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# REMOTE LEARNING STRATEGY

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**RÆDWALD**  
T·R·U·S·T

DECEMBER 2021: V2

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## RAEDWALD TRUST

Where a class, group or a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home, we will offer immediate remote education taking into consideration how to continue to improve the quality of our existing curriculum.

We will;

- 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
- give access to high quality remote education resources
- 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
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- 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

How this will be delivered	
<b>Individual pupils</b>	<ul style="list-style-type: none"> <li>• Access to Raedwald Trust Student Hub</li> <li>• Curriculum work packs sent home (as appropriate and where requested)</li> <li>• Reading books sent home</li> <li>• Logins provided for suggested supplementary on-line intervention programmes (Lexia, Nessy, etc).</li> <li>• Daily calls with allocated key worker to discuss curriculum work and well-being.</li> </ul>
<b>A group of pupils</b>	<ul style="list-style-type: none"> <li>• Access to Raedwald Trust Student Hub</li> <li>• Curriculum work packs sent home (as appropriate)</li> <li>• Reading books sent home</li> <li>• Logins provided for suggested supplementary on-line intervention programmes (Lexia, Nessy, etc).</li> <li>• Recommendations made by curriculum leads about additional online learning access through Oak National Academy, etc.</li> <li>• Daily calls with allocated key worker to discuss curriculum work and well-being.</li> </ul>
<b>The whole school</b>	<ul style="list-style-type: none"> <li>• Access to Raedwald Trust Student Hub</li> </ul>

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	<ul style="list-style-type: none"> <li>• Reading books sent home</li> <li>• Logins provided for suggested supplementary on-line intervention programmes (Lexia, Nessy, etc).</li> <li>• Recommendations made by curriculum leads about additional online learning access through Oak National Academy, etc.</li> <li>• Daily calls with allocated key worker to discuss curriculum work and well-being.</li> </ul>
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When teaching pupils remotely, we will;

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- 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
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos
- 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
- 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
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

<b>How this will be delivered at Key Stage 1 – First Base Bury St Edmunds Academy</b>	
<b>Individual pupils</b>	<ul style="list-style-type: none"> <li>• Work packs delivered to home address.</li> <li>• Objectives will correlate with objectives being taught/those that would have been taught on-site, although tasks may vary for successful home access and parent support.</li> <li>• Springboard group to receive home learning for phonics, writing and maths each day.</li> <li>• Daily Reading books at appropriate level, and relating to phonemes being learnt, included in pack. Comprehension question sheet included.</li> </ul>
<b>A group of pupils</b>	<ul style="list-style-type: none"> <li>• Free online games/activities suggested which link to objectives to support learning.</li> <li>• Ideas for appropriate Thrive activities and physical activities given in pack.</li> <li>• Doorstep and/or telephone support to parents/carers to support learning where needed.</li> <li>• Practical resources supplied where required and where possible.</li> </ul>

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<b>The whole school</b>	<ul style="list-style-type: none"> <li>• Building group packs will include as above for Springboard and additionally each week; a Science focus task and two foundation subject tasks.</li> <li>• Work packs will be collected and marked. This, along with parental feedback, will inform next steps and objectives/tasks in next pack.</li> <li>• Packs will be personalised to individual pupil need and ability level and ongoing progress.</li> <li>• Where a pupil has an EHCP, discussions will take place with parents/carers regarding how best to meet outcomes, resources will be provided to support this where required.</li> </ul>
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<b>How this will be delivered at Key Stage 1 – First Base Ipswich Academy</b>	
<b>Individual pupils</b>	Springboard Pupils; <ul style="list-style-type: none"> <li>• Online learning through pre-recorded videos and activities via the Raedwald Trust Student Hub.</li> <li>• Learning progress will be monitored online, this will allow assessment to inform next allocations of learning materials.</li> <li>• Objectives will correlate with objectives being taught/those that would have been taught on-site, although tasks may vary for successful home access and parent support.</li> </ul>
<b>A group of pupils</b>	<ul style="list-style-type: none"> <li>• This will be supported by suggestions for at home Thrive activities and physical education ideas.</li> <li>• Doorstep and/or telephone support to parents/carers to support learning where needed.</li> <li>• Practical resources supplied where required and where possible.</li> </ul>
<b>The whole school</b>	<ul style="list-style-type: none"> <li>• Where a pupil has an EHCP, discussions will take place with parents/carers regarding how best to meet outcomes, resources will be provided to support this where required.</li> </ul> Building and Next Step Pupils, as above and additionally; <ul style="list-style-type: none"> <li>• Work packs delivered to home weekly, for foundation subjects.</li> <li>• Work packs will be collected and marked. This, along with parental feedback, will inform next steps and objectives/tasks in next pack.</li> <li>• Packs will be personalised to individual pupil need, ability level and ongoing progress.</li> </ul>
<b>How this will be delivered at Key Stage 2 – Alderwood Academy</b>	
<b>Individual pupils</b>	<ul style="list-style-type: none"> <li>• Access to revision tasks and websites on the Raedwald trust student hub</li> </ul>

