



The Albion Academy

The best in everyone™

Part of United Learning

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A message from the Head Teacher

Dear Parent/Carer and Pupil,

This guide sets out all the information pupils will need to continue their learning if for any reason they cannot attend school.

The log in and password to access Microsoft teams and outlook are the pupil's school email address and associated password. Their email follows the standard format of: 16initialsurname@albionacademy.co.uk 16WClark@albionacademy.co.uk for Y11 / 17 for Y10 / 18 for Y9 / 19 for Y8 / 20 for Y7)

Please follow the sequence of steps in this guide to access all of the areas needed to continue learning at home.

Logging onto the web-based version of Office 365 allows access to Microsoft Teams, the platform that all remote learning including homework is set by the Albion Academy.

Through TEAMS pupils:

1. Know which lessons they must attend on the United Learning Pupil Facing Website
2. Can access LIVE lessons taught by their teachers
3. Can access Voice Over power points created by their teachers
4. Can access all homework set by the Academy
5. Can access remote tutor group sessions and assemblies
6. Can attend mentoring and intervention sessions



The following pages outline the expectations for the different scenarios that cause pupil absence so that you are clear as to what is required of pupils and the Academy on a daily basis.

If you have any difficulties regarding the accessing any of the information in this booklet then please do not hesitate to contact the following:

Email: Studenthelp@albionacademy.co.uk

Email: Contact@albionacademy.co.uk

Mr J Roberts – Head Teacher



How to keep in contact with us

| Year Group | Email Address |
|----------------|--|
| Year 7 | Kelsey.Court@albionacademy.co.uk |
| Year 8 | Lianne.Clarke@albionacademy.co.uk |
| Year 9 | Paul.Lewis@albionacademy.co.uk |
| Year 10 | Alexandra.Thurston@albionacademy.co.uk |
| Year 11 | Lewis.Wild@albionacademy.co.uk |
| Technical Help | Studenthelp@albionacademy.co.uk |

Contact Details

The Albion Academy
1 London Street
Salford
M6 6QT



0161 359 5100



contact@albionacademy.co.uk



www.albionacademy.org.uk



The Academy Day

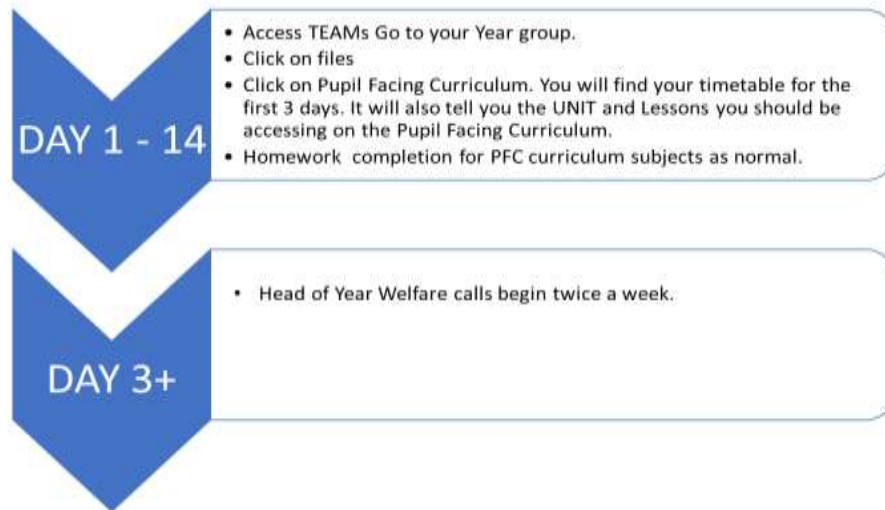
| TIME | YEAR 7 | YEAR 8 | YEAR 9 | YEAR 10 | YEAR 11 |
|--|--------------|--------------|--------------|--------------|--------------|
| 8.35am - 8.45am | Registration | Registration | | | Registration |
| 8.45am - 9.00am | DEAR | DEAR | | | DEAR |
| 8.45am – 8.55am | | | Registration | Registration | |
| 9.00am - 10.00am | Lesson 1 | Lesson 1 | Lesson 1 | Lesson 1 | Lesson 1 |
| 10.00am - 11.10am | Lesson 2 | Lesson 2 | Lesson 2 | Lesson 2 | Lesson 2 |
| 10.25 - 10.45am 1 10.50 - 11.10am 2 | Break Time 1 | Break Time 1 | Break Time 2 | Break Time 2 | Break Time 2 |
| 11.10am -12.10pm | Lesson 3 | Lesson 3 | Lesson 3 | Lesson 3 | Lesson 3 |
| 12:10pm – 12:40pm | Lunch time | Lunch time | | | |
| 12.10pm – 1.10pm | | | Lesson 4 | Lesson 4 | Lesson 4 |
| 12.40pm – 1.40pm | Lesson 4 | Lesson 4 | | | |
| 1.10pm - 1.40pm | | | Lunch Time | Lunch Time | Lunch Time |
| 1.40pm – 2.40pm | Lesson 5 | Lesson 5 | Lesson 5 | Lesson 5 | Lesson 5 |
| 2.40pm – 3.00pm | Form | Form | Form | Form | Form |



