



Chellaston Academy

Integrity Care Excellence



Teaching and Learning Newsletter

Dec 2021





Welcome

Dear Parents and carers

It gives me great pleasure to send you our first ever teaching and learning newsletter, which will provide you with an insight into our continual strive and development in teaching and learning across the Academy. This is an interactive document which allows you to simply click an icon or link when instructed to do so which will take you to videos or supportive resources.

The rationale behind this newsletter is to ask for your commitment and engagement in supporting your child's learning with our teaching and learning expectations and to ensure we provide you with helpful and useful resources and ideas to do so. We would also like to provide transparency with our teaching and learning priorities and philosophy within the Academy. We have also provided a reminder about our remote learning provision within the newsletter

We will deliver assemblies to all students regarding the Chellaston Classroom and the consistent approach all teachers and students will adhere to after the Christmas break. This is rooted in four evidence-driven approaches to create habits of Excellence for learning. We have provided these approaches within this newsletter for your awareness and understanding around them.

I look forward to communicating with you on a half termly basis with key updates about our teaching and learning provision and ways in which you can support your child and our Academy provide the best learning experience for all students

Matthew Walker FCCT Assistant Headteacher

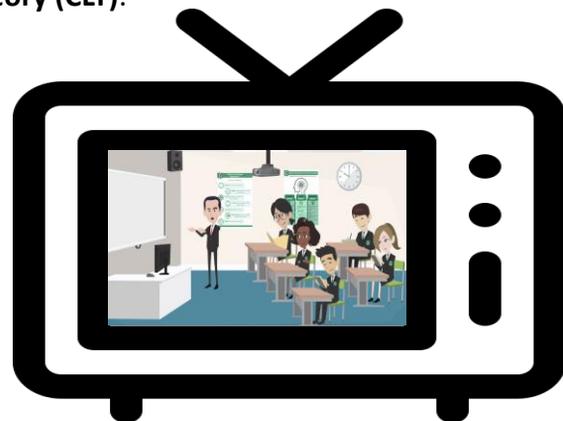
OUR TEACHING AND LEARNING PHILOSOPHY

At Chellaston Academy, we believe that education is so much more than helping students remember facts and figures. Education is a personal process. Therefore, great teaching is about connecting learning to the learners interest so we can inspire not only their minds but their hearts as well.

That is why we have created a curriculum design which is centralised around our three core values of integrity, care and excellence which breathes life into the purpose of our Academy's belief of what education is all about and why we educate.

Orbiting around our curriculum design is our carefully designed seven evidence-driven pedagogical approaches which helps develop students **Cognitive Load Theory (CLT)**.

Please simply click the animation video opposite to watch a cartoon we have put together which represents our teaching and learning philosophy.





THE CHELLASTON ACADEMY CLASSROOM

The Chellaston Way: Delivering Excellence

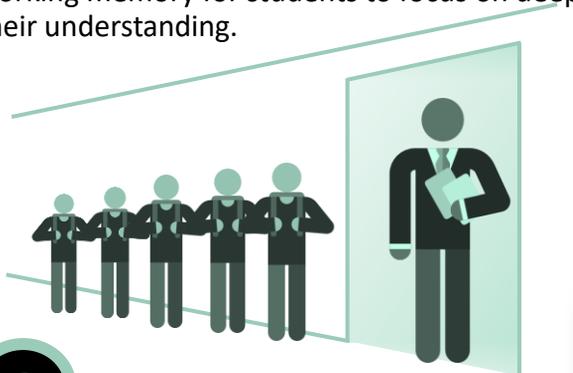
The Chellaston way is rooted in four evidence driven approaches to create habits of Excellence for Learning

1

Meet and greet

Positively meet and greet students at the classroom door/corridor every lesson using a positive 5:1 ratio. Ensure they line up and uniform is correct before they enter. Only allow students to be seated when you are ready to begin the lesson. Students must be dismissed at the end of the lesson at the door with the correct uniform on.

Impact: Ensures a smooth transition to learning and creates positive relationships. Routines help free up working memory for students to focus on deepening their understanding.



