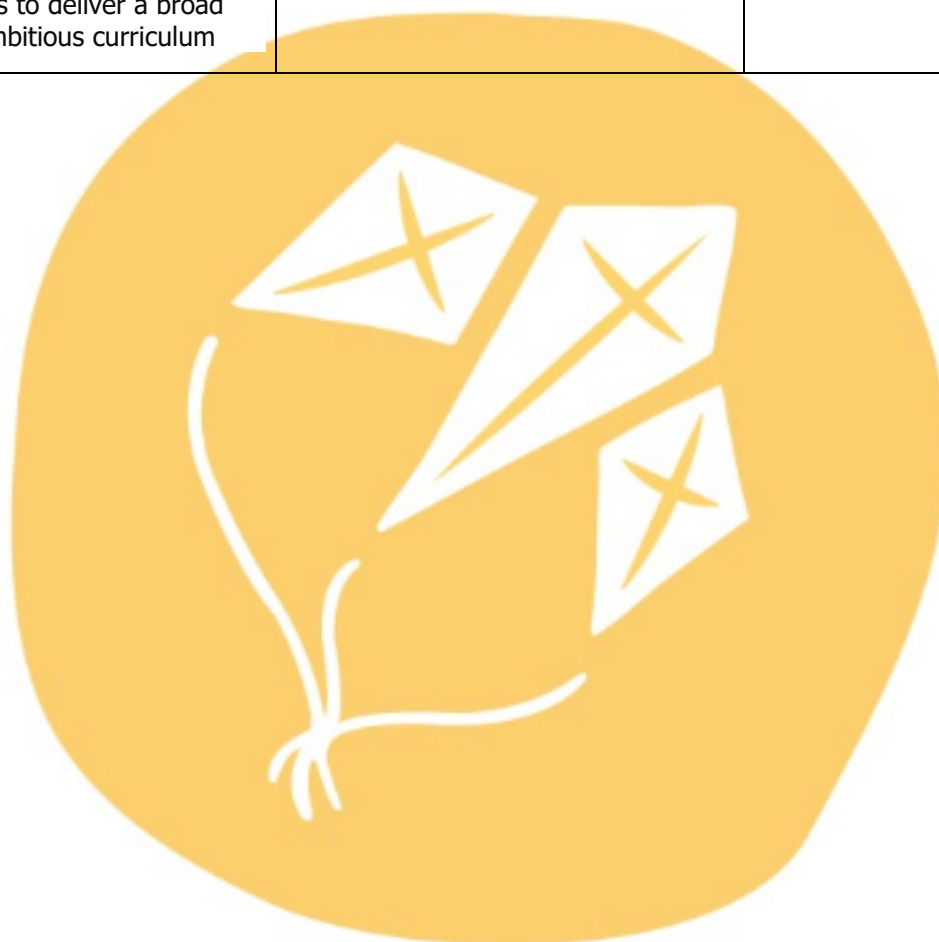
When considering online learning provision, we consider

Accessibility	Focus/Time	Planning	Home Learning
<p>We want to provide online learning for as many children as possible. In the event of a closure we will resend logins to Electa Live.</p> <p>Teachers will email lesson slides and an extension task daily and they will be uploaded to our website</p> <p>https://www.caw.brighton-hove.sch.uk/caw-live-lessons/</p>	<p>We have chosen to offer each bubble 4 sessions daily in order to offer a range of lessons in order limit lost learning time.</p> <p>We are offering daily:</p> <p>Maths Writing Reading</p> <p>Paragon (history/geography) Or Science</p>	<p>Planning an online sequence of lessons to build on prior knowledge and address misconceptions.</p> <p>Think carefully about to support all abilities within the lesson (see maths example below)</p>  <p>And utilize visuals representation as much as possible to enable all types of to access learning (see writing example below)</p> 	<p>Each lesson (online) will come with a home learning task.</p> <p>We encourage any work (in or out of Electa) is emailed to cawhomelearning@gmail.com</p> <p>Where the work will be responded to and then forwarded to the child's class teacher.</p>

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In developing these contingency plans, we expect schools to:		
What the DfE expects:	What we are doing for bubbles/year groups	What are we doing for children off for COVID related reasons
<ul style="list-style-type: none"> use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations 	<p>Each teacher has planned and resourced an initial lesson to launch within hours of an announced closure. From that point teachers will be responsible for a subject (if a bubble is closed) or subjects (if a year group is closed). These lessons will be delivered through Electa Live, which most teachers have experience using and new teachers have been trained on.</p>	<p>Teachers from each bubble have put together lessons sequences from Oak Academy. These lessons cover a wide range of subjects including, writing, maths, history, geography and science.</p>
<ul style="list-style-type: none"> give access to high quality remote education resources 	<p>Provided through skilled teachers using Electa Live. This platform allows teachers to interact and teach children live. Children and teachers have the ability to speak in real time. All students have an active login (emailed directly to parents) which were set up in August after reinvesting into the online learning platform.</p>	<p>Oak Academy offers high quality recorded teaching with clear modelling and tasks. Parents will receive an email containing links for a 10-lesson sequence (2 weeks), which they can access directly through links embedded in the email. These lessons can be accessed on any tablet, phone or laptop which directly supports the government laptop initiative where 30+ laptops were provided to vulnerable pupils in our school.</p>
<ul style="list-style-type: none"> select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use 	<p>Electa live allows for live interaction between student and teacher, teachers will set tasks based on the lesson which can be emailed to our home learning email address. Communication can be furthered through emails through Purple Mash.</p>	<p>Teachers can access and respond to work that is emailed into that address. Further teachers can email and set work directly through our computing platform Purple Mash, this can extend work and allow safe dialogue between teacher and student.</p>
<ul style="list-style-type: none"> provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access 	<p>Parents are to be surveyed regarding access to internet at home, after this we can determine the need within the school for hard copy resources.</p> <p>Master copies of packs have been made and will be printed off when required.</p>	