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	<ul style="list-style-type: none"> <li>• Sequential worksheets weekly for completion on student hub</li> <li>• Short Teacher tutorials to support learning</li> <li>• Daily phone call to discuss progress and answer any questions</li> <li>• Class Dojo can be used as a platform to deliver remote learning/send files/communicate with parents</li> </ul>
<b>A group of pupils</b>	<ul style="list-style-type: none"> <li>• Access to revision tasks and websites on the Raedwald trust student hub</li> <li>• Online lessons at set times.</li> <li>• Calls/email to students (minimum) twice weekly</li> <li>• Sequential worksheets weekly for completion on student hub</li> <li>• Timetabled drop-in sessions for support</li> <li>• Short Teacher tutorials to support learning</li> <li>• If EHCP in place, weekly call with SENCO to discuss any additional adjustments needed.</li> <li>• Class Dojo can be used as a platform to deliver remote learning/send files/communicate with parents</li> </ul>
<b>The whole school</b>	<ul style="list-style-type: none"> <li>• Access to revision tasks and websites on the Raedwald trust student hub</li> <li>• Online lessons at set times.</li> <li>• Calls/email to students (minimum) twice weekly</li> <li>• Sequential worksheets weekly for completion on student hub</li> <li>• Timetabled drop-in sessions for support</li> <li>• Short Teacher tutorials to support learning</li> <li>• If EHCP in place, weekly call with SENCO to discuss any additional adjustments needed.</li> </ul>

<b>How this will be delivered at Key Stage 3 – Parkside Academy (all subjects)</b>	
<b>Individual pupils</b>	<p>All pupils have access to Parkside KS3 curriculum via either:</p> <ul style="list-style-type: none"> <li>• Live lesson accessed by TEAMS,</li> <li>• Additional lessons available on the Raedwald Trust Student Hub via our Website, and/or</li> <li>• Whole school curriculum work packs sent home (as appropriate, paper-based where requested)</li> <li>• Reading books sent home</li> </ul>

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	<ul style="list-style-type: none"> <li>• Teachers will give feedback to pupils either verbally in live lessons, through marking or the use of emails and contact calls home</li> </ul> <p>Curriculum materials:</p> <ul style="list-style-type: none"> <li>• TEAMs meeting to be set up for live lesson teaching and support.</li> <li>• Copies of learning tasks, PowerPoints and resources will be sent home and any required links placed in student hub or sent home via paper-based work packs</li> <li>• Any reading texts/books to be sent home via post</li> <li>• PowerPoints and other resources or support documents to be placed in Student Hub as and when students are ready to complete these tasks</li> <li>• Teachers will give feedback on an individual's shared documents (work produced by students in the "My Workbook" area of student hub).</li> </ul> <p>Additional curriculum support/information:</p> <ul style="list-style-type: none"> <li>• Remote learning for each subject will follow the PoS, weekly overview for each subject, and focus on the delivery of these where restrictions on and access to materials and resources may prohibit full delivery of onsite curriculum.</li> <li>• Alternative literacy and numeracy provided where appropriate; specific targeting of gaps through Mathswatch, sumdog, Lexia, Nessy assignments etc</li> <li>• Adaptations for SEND and EHCP are evident</li> <li>• Phone call from SENDco where appropriate</li> </ul> <p>Health and Welfare:</p> <ul style="list-style-type: none"> <li>• Daily calls with form tutor and/or pastoral team to discuss curriculum work and well-being.</li> <li>• Weekly phone calls to discuss progress</li> <li>• Eyes on weekly</li> </ul>
<b>A group of pupils</b>	As listed above, including:

	<p>Conscious alternative deviations of group/subject curriculum decisions:</p> <ul style="list-style-type: none"> <li>• Teachers will provide a programme of learning which is of equivalent length to the teaching they would receive in school and is in step with individual programmes of study</li> <li>• The use of PSHE Association ‘quality assured’: Home Learning lessons, where it is not appropriate to deliver some sensitive sessions through 1-1, virtual or home learning packs</li> <li>• Opportunity for parental /carer to work with students through topics if appropriate.</li> <li>• Links to alternative ways to exercise etc for PE (videos, suggested activities etc)</li> </ul>
<p><b>The whole school</b></p>	<ul style="list-style-type: none"> <li>• Ensure all pupils have logins provided to access remote learning offer for suggested supplementary on-line intervention programmes (TEAMs, Lexia, Nessy, etc).</li> <li>• All students to receive a briefing to support home learning, with the Student Hub interface modelled during lessons to enable students to gain understanding.</li> <li>• Ensure all pupils (and parents) have had the opportunity to practice, remote learning experience to access offer (where appropriate)</li> <li>• Recommendations made by curriculum leads about additional online learning access discussed and implemented as these arise</li> <li>• Daily calls with allocated key worker to discuss curriculum work and well-being are logged and actioned where necessary</li> <li>• Teams meetings should focus as much as possible on explanation, modelling, checking understanding and setting students up for high quality independent practice</li> </ul> <p><i>In addition to the above the welfare (made by the office manager and DSL and DDSL) and teacher calls, home learning packs and online learning, all external meetings vital to supporting children and their next steps, such as annual reviews, CIC, FNM etc are continuing in their relevant timescales, held remotely of course.</i></p>

### How this will be delivered in Key Stage 4 English – Parkside Academy & Westbridge Academy

<p><b>Individual pupils</b></p>	<ul style="list-style-type: none"> <li>• Video lessons from Oak National Academy have been identified as useful – links will be sent to individual pupils according to their specific skill needs/areas to develop.</li> <li>• Teachers will give feedback on an individual’s shared documents (work produced by students in the “My Workbook” area of student hub).</li> <li>• Pages within textbooks will be highlighted via phone/email conversations to support individual pupils according to their specific skill needs/areas to develop.</li> </ul>
<p><b>A group of pupils</b></p>	<p>Year 10</p> <ul style="list-style-type: none"> <li>• Copies of Lit Texts will be sent home and links to film versions placed in student hub as appropriate</li> <li>• Coursework support documents to be placed in Student Hub as and when students are ready to complete these tasks</li> <li>• Seneca Learning classroom set up and the link is ready to email</li> </ul> <p>Year 11</p> <ul style="list-style-type: none"> <li>• Copies of Lit Texts will be sent home and links to film versions placed in student hub for those students following the 2 GCSE pathway</li> <li>• Coursework support documents to be placed in Student Hub as and when students are ready to complete these</li> <li>• Practice paper packs will be sent home for completion via pen/paper and return to school for marking and feedback – as yet, we are not in a position to offer on-screen Functional Skills/GCSE examinations. These will be sent with accompanying guidance from BBC Bitesize revision materials to help students attempt each part of the paper.</li> <li>• Seneca Learning classroom set up and link ready to email</li> </ul>
<p><b>The whole school</b></p>	<ul style="list-style-type: none"> <li>• Websites listed and shared in student hub to develop learning.</li> <li>• Lexia passwords issued to all students.</li> </ul>

