

Remote Education

This table outlines how the Academy is meeting the Department for Education expectations for remote learning.

DfE Expectations	Our remote learning practice
Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects	The students at Sarum Academy are set work on a daily basis in line with their timetable. Teachers are delivering remote learning using a variety of methods including Loom videos and Live Lessons. In line with the DfE's guidance all subjects are continuing to follow their planned curriculum which is meaningful and ambitious.
Set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum: primary: 3 hours a day, on average, across the school cohort secondary: 5 hours a day	All students are set five hours of academic learning per day and are advised to follow their normal timetable of lessons. They also access pastoral care in the form of a tutor time and virtual assemblies.
Provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos	Teachers in all subjects are delivering a range of Loom videos and Live lessons. All students will receive one live lesson per subject per week. The Loom videos and Live lessons enables the teacher to provide clear explanations for new content. All resources can be shared with students through ClassCharts.
Have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern	Each day the student services team monitor if students are logging into ClassCharts to check their work for the day. Where this is not being done parents are called in the morning and informed. A list of students is

	<p>who are not engaging fully are shared with year leaders and SLT for follow up work.</p> <p>ClassCharts also allows middle and senior leaders to monitor engagement in terms of work that is submitted. It is the teachers and subject leader's responsibility to follow-up with students and parents if they have not submitted work for their specific subject.</p>
<p>Gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate</p>	<p>Live lessons have enabled teachers to monitor progress. This can be achieved through questioning students and providing verbal whole class and individual feedback.</p> <p>When work is submitted for each subject, feedback is provided for students using ClassCharts.</p>
<p>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</p>	<p>Live lessons allow the teacher to judge the pace of learning. Through different assessment methods teachers can respond to student's needs by clarifying common misconceptions and checking for understanding.</p>