<ul style="list-style-type: none">recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum	<p>We were proud of our early years sessions on Electa, throughout the closure and will ensure that continues, our teachers offered reading, maths and PE (sockercise).</p>	<p>Physical resource packs are to made up for children working at a PKS level.</p>
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When teaching pupils remotely, we expect schools to:		
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<ul style="list-style-type: none"> set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects 	<p>Teachers will upload work and lesson slides, associated with the taught session. These documents will be uploaded on the school website (under CAW Live Lessons) prior to lesson.</p> <p>This will enable children an opportunity to access not only work but also slides, if a lesson is missed. Our timetable allows plenty of access to a wide variety of curriculum opportunities.</p>	<p>Each session from Oak Academy offers a variety of learning opportunities and assessment from written tasks to multiple-choice assessment challenges.</p> <p>We have assigned a variety of curriculum subjects for children to participate in and each session will fit into a daily learning schedule.</p>
<ul style="list-style-type: none"> teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject 	<p>As mentioned teachers have planned an initial lesson, which means we have a bank for four lessons per bubble and four different areas of curriculum. These are ready to launch and teachers can provide live lessons within a matter of hours.</p> <p>We will initiate a home learning email address, where parents can email work where it will be responded to.</p>	<p>Our sequences of lessons were developed through Oak Academy and provides students 10-20 minutes pre-recorded video sessions with skilled professionals from across the country.</p> <p>We will also initiate a home learning email address, where parents can email work where it will be responded to.</p>
<ul style="list-style-type: none"> provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos 	<p>Teachers will have the opportunity to assess learning that is emailed to our home learning email address. After that initial email is sent to teachers, they can acknowledge work in the next session. Or send a personalised email to the child through Purple Mash, where extensions questions can assigned to further learning.</p>	
<ul style="list-style-type: none"> gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work 	<p>Electa offers real time opportunities to reflect on children's learning to achieve. Best practice in our school have already done this over closure, with new staff having been trained on Electa, the expectations across year groups will be consistent and flexible. Teachers have the ability to split into breakout rooms to tailor lessons to move children on quicker or to challenge students further.</p>	<p>PurpleMash will offer the opportunity to provide links or written explanations where task or misconceptions are presented. But this will heavily rely on children emailing work to our home learning email address.</p>
<ul style="list-style-type: none"> enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding 		