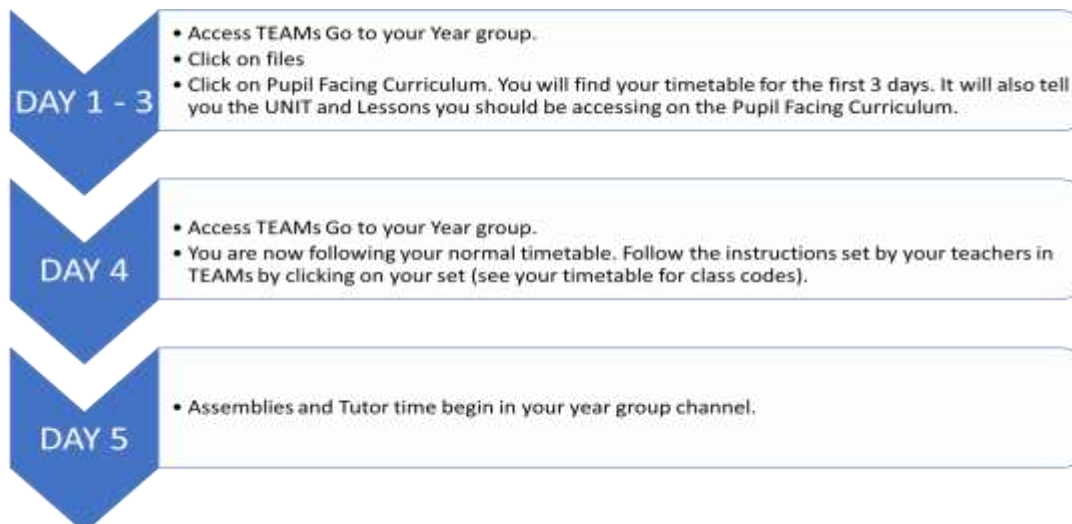
School success starts
with attendance

Below sets out the expectations of pupils and the Academy should pupil(s) be expected to work from home – ‘Flipped to Home Learning’. More information on the United Learning Pupil Facing Curriculum, (PFC) can be found on page 12.