3

Rigour

Know all of your students and their needs ensuring that your seating plan and lessons cater to their learning. Understanding a student's context will inform effective responses to behaviour and help build better relationships.

Impact: Knowing your students and their prior learning helps improve cognitive architecture and reduces the potential of losing your students.



Language for learning

2

On entry to the classroom, have a **DO NOW** activity to complete that prepares students for learning. Frequently, these activities will address areas for development following reflection in previous lessons. When appropriate, use the language of the Magnificent Seven within your lesson.

Impact: Our seven evidence-driven pedagogical approaches helps reduce a student's cognitive load.



Feedback

4

Ensure you provide regular feedback to all students within their books in line with your departmental policy. Provide continual verbal feedback and use **Cold Calling** frequently within your lessons.

When you are about to explain or model something, to indicate the importance of paying attention signal students by **raising your hand** for complete silence.

Impact: All students have a clear understanding of what and how to progress their learning.



CONSISTENCY IS KEY

Consistency and coherence at whole-school level are paramount



Academy Improvement Plan Priorities for Teaching and Learning 2021-2022



Continuing to embed the pedagogy around the Magnificent 7 (Rosenshine’s Principles), using CPdD and BlueSky to stimulate best practice.

Ensuring ECTs, teachers and subject leaders access the best subject and curriculum training to ensure that they have the finest pedagogical knowledge. Accomplish this through subject associations, membership (where relevant) to the Charters College of Teaching and through regular specification and exam board training



Further developing the use of subject ‘champions’ who promote the progress of all learners (PP, research, SEND, wellbeing).

Specifically focussing on both increasing the capacity and skill set of teachers and education support professionals in all areas of SEND is a priority (Ofsted, 2021). Ensure at least 3 members of staff complete the NASENDCo qualification to increase capacity and provide a strong pipeline of highly trained SEND specialists to support our inclusion agenda.



Continuing to develop assessment across the curriculum and feedback strategies to enhance student progress.

Strengthening consistency and impact of middle leadership in both pastoral and curriculum areas by developing a QA and CPD leadership training programme bespoke to each leaders’ need.



Remote Learning at Chellaston Academy

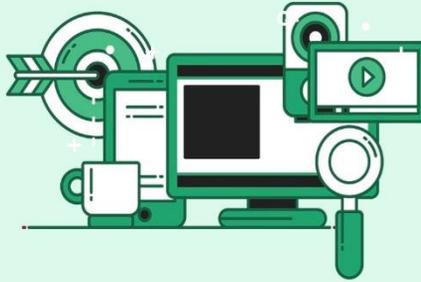
OUR VISION

As a consequence of our high expectations and standards, our curriculum offer remains the same regardless of whether it is online or offline. We provide a carefully sequenced curriculum which offers students of all abilities and backgrounds, high-quality online and offline resources and teaching videos through our purposely linked pedagogical priorities. Our remote education has been strategically designed through the latest in educational research and resources to ensure all students get the highest quality remote education we can offer.



BLENDED LEARNING

We believe that technology when used in the right way can provide opportunities where teaching and learning can be highly personalised and customised for all students. Blended learning is one of the most transformative educational possibilities offered by technology. At Chellaston Academy we use blended learning to reform the classroom into a dynamic and collaborative space. Ultimately, we use it to increase live and bespoke intervention in the classroom so all students can work at their own pace and level. Our online curriculum therefore works in union with our offline curriculum which results in no learning being lost.



The benefits of Blended learning provision:

- Students can engage with learning at their own pace, allowing them to pause, take notes, rewind and fast forward to fit the specifics of their learning needs.
- The amount of in-class time freed up for collaboration and questions allow students to direct the educational process towards the areas in which they need the most help.
- Teachers are allowed more time to provide direct and personalised feedback to students.
- By putting the course material online, students have access to it at all times. This helps in revision, it also helps students who miss learning.
- Parents and guardians are also provided 24/7 access to learning materials, enabling them to help with any additional difficulties that cannot be resolved in the classroom.