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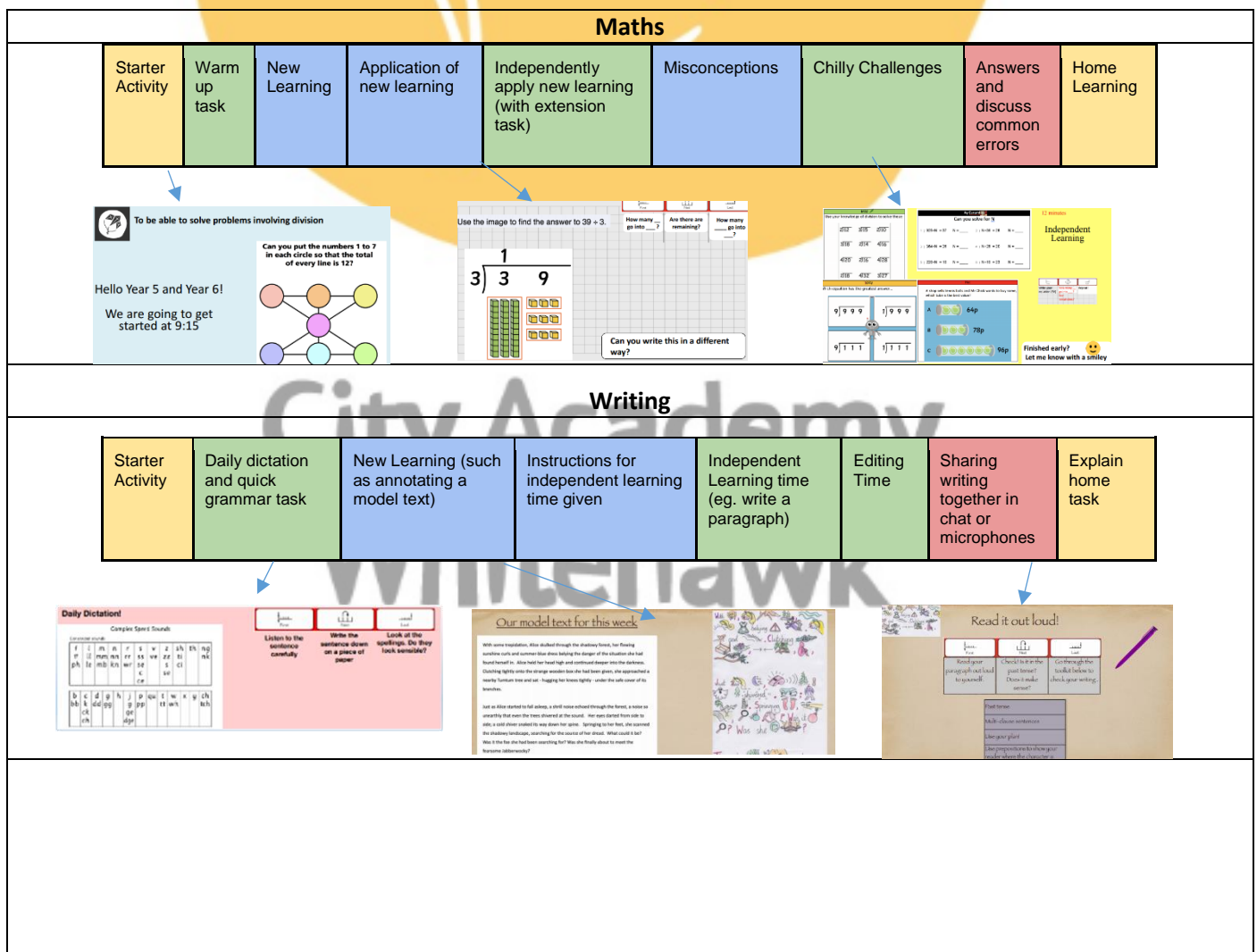
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, **ideally** including daily contact with teachers

We have access to five virtual rooms on Electa. To best utilise each room, we have developed a timetable to run a normal school day, in the case of two full bubble closures. If there is a third closure or a whole school closure, we will need to rethink our initial contingency planning but have allowed children time to participate in four lessons (each day) and then allocated time to accomplish the learning tasks assigned to them.

Times	Green	Red	Orange	White
8:30	Reading	Reading		
9:30	Break	Break	Reading	Reading
10:30	Maths	Maths	Break	Break
11:30	Lunch	Lunch	Maths	Maths
12:30	RWI	Writing	Lunch	Lunch
1:30	Zoom Assembly	Break	Writing	Writing
2:30		Paragon	Paragon	Paragon

Lesson Structure:

The most effective sessions that we offer share many strategies that we use within school. We have found that these structures tend to work best to enable involvement and engagement in an online learning environment.



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Reading KS1

Starter Activity (Based on Reading)	Speed Sounds (Learn a sound)	Word Time (Real or Alien)	Story Green Words	Story Red Words	Speedy Green Words	Vocabulary Check	Read the Story	Comprehension for home learning
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Word Bank

tune rude huge
brute use June

pute

Story Green Words

hay fill nest scoop spout bowl small
cheese down arm step ground pounce
ill vet proud mouse cage* wash*
dirty amount
feed → feeder

Red Words

your	water	small	you
down	do	of	above
their	great	call	any
are	some	there	they
was	what	into	want

Read Write Inc.

A mouse in the house
Non-fiction
Set 5 Book 5

Phonics



Reading KS2

Immediate Engagement Starter	Quick input: question types/expectations/ assigning read roles	CTG	Assessment Opportunity Quiz!	CTG	AIR and Questions	Assessment Opportunity: Discussion around Questions	Reflection Question	Home Learning Task
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1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16.

Track the text, when you see your number turn on your mic

Check your understanding by asking a question

Turn off your mic and keep reading

Quiz break!

1) What does Fred compare Baca to?

a) Epauettes on an army uniform
b) A bee
c) A cat around Con's shoulders
d) None of the above

AIR time

1) Why are the children rubbing the ants on their hands?
2) Find and copy the group of words close in meaning to: willingly
3) Why does Fred feel guilty?
4) What does Con compare the small to?
5) What do you think 'wider berth' might mean?
6) What does this tell you about the smell?
7) How does Max feel about medicine?

5 And then, suddenly, the monkeys came. There were three of them, dark brown and strong-limbed and sweet-faced.

9 Fred watched in awe as they chased one another up and down the trees, chattering. They whirled around the trees, flicking their tails; and then the largest of the monkeys, a mother with a baby hanging from her neck, laid her paws on the ant-nest. The ants swarmed over the monkey's paws and up her arms, until her fur was black with them. Then, fast, before the ants could bite, the monkey rubbed her paws together.

Con touched Fred's sleeve. 'Is she killing the ants?'
2 Fred watched the monkey lower her nose to her paws and sniff deeply. Is it like a perfume? Or a sort of drug? he said.

7 Suddenly all three monkeys, as if at a signal, turned and leapt away across the trees.

10 Let's follow them! said Lala.

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