### How this will be delivered in Key Stage 4 Maths – Parkside Academy & Westbridge Academy

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<b>Individual pupils</b>	<ul style="list-style-type: none"> <li>• One note lessons available for all students for all topics within the term. One note pages include teacher/video support, pdf question booklets that can be completed and marked online by the teacher. Feedback provided by teacher to develop understanding.</li> <li>• Specific targeting of gaps through mathswatch and sumdog assignments.</li> <li>• For students not attending we will deliver 1-2-1 lessons/small group lessons for introducing topics and tasks via video conferencing and one note.</li> <li>• Phone calls to support learning and set assignments.</li> </ul>
<b>A group of pupils</b>	<ul style="list-style-type: none"> <li>• Practice paper packs will be sent home for completion via pen/paper and return to school for marking and feedback.</li> <li>• Targeted online teaching via video conferencing to groups with similar gaps in knowledge.</li> <li>• Mathswatch and sumdog targeted tasks based upon ability and gaps. Emails and passwords shared.</li> </ul>
<b>The whole school</b>	<ul style="list-style-type: none"> <li>• Websites listed and shared in student hub to develop learning.</li> <li>• One note documents will contain activities and end of unit assessments to test knowledge on topics taught throughout the term.</li> <li>• Mathswatch and sumdog learning platforms.</li> <li>• Support parental engagement through tutorial by sharing learning packages at parents evenings.</li> <li>• All students to receive revision guides and workbooks to support home learning.</li> </ul>

<b>How this will be delivered in Key Stage 4 Science – Parkside Academy &amp; Westbridge Academy</b>	
<b>Individual pupils</b>	<ul style="list-style-type: none"> <li>• The Oak Academy video lessons and quizzes covering individual topics that students need to learn/recap due to gaps in education.</li> <li>• Topic work uploaded on to student hub with a covering letter explaining what to do.</li> <li>• Email and telephone contact to gauge engagement, progress and understanding and to provide support - discussion based around meta-cognition and building the skills required to successfully learn independently.</li> <li>• One note lessons covering topics that are more difficult to understand with independent work.</li> <li>• Independent work supplemented with video conferencing to explain further if needed.</li> <li>• Practice using Video conferencing between Westbridge and Monty locations to familiarise staff and students with the process.</li> <li>• Familiarise students with the student hub by using within school whilst this is a possibility.</li> </ul>

<b>A group of pupils</b>	<ul style="list-style-type: none"> <li>• The use of Oak National Academy, covering key areas of learning following the Curriculum.</li> <li>• Past exam papers and revision books sent home to recap and revise learning and build exam question comprehension – collection of the papers to be marked and feedback given.</li> <li>• Scientific questions comprehension practice given as part of the work provided on student hub or sent home.</li> <li>• Support parents to understand the work required if needed.</li> </ul>
<b>The whole school</b>	<ul style="list-style-type: none"> <li>• The use of Oak National Academy, covering key areas of learning following the Curriculum.</li> <li>• Links to BBC Bitesize pages, YouTube video banks such as ‘Free science lessons’ and ‘Cognito’.</li> </ul>
<b>How this will be delivered in Key Stage 4 PSHE – Parkside Academy &amp; Westbridge Academy</b>	
<p><b>Taking advice from the PSHE Association on home learning, and our understanding that some topics within the PSHE curriculum require ‘sensitive’ and professional handling within a classroom setting. Certain topics are not deemed appropriate for home learning. However, there are topics that can be undertaken at home by students and they will be encouraged to access these.</b></p>	
<b>Individual pupils</b>	<ul style="list-style-type: none"> <li>• The use of PSHE Association ‘quality assured’: Home Learning lessons.</li> <li>• Possible 1:1 online ‘real time’ sessions</li> <li>• Telephone / Email contact for individual support on Question and Answer</li> <li>• Opportunity to have 1:1 ‘talk’ sessions</li> <li>• Topics uploaded to ‘Student Hub’ providing ‘choice’ of topics that interest students</li> <li>• Oak National Academy on line ‘Citizenship’ lessons made available</li> <li>• Opportunity for parental /carer to work with students through topics if appropriate.</li> <li>• Opportunity to use podcasts e.g. UnstoppableTeen ... supporting mental health</li> </ul>
<b>A group of pupils</b>	<ul style="list-style-type: none"> <li>• The use of PSHE Association ‘quality assured’: Home Learning lessons.</li> <li>• Opportunity to have group ‘talk’ sessions</li> </ul>