HOW DO WE ACHIEVE THIS? OUR STRATEGIC DESIGN



STAFF CPD – BECOMING DIGITALLY LITERATE

- We have provided a tiered approach to staff CPD and support regarding remote learning.
- Video tutorials have been developed so staff can learn at their own pace and within their own time. They can do this in the comfort of their own phone, laptop or tablet.
- Bespoke group CPD has been delivered to staff and will continue to be delivered.
- Personalised and individual training has been made available to staff.



Individual students self-isolating

- All students have access to our virtual learning platform called firefly which is consistently used across all subject areas.
- Students have access to meaningful and ambitious work each day from all subject areas.
- Videos tutorials and self-marking questions are provided by our teachers or through high quality resources such as The EverLearner, Oak Academy, Seneca and Mathswatch.
- Students will also have access to knowledge organisers for each subject which are well sequenced, so knowledge and skills are built incrementally.
- We work closely with our SEND students and families to ensure our remote curriculum is broad, ambitious and accessible.
- For students that don't have suitable online access high quality printed resources are made available.



YEAR GROUP BUBBLES SELF-ISOLATING

- Staff provide a combination of live lessons and prerecorded lessons on firefly.
- Staff also set self-marking questions and feedback opportunities which provides analytics to help understand where students are excelling and where they are struggling. This then provides meaningful and powerful live intervention in the physical classroom when students return to school (blended learning). Therefore, our curriculum ambitions and continuity never stop. We strive to ensure a programme that is of equivalent length to the core teaching pupils would receive in school.
- We work closely with our SEND students and families to ensure our remote curriculum is broad, ambitious and accessible.
- For students that don't have suitable online access high quality printed resources are made available.



INDIVIDUAL TEACHERS SELF-ISOLATING

- If staff are well enough to do so we expect staff to:
- Set meaningful and ambitious work for their classes alongside further support and guidance on their subject firefly page.
 - Set additional high-quality video tutorials and self marking quizzes for their classes using online resources.
- Support their department by producing video tutorials on threshold concepts which links directly to their subject's learning journey or knowledge organisers.

Please click the icon to take you to a variety of support videos regarding our remote learning provision.





DIGITAL SAFETY GUIDE FOR STUDENTS



E-SAFETY

Strategies and systems to help people stay safe online.



DIGITAL CITIZENSHIP

Accepted ways on behaving whilst engaging in online activity.



CYBER BULLYING

The use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature



HACKING

Gaining access to systems and computers which you do not have permission to access. Can be for malicious purposes.



GROOMING

When someone uses the internet to trick, force or pressure a young person into doing something they wouldn't normally do, this could be sexual behavior or radical beliefs.



DIGITAL FOOTPRINT

The information about a particular person that exists on the internet as a result of their online activity. It can not be deleted.

10 STRATEGIES FOR STAYING SAFE ONLINE

-  Don't post any personal information online, like your address, email address or mobile number.
-  Think carefully before posting pictures or videos of yourself. Once you've put a picture of yourself online most people can see it and may be able to download it, it's not just yours anymore.
-  Keep your privacy settings as high as possible.
-  Never give out your passwords.
-  Don't befriend people you don't know.
-  Don't meet up with people you've met online. Speak to your parent or carer about people suggesting you do.
-  Remember that not everyone online is who they say they are
-  Think carefully about what you say before you post something online.
-  Respect other people's views, even if you don't agree with someone else's views doesn't mean you need to be rude.
-  If you see something online that makes you feel uncomfortable, unsafe or worried: leave the website, turn off your computer if you want to and tell a trusted adult immediately.

DIGITAL FOOTPRINTS AND ONLINE BEHAVIOUR

A person's digital footprint cannot be deleted and can be accessed at any time through a simple social media or search engine search.

To promote a positive digital footprint there are 5 simple rules:



DO YOU REALLY THINK THAT IS PRIVATE?

Just because your privacy settings are high doesn't mean that someone else can't repost or screenshot what you have posted.



IS THIS YOUR WORK TO PUBLISH/USE?

Reposting or using someone else's work is fine if you credit the original owner creator. If you don't it is plagiarism.



WOULD YOU WANT YOUR GRANDMOTHER TO SEE IT?

Is that photo/video/comment appropriate for the wider public audience? Would you want a future partner or employer to see it? Once something is online it stays forever.