Scenario 1: COVID-19 Individual Isolating Pupils

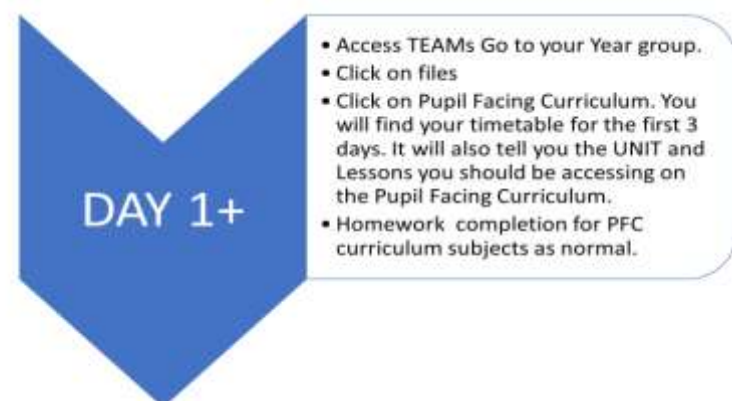


Scenario 2: COVID-19 Year Group Isolation



Scenario 3: Fixed Term Exclusion

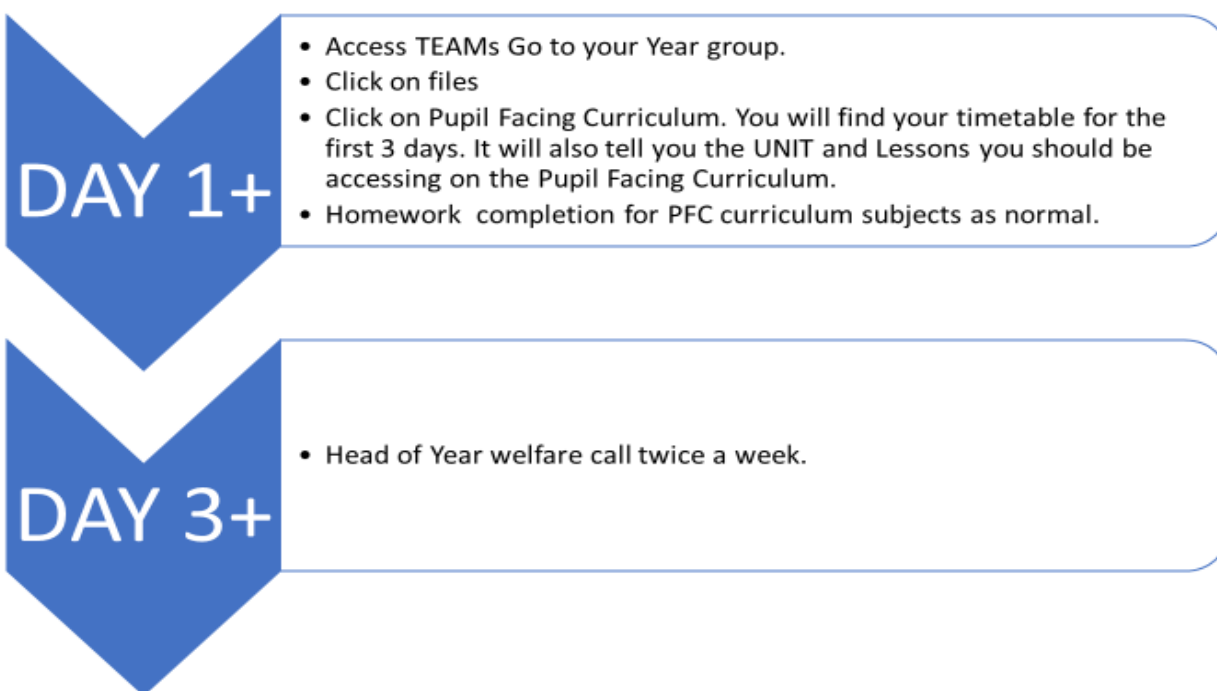
Pupils will be given a Pupil Facing Curriculum timetable with their exclusion letter. They should follow the daily schedule and complete all homework tasks on Microsoft Teams



DAY 1+

- Access TEAMS Go to your Year group.
- Click on files
- Click on Pupil Facing Curriculum. You will find your timetable for the first 3 days. It will also tell you the UNIT and Lessons you should be accessing on the Pupil Facing Curriculum.
- Homework completion for PFC curriculum subjects as normal.

Scenario 4: Long Term Medical Absence



DAY 1+

- Access TEAMS Go to your Year group.
- Click on files
- Click on Pupil Facing Curriculum. You will find your timetable for the first 3 days. It will also tell you the UNIT and Lessons you should be accessing on the Pupil Facing Curriculum.
- Homework completion for PFC curriculum subjects as normal.

DAY 3+

- Head of Year welfare call twice a week.

Guidance on how to use MS Teams and Office 365 can be found on the website and YouTube channel under COVID-19 Information