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	<ul style="list-style-type: none"> <li>• Topics uploaded to 'Student Hub' providing 'choice' of topics that interest students</li> <li>• Oak National Academy on line 'Citizenship' lessons made available</li> <li>• Opportunity for parental /carer to work with students through topics if appropriate.</li> <li>• Opportunity to use podcasts e.g. UnstoppableTeen and discuss issues</li> </ul>
<b>The whole school</b>	<ul style="list-style-type: none"> <li>• The use of PSHE Association 'quality assured': Home Learning lessons.</li> <li>• Topics uploaded to 'Student Hub' providing 'choice' of topics that interest students</li> <li>• Opportunity for parental /carer to work with students through topics if appropriate.</li> <li>• Weekly contact with students/home.</li> </ul>
<b>How this will be delivered in Key Stage 4 Computing – Parkside Academy &amp; Westbridge Academy</b>	
<b>Individual pupils</b>	<ul style="list-style-type: none"> <li>• Access to revision tasks and websites on the Raedwald trust student hub</li> <li>• Sequential worksheets weekly for completion on student hub</li> <li>• Teacher created Kahoots to test understanding of topics covered</li> <li>• Short Teacher tutorials to support learning</li> </ul>
<b>A group of pupils</b>	<ul style="list-style-type: none"> <li>• Access to revision tasks and websites on the Raedwald trust student hub</li> <li>• Online lessons at set times.</li> <li>• Calls/email to students weekly</li> <li>• Sequential worksheets weekly for completion on student hub</li> </ul>
<b>The whole school</b>	<ul style="list-style-type: none"> <li>• Timetabled drop-in sessions for support</li> <li>• Teacher created Kahoots to test understanding of topics covered</li> <li>• Short Teacher tutorials to support learning</li> </ul>

<b>How this will be delivered in Key Stage 4 Art and Design – Parkside Academy &amp; Westbridge Academy</b>	
<b>Individual pupils</b>	<ul style="list-style-type: none"> <li>• Teachers will provide a programme of learning which is of equivalent length to the teaching they would receive in school and is in step with individual Academy Overviews.</li> <li>• Lessons uploaded into My Workbook area on Student Hub containing links to video demonstrations where applicable,</li> <li>• Resources from RT Curriculum Art and Design can be uploaded into Student Hub as One Note Lessons where appropriate</li> <li>• Oak Academy resources used where relevant to MTPs.</li> <li>• feedback provided by email / phone</li> </ul>

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	<ul style="list-style-type: none"> <li>• For some students it may be appropriate for paper based work to be sent home and picked up in line with Covid guidelines</li> </ul>
<b>A group of pupils</b>	<ul style="list-style-type: none"> <li>• As above with some delivery through Web Ex, live linking lessons on site with students studying remotely</li> </ul>
<b>The whole school</b>	<ul style="list-style-type: none"> <li>• As with individual pupils</li> <li>• Remote learning will focus on the delivery of the Basic Elements and Developing understanding of artists and culture which underpins all aspects of Art and Design education at Key Stage 3 and 4 where restrictions on access to materials and resources may prohibit full delivery of in step curriculum.</li> <li>• Websites listed and shared in student hub to develop learning.</li> <li>• All students to receive Art and Design Remote Learning briefing to support home learning, with the Student Hub interface modelled during lessons to enable students to gain understanding.</li> <li>• Teams or web ex meetings should focus as much as possible on explanation, modelling, checking understanding and setting students up for high quality independent practice</li> <li>• Weekly phone or Web Ex contact to support completion of tasks</li> <li>• Staff to promote use of image manipulation software such as PSEExpress to widen opportunities for experimentation in different media</li> <li>• Where appropriate students given access to l pads in order to create and upload digital drawings</li> </ul>