WOULD YOU SAY IT TO SOMEONE'S FACE?

If you wouldn't say it to someone face, don't say it online. Portray yourself in a positive way as this may be seen by future friends, partners or employers.



WOULD YOU WANT SOMEONE TO DO IT TO YOU?

How would you feel if someone posted a picture of you or made a comments about you that you didn't like or want online?

ONLINE BEHAVIOUR AND THE LAW



The Computer Misuse Act 1990 says you can't impersonate or steal someone else's identity online. This means that writing a status on social media pretending to be your friend is technically against the law as it creating fake profiles or websites.



It is a criminal offence under the Communications Act 2003 to send messages using any public electronic communications network, such as Twitter or Facebook, which are grossly offensive or of an indecent, obscene or menacing character.



It is a criminal offence under the **Criminal Justice and Courts Act 2015** for someone to disclose private sexual images of you online or offline without your consent with the effect of causing you distress. This is more commonly known as 'revenge porn'.



There are a range of other offences which the police can investigate including harassment, harassment when someone fears violence, and stalking under the **Protection from Harassment Act 1997**.



Each case will be taken on an individual basis looking at context and evidence to determine if a crime has been committed. If you believe you have been the victim of a crime screen the evidence and speak to the police.

WHERE TO GET MORE HELP AND SUPPORT

- Parents and trusted family.
- School Staff and Wellbeing Team
- Directly to the police.
- Report any inappropriate behaviour to the website.
- NSPCC - <https://www.nspcc.org.uk>
- Childline - Helpline: 0800 1111 (24 hours, every day) / <https://www.childline.org.uk>
- CEOPS - <https://www.ceop.police.uk/safety-centre/>



Our Remote Learning Offer for Learners with SEND



Supporting Learners with EHCPs

- Normal curriculum offer
- Invited into school
- 1:1 support continues wherever needed
- SEND links are used for bespoke intervention



The Role of the SENCO

- Drop-in to online lessons when needed to support staff
- Continual support to all staff regarding adapting lessons to meet students needs.
- SEND links are used for bespoke intervention
- SEN screening continues



Support for Mental Health

- Counsellors on site and remote – students can book an appointment whenever they need it.
- Please click here to take you to our Wellbeing support and guidance page on our website.
- We have a new wellbeing App being launched very soon.



Feedback in Online Lessons

- Teachers review and address any misconceptions
- Hands up and chat feature within live Teams lessons
- Immersive Reader can be used by students if needed.
- Scanning pens are also provided to students that require them.



Training for Staff

- Training via Teams if and when needed
- Drop-ins available on request provided by the SENCO

Our Remote Learning Offer



- Please read this policy to get a full understanding of our remote learning offer.
- Adapted timetables will be made where needed for our SEND students.

Supporting Parents, Carers and Guardians



- Face to face support for devices and other IT support needs
- Our resources bus provides a variety of stationary packs for all students to need it.

Supporting Learners needing SEN support



- Quality First Teaching, including chunking modelling and questioning.
- Additional support after lessons when needed.
- 1:1 support with SEND links
- Phone calls and email provided via SEND links and teachers where appropriate.