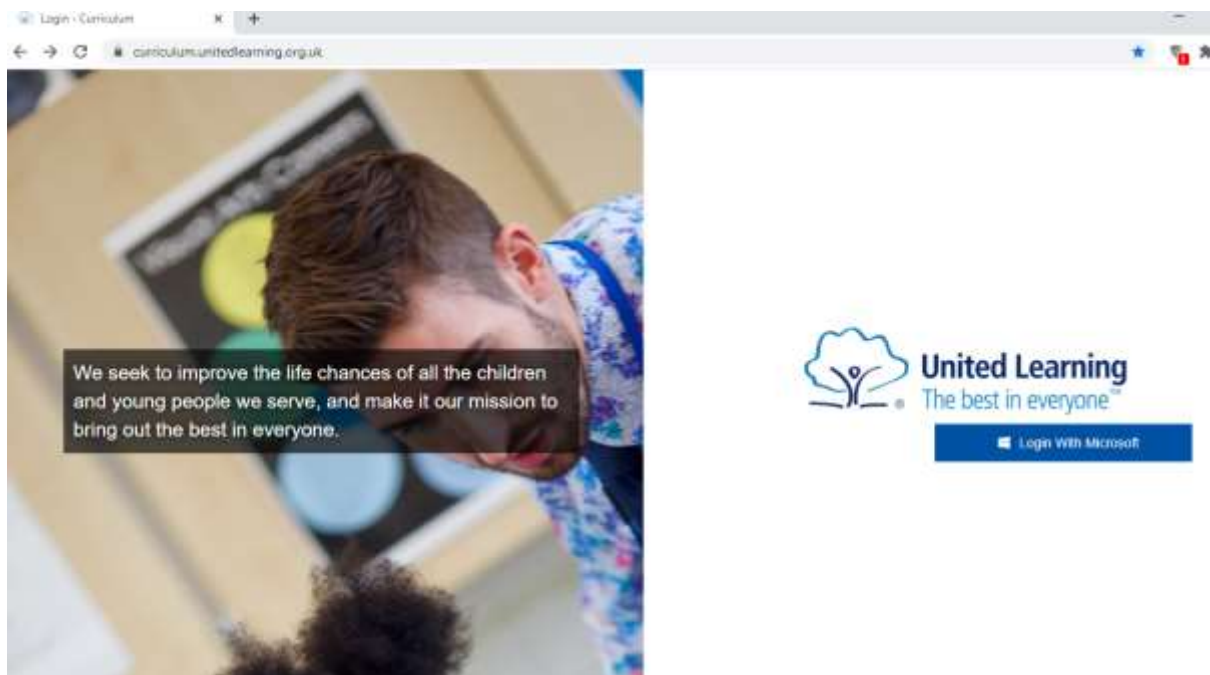


United Learning have created a website to help you access the curriculum. This will be used from home in case you are unable to come to school for any reason, or if you want to revise topics already covered.

The website contains video lessons for many of your subjects.

How to access the Pupil Facing Curriculum

Go to: <https://curriculum.unitedlearning.org.uk/>
Login with your school email address.



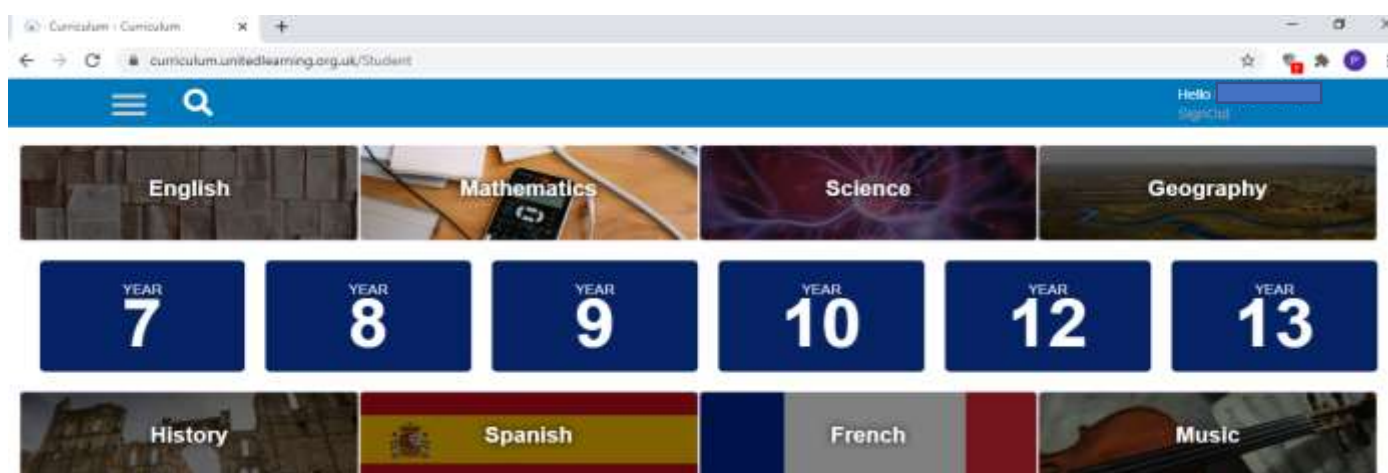
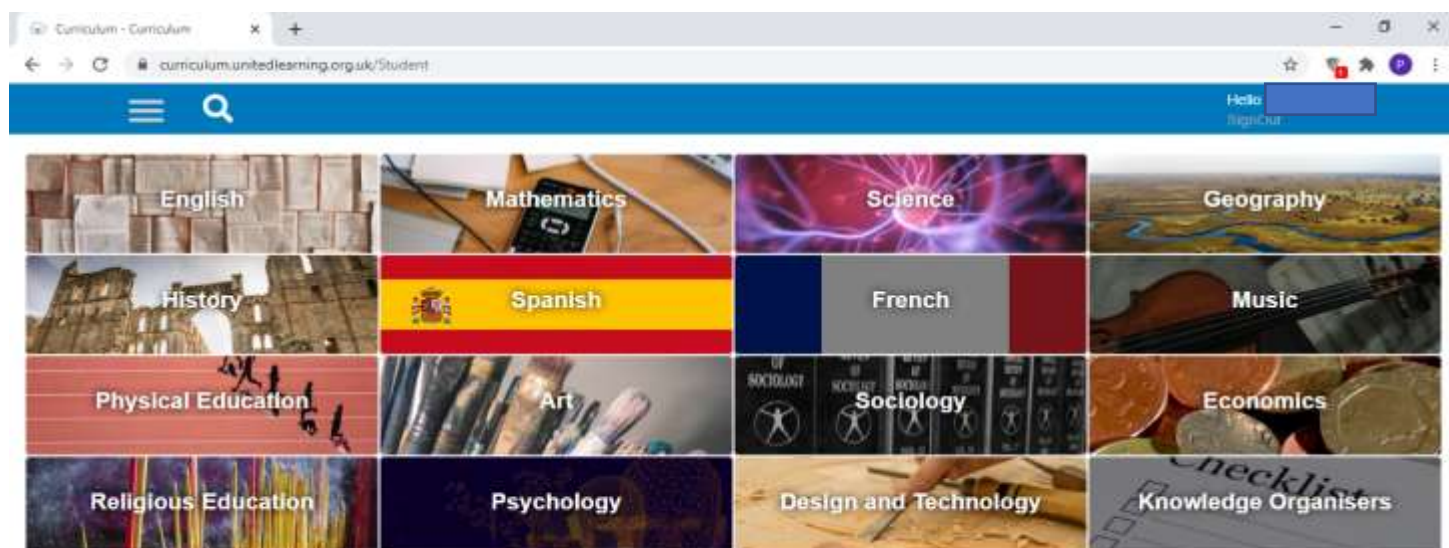
Art & Geography Curriculum Oak National Academy