#### How this will be delivered in Key Stage 4 Geography – Parkside Academy & Westbridge Academy

<b>Individual pupils</b>	<ul style="list-style-type: none"> <li>• Teachers will provide a programme of learning which is of equivalent length to the teaching they would receive in school and is in step with individual Academy Overviews.</li> <li>• Lessons uploaded into My Workbook area on Student Hub containing links to PowerPoint Presentations (with embedded video clips) where appropriate.</li> <li>• Oak Academy resources used where relevant to MTPs.</li> <li>• feedback provided by email / phone</li> <li>• For some students it may be appropriate for paper -based work to be sent home and picked up in line with Covid guidelines</li> </ul>
<b>A group of pupils</b>	Year 10 and Year 11 GCSE Groups

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	<ul style="list-style-type: none"> <li>• Pupil work booklets uploaded to the Student Hub. These booklets should be used with the website 'Internet Geography'. Guidance will be given about which booklet to complete and timescales.</li> <li>• Complete named lessons from the Oak National Academy including the quizzes.</li> <li>• Seneca Geography – pupils given guidance on which sections to complete.</li> <li>• Revision Guides for each pupil to be used as additional support.</li> </ul>
<b>The whole school</b>	<ul style="list-style-type: none"> <li>• As with individual pupils</li> <li>• Remote learning will focus on the delivery of the key elements of the Trust's Geography Curriculum. Each year group will follow the same units of study that they would if they were in school.</li> <li>• Lesson outlines with tasks and outcomes will be uploaded fortnightly.</li> <li>• Teams or web ex meetings should focus as much as possible on explanation, modelling, checking understanding and setting students up for high quality independent remote learning.</li> <li>• Weekly contact to support completion of tasks</li> </ul>

<b>How this will be delivered in Key Stage 4 History – Parkside Academy &amp; Westbridge Academy</b>	
<b>Individual pupils</b>	<ul style="list-style-type: none"> <li>• Access to Raedwald Trust Student Hub.</li> <li>• Students will follow the programmes of study for Key Stage 3 as outlined in the Raedwald Curriculum.</li> <li>• Key Stage 4 students will follow the AQA GCSE Modules.</li> <li>• Q &amp; A via email for individual questions.</li> <li>• Weekly contact for marking and support</li> <li>• Reinforcement and extension via Specific online resources including: BBC Bitesize History and ourmigrationstory.com.</li> </ul>
<b>A group of pupils</b>	<ul style="list-style-type: none"> <li>• As with individual pupils.</li> <li>• Access to Raedwald Trust Student Hub.</li> <li>• Use of Kahoot online to reinforce knowledge.</li> <li>• Online group work using Teams or similar platform to share thinking and ideas.</li> </ul>
<b>The whole school</b>	<ul style="list-style-type: none"> <li>• As with individual pupils.</li> <li>• Access to Raedwald Trust Student Hub.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Session outlines, expectations and time scales to be unloaded every two weeks</li> <li>• Online group work using Teams or similar platform to share thinking and ideas.</li> </ul>
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### How this will be delivered in Key Stage 4 R.E. – Parkside Academy & Westbridge Academy

<b>Individual pupils</b>	<ul style="list-style-type: none"> <li>• Pupils will be set individual learning tasks</li> <li>• Teachers will provide a programme of learning which is of equivalent length to the teaching they would receive in school and is in step with individual Academy Overviews.</li> <li>• Lessons uploaded into My Workbook area on Student Hub containing links to video demonstrations where applicable.</li> <li>• Feedback given for all students on work completed.</li> <li>• Regular communication via email to guide and offer support/extended learning.</li> </ul>
<b>A group of pupils</b>	<ul style="list-style-type: none"> <li>• Work set on student hub in line with academy overviews.</li> <li>• Access to text book/revision guide resources</li> <li>• Web linked work via AQA</li> <li>• Projects set to focus and extend learning using media links on each unit of AQA GCSE Religious studies</li> </ul>
<b>The whole school</b>	<ul style="list-style-type: none"> <li>• Feedback and support provided through phone calls/email.</li> </ul>