Targeted Interventions

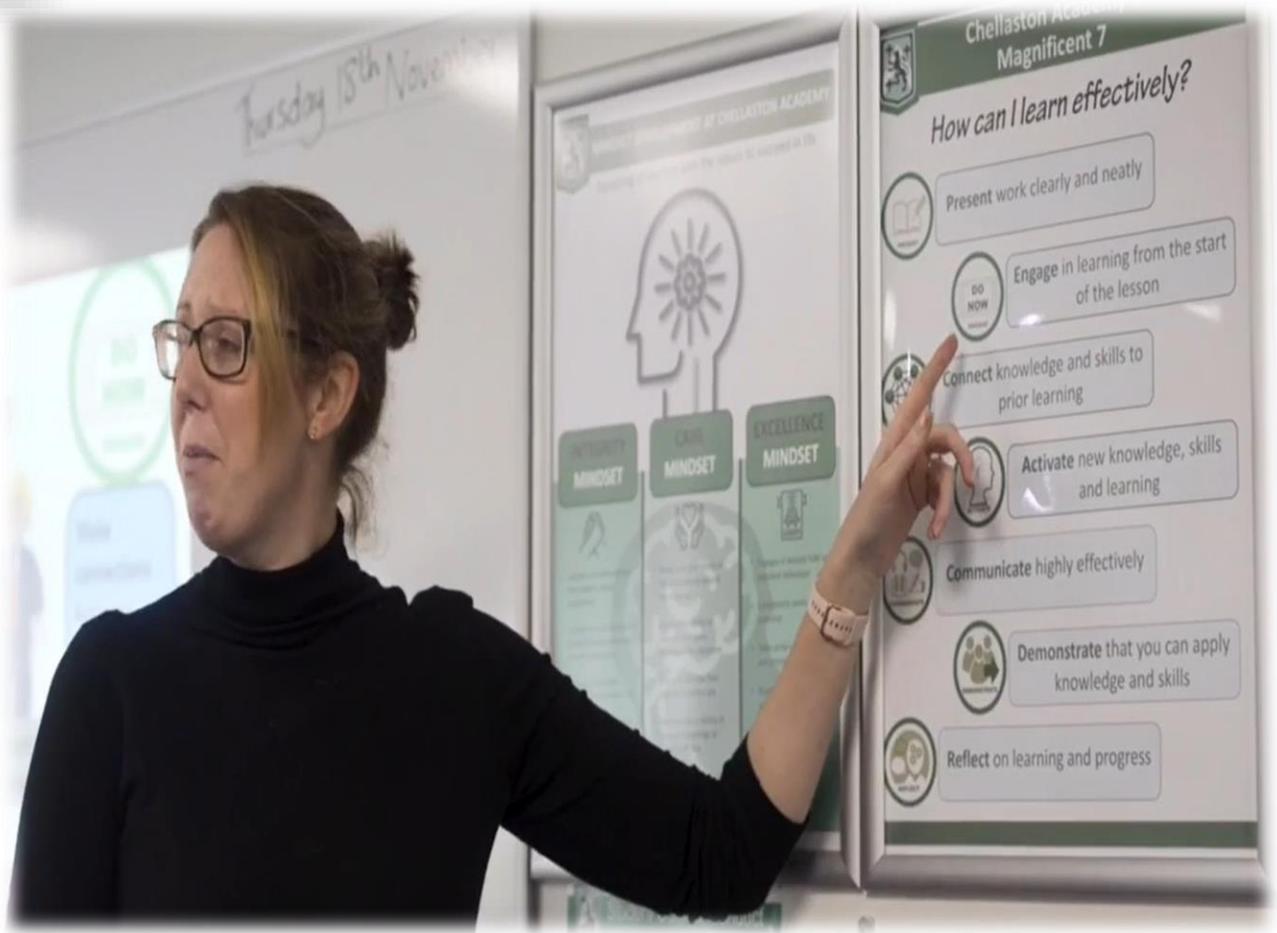


- 1:1 support is provided via SEND links.
- SPLs support the SENCO to help identify any students that may need targeted intervention.

Monitoring Progress



- SPLs provide home visits to help and support students that require it.
- Teachers provide a variety of summative and formative assessments without remote learning on a regularly basis.



My personal philosophy and belief

I love my job, with all it entails; I simply have a need and love for helping others and freeing them from worry, concern and negative thinking. Therefore supporting all teachers develop their passion and enthusiasm for teaching and learning is something I take great pride and responsibility in, which I feel incredibly privileged to do.

I believe that every teacher comes into this profession to help students achieve their best. It is therefore my job to help all teachers understand that you can't really learn everything about teaching from a book; the learning is out there, in our classrooms, in our corridors in our schools. It takes time to develop their craft as a teacher and that is why we support all teachers every step of the way!

We hope you will find our new teaching and learning newsletters insightful and useful. Our next teaching and learning newsletter will focus around providing a selection of revision ideas and techniques which you can use to help and support your child with their revision. I would like to take this opportunity to wish you all a very happy and restful holiday and wish you all the very best for the new year.

Yours sincerely,

Matthew Walker FCCT
Assistant Headteacher