
Ashmole Academy

Remote Learning



Remote Learning Overview

This document aims to set out how students will learn at home and what will be required of them to do this successfully. Learning at home can be challenging for both students and parents, and so clarity of what Ashmole will be providing, and what will be expected of students will support this to be an effective process.

The underpinning principles behind our remote provision remain the same as in class teaching; explaining difficult concepts, clear modelling of answers and providing accurate and timely feedback. The remote curriculum will continue to deliver the normal planned in school curriculum.

We will continue to set work and teach to the full timetable, meaning every lesson will have work set on the day of which that lesson would have normally taken place.

Our remote curriculum aims to be as inclusive as possible and is designed with the knowledge that not every student's home learning set up is the same. Therefore, we have designed a flexible and balanced curriculum diet of independent study, teacher designed activity and live lessons. This document will clarify the following areas:

- Work expectations & Timetables
- Variety of lessons
- Microsoft Teams Lessons
- Feedback & assessment
- Pastoral provision & Well-being



Work Expectations & Timetables

We appreciate that every student has a unique home environment and therefore do not assume students can access the curriculum in exactly the same way. Where possible we encourage students and parents to follow the guidance and advice throughout this document to give them the best remote learning experience.

We encourage all students to establish a positive daily routine through starting the day early, getting dressed and eating breakfast before starting their school day. Students should attempt (where possible) to work within the normal timings of the school day.

Timetable

All students will be set work as per their normal timetable, 25 lessons per week in the lower school and 24 per cycle in the Sixth Form. Lessons will be set to appear within students 'tasks' for the morning of the timetabled lesson and will each have a timeframe for completion.

Core Subjects (English, Maths & Science) & all Sixth Form subjects will each have a 2-day completion period.

All other subjects will have a 3-day completion period.

FireFly

FireFly is our virtual learning environment which all students are familiar with. Students will have all lessons set with a link to their Live Microsoft Teams lesson.

Teachers will also use the platform to send student messages and discuss work through individual tasks.

Work expectations

Where possible, your child should have a quiet space to work, free from clutter and distractions and a work/desk to work on. Your child will need to have access to a device (table/laptop).

We will provide a full range of active and engaging activities, but recognise that working parents will have difficulty supervising their children's schoolwork during the day. As tasks have a completion range of 2-3 days, there is flexibility in when each task is completed.

Pupils are expected to read daily, but, other than this, no home work will be set, giving time at the end of the day for any incomplete tasks to be finished.

If a pattern develops of incomplete or attempted tasks, parents will be contacted in order to establish what, if any support can be given.



Variety of lesson

We are aware that interactive lessons, where students can hear their teachers' voices have been appreciated, and these are considered to be essential as we move forwards in teaching new content and concepts. All lessons will have a 'live element' delivered through Microsoft Teams.

Examples of interactive resources and activities include:

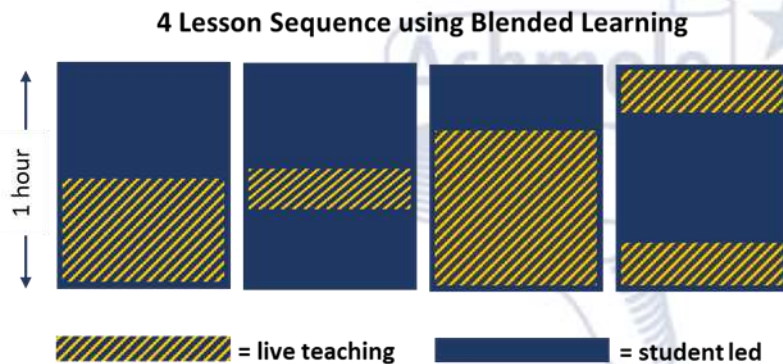
- PowerPoint narrated videos
- Whiteboard recorded videos
- Audio files/narration
- Interactive ClickView videos
- Firefly quizzes
- Forum discussion
- Embedding of outside applications (Kerboodle, Quizlet, Socrative, Padlet etc).



Microsoft Teams & Blended Learning

We have chosen to begin every lesson using Microsoft teams to provide the structure, motivation and sense of community for all students throughout the day. Each lesson will be registered and teachers will then introduce, explain, review or reflect from a prior lesson before setting the lesson activities. These activities may be completed live during the lesson or instead, set to complete 'offline' and then later submitted on Firefly. Some lessons may begin with the teacher instruction, with students then being asked to complete activities 'offline', then students return for the final 10 minutes of the lesson for live feedback and review.

An example of Blended Learning across a sequence of lessons is shown below, with no lesson delivering more than 45 minutes of live teacher input.



Firefly and the setting of lessons

- All lessons will be set by teachers to appear on Firefly the morning of the school day. Students will be able to identify their lesson for that day through using the filter, a video of how to do this can be viewed [here](#).
- The large majority of lessons will begin at their normal time, which can be viewed in the Firefly planner. Should a teacher plan on starting the lesson at a slightly later time, this will be evident through the lesson title.
- If a teacher is absent, cover work will be set through Firefly.
- Students may find relevant resources included within the lesson task.
- If any follow up work is set from the lesson, this will be added to the existing Firefly task, with the submission date adjusted for submission.

Safeguarding & Behaviour

The set-up of the Team call will include a number of key settings in place. These include:

- Cameras off for both students and teachers.
- Student audio muted and requires teacher request (and student acceptance) for student to speak.
- Only screen shared is that of the teacher.
- 'Private messaging' function disabled between students.
- Students who attempt to disrupt the learning of others may be removed from the lesson.

Feedback & Assessment

Students will continue to receive feedback as per the school assessment policy. Feedback for completed work can be received through a variety of methods in the FireFly platform. Most commonly used is the 'comment' feature in each individual task, which allows for the teacher to provide feedback alongside a score or grade. This feature allows students to respond to the comment of they wish.

Students will know when they have received feedback as this will appear on the '**Marks & Feedback**' area of their FireFly homepage.

Students may also receive feedback as an audio file, which can be listened to through any form of device.

Online assessments will take place of normal Landmark and as a result may be adjusted in format for a virtual environment. Regular knowledge testing will continue to be frequently used through both FireFly and other various applications.



Pastoral

The Pastoral team for each year group will call each every student every 2-3 weeks to check on the student's well-being and see how they are managing their remote learning.

The pastoral programme will continue virtually and be set by your child's form tutor. Students in Y7 – Y11 will receive one live tutorial per week, as will all Sixth Form students.

Well-being

Student well-being must remain a priority whilst students self-isolate. The school recommends that students maintain a healthy balance of work and free-time whilst at home, and attempt to talk to someone if they feel any concerns begin to arise, this could be a member of the pastoral team or the Learning Mentor for the year group. If there is a safeguarding concern and you are worried about something please contact the school and ask to speak to one of the Safeguarding team.

The school have put together a wealth of information to support your child's Well-being and Mental Health. This can be found on our website using the below link:

[Students well-being & Mental health support](#)