Visit: <https://classroom.thenational.academy/>



Pupil Facing Curriculum

Once you have logged in you will see the screen below. Click on the subject you would like to access. Please note, the Geography and Art curriculum can be accessed via a separate website Oak National Academy. You will then see a screen to select your year group.





Choose which unit you want to access, units to be studied per year group can be found on pages 19 and 20.

The screenshot shows a web browser at curriculum.unitedlearning.org.uk/Student. The navigation bar includes a search icon, a 'Hello' greeting, and a 'Sign Out' button. Below the navigation bar are buttons for years 7, 8, 9, 10, 12, and 13. The 'YEAR 8' button is highlighted. The main content area displays a grid of units for 'Mathematics Year 8'. Each unit is represented by a colored button with a 'Share' link above it. The units are:

- KPI 8.01 - Indices (Green)
- KPI 8.02 - Prime Factorisation (Green)
- KPI 8.03 - Rounding to Significant Figures (Green)
- KPI 8.04 - Fractions (Green)
- KPI 8.05 - Negative Numbers (Green)
- KPI 8.15 - Ratio (Green)
- KPI 8.16 - Area of Circles (Red)
- KPI 8.17 - Statistical Diagrams (Red)
- KPI 8.18 - Averages and Range (Red)
- KPI 8.19 - Two-way Tables & Venn diagrams (Purple)
- KPI 8.20 & 8.21 - 3D Shapes & Volume (Purple)
- Review (Blue)

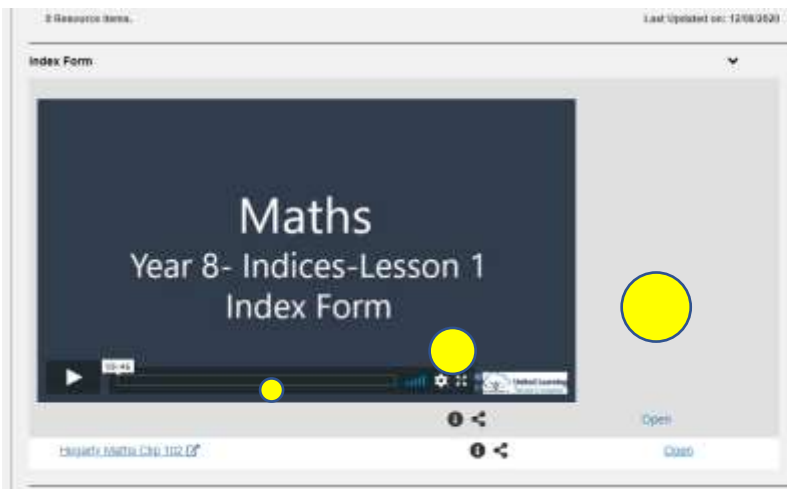
The list of all available lessons is displayed.

