# Ormiston Park Academy

# Curriculum and Teaching Remote Learning Expectations

**Curriculum Expectations**

* The curriculum should be introducing new material, supporting growth in confidence through scaffolded practice.
* This material should reflect what curriculum leaders and their teams have identified as the most critical objectives for their subject.
* Wherever possible, but taking into account the nuances of online delivery and remote learning, pupils should continue with the existing curriculum.
* There is no reason why teachers cannot use high quality support materials devised from outside of the trust, or shared between the trust, in the delivery of their curriculum.
* Teachers should make appropriate adaptions to ensure pupils can access the curriculum virtually or remotely.

**Teaching Expectations**

* Teachers at Ormiston Park will Microsoft Teams to facilitate live lessons. Live classrooms enable important interaction between teachers and pupils through, for example, questioning, eliciting and reflective discussion. These complex teacher skills in the live classroom are not always easy to recreate in a remote environment, but where remote education recreates at least some aspects of this interactivity and intentional dialogue, teaching is likely to be more effective, support pupil motivation and lead to better progress.
* All lessons will be live using Microsoft Teams. For each live lesson, we would not stipulate the teacher to be giving direct instruction for the entire period. Teachers should be afforded professional choice as to the best mode of delivery for individual classes. For example, one class may benefit from direct instruction at the start, some question and answer follow up to address misconceptions and then the rest of the lesson is no longer live, with pupils completing a task/s. Another class may have a shorter period of instruction at the start, a gap with no ‘live’ teaching and then the last ten minutes of the class would be back to live to do some follow up.
* Teachers can use pre-recorded material/online streaming as part of their live lesson where it is right to do so. The most important points are that pupils are receiving clear explanations and then have the opportunities to apply their new knowledge or skills.
* The amount of remote education provided should be, as a minimum: • Key Stages 3 and 4: 5 hours a day. This does *not* all have to be online, for example each online lesson should be 40minutes in duration, followed by 20 minutes of independent work.
* Teachers should provide pupils with feedback on how to progress which includes addressing any misconceptions that may have arisen. Teachers are not be expected to provide written feedback on every assignment or task set, however students should receive some form of electronic feedback on a weekly basis.
* Teachers should 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. We recognise adapting teaching is a skill and will need practice in applying to the remote live context.