### How this will be delivered in Key Stage 4 Drama and Oracy – Parkside Academy & Westbridge Academy

<b>Individual pupils</b>	<ul style="list-style-type: none"> <li>• KS4 Bronze award workbook and worksheets to be sent home and/or via email.</li> <li>• Work set and adapted to individual need on the hub for Key stage 3 and 4</li> <li>• National theatre schools resources and shows: Links to be posted on the hub.</li> <li>• RSC schools resource and shows: Links to be posted on the hub</li> <li>• Noisy classrooms – resources - links posted on hub</li> <li>• Voice 21 schools' resources - links posted on hub</li> </ul>
<b>A group of pupils</b>	<ul style="list-style-type: none"> <li>• KS4 Bronze award workbook and worksheets to be sent home and/or via email.</li> <li>• Work adapted to individual need on the hub</li> <li>• National theatre schools resources and shows: Links to be posted on the hub.</li> <li>• RSC schools resources and shows: Links to be posted on the hub</li> <li>• Noisy classrooms – resources - links to be posted on hub</li> </ul>

	<ul style="list-style-type: none"> <li>• Voice 21 schools resources - links to be posted on hub</li> </ul>
<b>The whole school</b>	<ul style="list-style-type: none"> <li>• National theatre schools resources and shows: Links to be posted on the hub.</li> <li>• RSC schools resources and shows: Links to be posted on the hub</li> <li>• Noisy classrooms – resources - links to be posted on hub</li> <li>• Voice 21 schools resources - links to be posted on hub</li> </ul>
<b>How this will be delivered in Key Stage 4 Music – Parkside Academy &amp; Westbridge Academy</b>	
<b>Individual pupils</b>	<ul style="list-style-type: none"> <li>• Students to be sent online resource links on how to further develop skills producing and creating original music for film, song, poetry or adverts.</li> <li>• Students to be sent links on how to develop their musicianship skills on their chosen instrument.</li> <li>• Music production resources: ‘Sound trap’ enabling students to create music online for free, no download, all work to be completed online.</li> <li>• Live 1:1 music tutoring: <ul style="list-style-type: none"> <li>• -Music Production</li> <li>• -Piano and Guitar</li> </ul> </li> <li>• Students can have access to paper-based work if requested. For manuscript paper or CD cover templates to designs.</li> </ul>
<b>A group of pupils</b>	<ul style="list-style-type: none"> <li>• Music project-based work to be set for pupils.</li> <li>• Students to explore various genres of music.</li> <li>• Music quiz.</li> </ul>
<b>The whole school</b>	<ul style="list-style-type: none"> <li>• Music production resource links.</li> <li>• 1:1 music tuition via live video link.</li> <li>• YouTube Links to be sent or uploaded on the hub for student assistance, developing skills in music performance/ production/song writing.</li> <li>• Music research project.</li> <li>• Feedback and support will be provided through phone calls/ emails.</li> </ul>
<b>How this will be delivered in Key Stage 4 P.E. – Parkside Academy &amp; Westbridge Academy</b>	
<b>Individual pupils</b>	<ul style="list-style-type: none"> <li>• YouTube video links, such as Joe Wicks.</li> <li>• Weekly challenges.</li> </ul>

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	<ul style="list-style-type: none"><li>• Daily mile.</li></ul>
<b>A group of pupils</b>	<ul style="list-style-type: none"><li>• YouTube video links, such as Joe Wicks.</li><li>• Weekly challenges.</li><li>• Daily mile.</li><li>• Team challenges.</li></ul>
<b>The whole school</b>	<ul style="list-style-type: none"><li>• YouTube video links, such as Joe Wicks.</li><li>• Weekly challenges.</li><li>• Daily mile.</li><li>• Whole school challenges.</li></ul>