The screenshot shows the detailed view for the 'Indices' unit. The navigation bar and year buttons are the same as in the previous screenshot. The 'Mathematics Year 8' header is present. The unit 'KPI 8.01- Indices' is selected and expanded, showing:

- 3 Resource items.
- Last Updated on: 12/08/2020
- Index Form (dropdown arrow)
- Square and Cube Numbers (dropdown arrow)
- Further Powers (dropdown arrow)
- Square and Cube Roots (dropdown arrow)

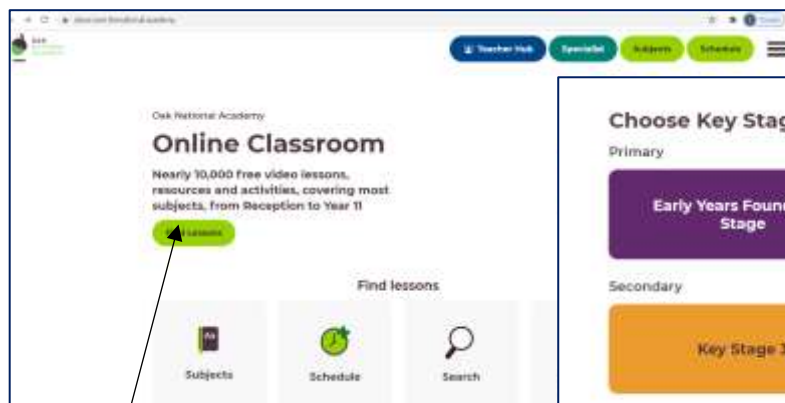
Below the expanded unit, the grid of other units is partially visible, showing 'KPI 8.04 - Fractions', 'KPI 8.05 - Negative Numbers', and 'KPI 8.15 - Ratio'.

Select the lesson you would like to complete.... Make sure your sound is on!

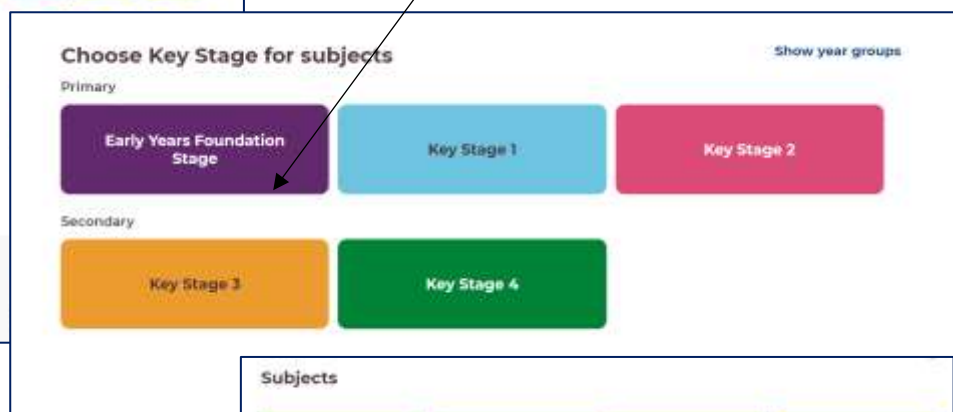


Art & Geography Curriculum Oak National Academy

Visit: <https://classroom.thenational.academy/>

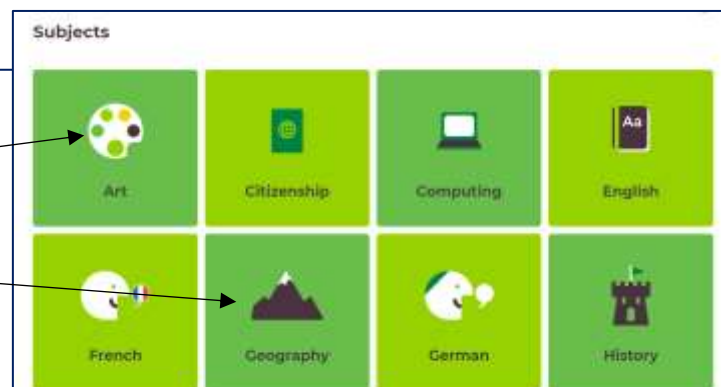


1. Click on Find Lesson



2. Click on your Key Stage

3. Click on Art or Geography only then select your lesson.





Other things to check and use

Hegarty Maths

Website: www.hegartymaths.com

Login: Your name and date of birth

Sparx Maths Y7 Only

Website: www.sparx.co.uk/

Communication

You can download Apps for Office 365, Teams and to your phone and Tablets.

Keep in touch, we are still a school community and we are here to support you.



PUPIL FACING CURRICULUM TIMETABLE

| YEAR 7 | P1 | P2 | P3 | P4 | P5 | P6 |
|--------|---------|-----------|---------|-----------|---------|-----------|
| DAY 1 | ENGLISH | MATHS | SCIENCE | HISTORY | D&T | SPANISH |
| DAY 2 | ENGLISH | MATHS | SCIENCE | GEOGRAPHY | HISTORY | GEOGRAPHY |
| DAY 3 | ENGLISH | MATHS | SCIENCE | SPANISH | PE | ART |
| DAY 4 | HISTORY | GEOGRAPHY | SPANISH | PE | RE | ENGLISH |
| DAY 5 | ART | RE | D&T | ENGLISH | MATHS | SCIENCE |
| YEAR 8 | P1 | P2 | P3 | P4 | P5 | P6 |
| DAY 1 | ENGLISH | MATHS | SCIENCE | HISTORY | D&T | SPANISH |
| DAY 2 | ENGLISH | MATHS | SCIENCE | GEOGRAPHY | HISTORY | GEOGRAPHY |
| DAY 3 | ENGLISH | MATHS | SCIENCE | SPANISH | PE | ART |
| DAY 4 | HISTORY | GEOGRAPHY | SPANISH | PE | RE | ENGLISH |
| DAY 5 | ART | RE | D&T | ENGLISH | MATHS | SCIENCE |

| YEAR 9 | P1 | P2 | P3 | P4 | P5 | P6 |
|--------|---------|-------|---------|---------|-----|---------|
| DAY 1 | ENGLISH | MATHS | SCIENCE | HISTORY | D&T | SPANISH |

| | | | | | | |
|---------|--|-----------|---------|-----------|---------|-----------|
| DAY 2 | ENGLISH | MATHS | SCIENCE | GEOGRAPHY | HISTORY | GEOGRAPHY |
| DAY 3 | ENGLISH | MATHS | SCIENCE | SPANISH | PE | ART |
| DAY 4 | HISTORY | GEOGRAPHY | SPANISH | PE | RE | ENGLISH |
| DAY 5 | ART | RE | D&T | ENGLISH | MATHS | SCIENCE |
| YEAR 10 | P1 | P2 | P3 | P4 | P5 | P6 |
| DAY 1 | ENGLISH | ENGLISH | MATHS | MATHS | SCIENCE | SCIENCE |
| DAY 2 | ENGLISH | ENGLISH | MATHS | MATHS | SCIENCE | SCIENCE |
| DAY 3 | ENGLISH | ENGLISH | MATHS | MATHS | SCIENCE | SCIENCE |
| DAY 4 | Year 10 and 11 who are individually isolating - we will be in touch with a bespoke curriculum from Day 4 onwards. | | | | | |
| YEAR 11 | P1 | P2 | P3 | P4 | P5 | P6 |
| DAY 1 | ENGLISH | ENGLISH | MATHS | MATHS | SCIENCE | SCIENCE |
| DAY 2 | ENGLISH | ENGLISH | MATHS | MATHS | SCIENCE | SCIENCE |
| DAY 3 | ENGLISH | ENGLISH | MATHS | MATHS | SCIENCE | SCIENCE |
| DAY 4 | Year 10 and 11 who are individually isolating - we will be in touch with a bespoke curriculum from Day 4 onwards. | | | | | |

Units of Study Half Term 1

For use with the Pupil Facing Curriculum

| | YEAR 7 | YEAR 8 | YEAR 9 |
|---|---|--|--|
| ENGLISH | Prose: Treasure Island | Prose: Dracula | Play: The Crucible |
| MATHS | 7.01 Place value and number sense 7.02 addition and subtraction 7.03 Perimeter 7.04 Estimation and rounding | 8.01 Indices 8.02 Prime factorisation 8.03 Significant figures 8.04 Multiply and divide fractions 8.05 Negative numbers | 9.01 Place value 9.02 Four rules - Decimals 9.03 Rounding and Estimation 9.04 Indices, Powers and roots 9.05 Factors, multiples and primes 9.06 Ratio |
| SCIENCE | Cells 7CP Particles 7BC | Ecology 8BE and Light 8PL | Matter 9PM and Reactivity 9 CR |
| HISTORY | Norman Conquest | Henry VIII and the Reformation | WWW1 |
| GEOGRAPHY Geography is via Oak national Academy | Map Skills | Coasts | Climate Change |
| SPANISH | Unit 1 Me presento. Greetings recap. Numbers 20-99. Days of the week. Months of the Year. Unit 2 Mi familia y otros animales. Describing yourself and others. Physical descriptions. Character adjectives. Comparisons | Unit 1 Me presento. Greetings recap. Numbers 20-99. Days of the week. Months of the Year. Unit 2 Mi familia y otros animales. Describing yourself and others. Physical descriptions. Character adjectives. Comparisons. | Unit 1 Me presento. Greetings recap. Numbers 20-99. Days of the week. Months of the Year. Unit 2 Mi familia y otros animales. Describing yourself and others. Physical descriptions. Character adjectives. Comparisons. |
| RE | Christianity | Hinduism | Jesus and Forgiveness |
| ART Remember Art is via Oak National Academy | Introduction to art: understanding the basics. 4. Introduction to Art: Drawing techniques. 5. Approaches to drawing 6. Drawing still life. 7. Introductions to art: Understanding colour. 14. Introduction to art: analyse an artist's work 15. Introduction to art: Annotate work. | Architecture: understanding the world around us. 1. John Piper (Part 1) 2. John Piper (Part 2) 7. Stephen Wiltshire (Part 1) 8. Stephen Wiltshire (Part2) 9. Lucy Jones (Part 1) 10. Lucy Jones (Part 2) | Empowerment and equality. 2. Gabriel Garcia Roma: Digital handwritten task 3. Gabriel Garcia Roma: Collage techniques 4. Tim Okamura grid portrait plotting 5. Tim Okamura grid portrait finish 6. Kehinde Wiley: An introduction 7. Kehinde Wiley: Painting preparation |
| PE | Social Media Challenges | Social Media Challenges | Social Media Challenges |
| D&T | Dragons Den Project | Dragons Den Project | Dragons Den Project |

Units of Study Half Term 1

For use with the Pupil Facing Curriculum

| | YEAR 10 | YEAR 11 |
|--|--|--|
| ENGLISH | Romeo and Juliet | GCSE English Language Component 2 / revision for Lang C1 and Lit C1 (mocks) |
| MATHS | 10.01 Rearranging 10.02 Linear graphs 10.03 Gradient and y intercept 10.04 Compound measures | OPEN CHOICE AGAINST YOUR INDIVIDUAL TASK PLAN |
| SCIENCE | Year 10 Combined Chemistry Unit 1 Atomic structure and the periodic table and Physics Unit 1 Energy Chemistry unit 2 bonding and Biology Unit 2 Organisation Year 10 Separate Sciences Biology Unit 2 Organisation Chemistry Unit1 Atomic structure and the periodic table Physics Unit one Energy | Year 11 Combined Biology Unit 4 Bioenergetics, Chemistry Unit 5 Energy Changes Chemistry unit 4 Chemical Change, Physics Unit 4 Atomic Structure Year 11 Separate Biology Unit 5 Homeostasis Biology 6 Inheritance Evolution and variation Chemistry Unit 5 Energy Changes Chemistry Unit 6 Rate of reactions. Chemistry unit 4 Electrolysis Physics Unit 5 Forces Unit 6 Waves |
| HISTORY | Health and the People | Elizabethan England |
| GEOGRAPHY Remember Geography is via Oak national Academy. | Urban Growth in Lagos Urban Growth in Liverpool | Climate Change Climate Hazards |
| SPANISH | N/A | N/A |
| RE | N/A | N/A |
| ART Remember Art is via Oak National Academy. | Drawing Techniques 1. Embedding drawing fundamentals (Part 1) 2. Embedding drawing fundamentals (Part 2) 3. Tones and Shadows 4. Perspective 5. Drawing techniques (Part 1) 6. Drawing techniques (Part 2) | People 1. People: The Face 2. People: The eyes 3. People: The ears 4. People: The mouth 5. People: The nose 6 People: Hair |
| PE | RO51-Contemporary issues in sport User Groups Barriers to participation Solutions to barriers Factors that influence the popularity of sport in UK The role of sport in promoting values Initiatives in sport to promote values | RO51-Contemporary issues in sport User Groups Barriers to participation Solutions to barriers Factors that influence the popularity of sport in UK The role of sport in promoting values Initiatives in sport to promote values |
| D&T | N/A | N/A |

