



ACHIEVING MORE TOGETHER

Keeping enrichment alive: Our learnings from lockdown

Enrichment case studies March - August 2020



Introduction

When it was first announced in March that school closures were imminent, no one could anticipate how education was going to adjust and how pupils would interact with their studies. With amazing effort, home schooling became fully embedded into OAT, with virtual classrooms, google classroom, teams and zoom meetings becoming the norm.

However, another issue soon became apparent. Ensuring our children are afforded access to a great array of enrichment opportunities is very much in our DNA as a Trust. Lockdown rules and social distancing obliterated nearly all of the extra-curricular activities they were used to overnight. It would have been easy for our staff to admit defeat, there was so many other priorities that needed focus, not least learning how to teach online. However, this issue only spurred on our staff to go above and beyond and really think outside the box; to provide enrichment experiences that we knew our children very much needed in this unprecedented situation.

The following stories are about the subject specific enrichment activities that our staff designed and produced, in the face of Covid-19. They are to give inspiration and display a handful of the best practices our schools had to offer during the first national lockdown. We have put this together not just to recognise the brilliant work of our staff, but so, if faced with another lockdown, other departments might learn from our learning along the way, so we can provide the best subject enrichment and extra-curricular activities our OAT family deserves.

If you have any stories you would like to contribute to this booklet, please get in touch with Roisin Madigan (roisin.madigan@ormistonacademies.co.uk). If you would like further details on any of the case studies contained in this booklet, or are from outside OAT and would also like to contribute to our shared learning, please get in touch with Tuesday Humby (tuesday.humby@ormistonacademies.co.uk).





Flights of fancy

Cowes Enterprise College, an Ormiston Academy

With the school closures in March, staff at Cowes Enterprise College, wanted to provide some extra-curricular projects that also promoted positive mental health for their students. With many students dealing with anxiety surrounding the pandemic, as well as the adjustment of home schooling, they decided on a project that would spark their imagination.

Wanting to reinforce the power of the written word, Cowes worked on producing their first-ever eBook, "Flights of Fancy".

Their first edition was based around destinations and paradise, considering the large number of holidays that had to be cancelled due to the pandemic and knowing students' mental health could be greatly affected. The engagement they received from a diverse mixture of students was unexpected, as well as the passion they produced

Top Tips:

To make this activity all inclusive, ensure you include all students' contributions, small or large, this will help add to the overall success. Not only will the students feel pride in their work and encourage them to take part in future activities, but it will also embed that sense of a community, when they can't physically see it.

Talk with other departments, to gain more ideas and themes on further editions. Using different subjects, will also reinforce a student's understanding of English across many different subjects.

in their work. Taking that success forward, they went onto produce a second and third edition, with themes of "Over the Rainbow" which was dedicated to key workers, and a nostalgic note to the popular television show, "Through the Keyhole".

Not only being shared with their students, they produced these three editions to be shared with their wider communities, through their social media platforms and eventually being celebrated in the local media. This activity shows that imagination is unstoppable and can provide students with a voice, in a time where normal day to day life is restricted.



WODENSBOROUGH ORMISTON ACADEMY

WOA workout's and wellbeing

Wodensborough Ormiston Academy

Once the lockdown rules came into place, most subjects were moved online to virtual classrooms, which all our academies did with a determination to make work. One big problem with lockdown, was people's physical health, as the rule of "one hour outdoors" proved difficult for lots of students and staff.

Wodensborough Ormiston Academy decided to tackle this issue early on and introduced their WOA workouts and wellbeing challenges.

With the use of google classroom, staff would post daily challenges for all students and staff to participate in. These challenges were assessed every morning, displaying exercises they could complete at home using just their bodies or homemade equipment, with cupboards being raided for cans of beans.

To inspire more to take part in the challenges, they introduced a competitive aspect to their activity. Getting students at home to record their attempts, which would be sent in and used to challenge the remaining staff and students in school.

They had a great response from staff at the school attempting the challenges, which came full circle to encourage more students at home to take part and beat their efforts.

It has already been a real success with 172 students joining the classroom, interacting and engaging in the daily challenges along with their teachers. Showing that physical activities can be small but vital in staying active through a lockdown.

Top Tips:

Think of alternative homemade items that can be used for exercise equipment, to make all challenges inclusive.

Use of social media to show staff attempts, will help to engage more students and their families.





Inspiring lessons

Ormiston Sir Stanley Matthews Academy (OSSMA)

Once the school closures commenced and lockdown came into place, education had to move online, including OSSMA. Wanting to keep their students engaged and ensure progress with their learning, staff had to think of a new and unique and fresh way to achieve their goal.

Staff first produced virtual lessons, surrounding different subjects. Being based in Stoke-on-Trent, the history department decided to do a walking tour of the most iconic parts of the local history.

While the performing arts department, using zoom to record, performed the first act of "An Inspector Calls" along with the full costume. As well as, the Science department performing home experiments for students to follow, the art department using a

Top Tips:

Working within different departments, fresh ideas can be provided by staff that would work specifically with the subject.

Many of the videos can be produced within social distancing measures. This activity could be progressed to include student involvement.

time machine to speak with famous artists and the maths department used fun themes of magic and TV gameshows to present mathematical equations.

Staff then introduced a competitive aspect to the lessons, by encouraging students to vote for the most inspirational. The lessons were posted on their social media platforms to reach more students, keeping them engaged in their studies, while also capturing their imaginations and competitive approach.



Feeding our families

Sandymoor Ormiston Academy

During the national lockdown, the remaining students that were still attending Sandymoor Ormiston Academy, were mostly all part of a family with one or both parents, being classed as a key worker. Staff wanted to support not just their students but also their hard-working families.

It quickly became apparent that many of their parents/carers were working twelve-hour shifts, in local hospitals, under extreme circumstances. Families and students were struggling to eat well-balanced meals due to their working schedules. They decided to support their students in cooking meals for their families.

With the use of the food technology rooms, students were provided ingredients to make a meal for four, including a dessert as a well-earned treat. Students were instructed to bring in their own dishes, so they could transport their meals home.

Top Tips:

To make this activity accessible to all students, assess what food can be provided as a first step. By agreeing and sourcing available ingredients beforehand, this avoids putting pressure on students and their families and is a massive contribution to the success. In addition, pre-planning of meals, not only helps with the organisation of ingredients and staff management, but also enables the creation of a variety of meals.

While staff were encouraged to help on the days they were working at school, to support and deep clean rooms and equipment after use.

Students have been able to learn new life-lasting skills, understand the importance of a well-balanced meals, while also providing crucial support to the families.



Enrich and engage newsletter

Brownhills Ormiston Academy

Staff at Brownhills Ormiston Academy wanted to ensure that enrichment activities continued to be promoted through the school, even when students were at home. They decided to produce an "Enrichment and Engagement" weekly newsletter, where teachers could offer ideas on engaging pastimes, and students could share the activities they were getting up to.

Students were encouraged to share their achievements and accomplishments with the rest of the school, submitting pictures of three-course meals they had cooked, upcycled shopping bags, and bird feeders they had created, amongst many other things. One student completed enough challenges to win a total of four Blue Peter badges! They could submit individual achievements, and many also opted to participate in team activities with their families.

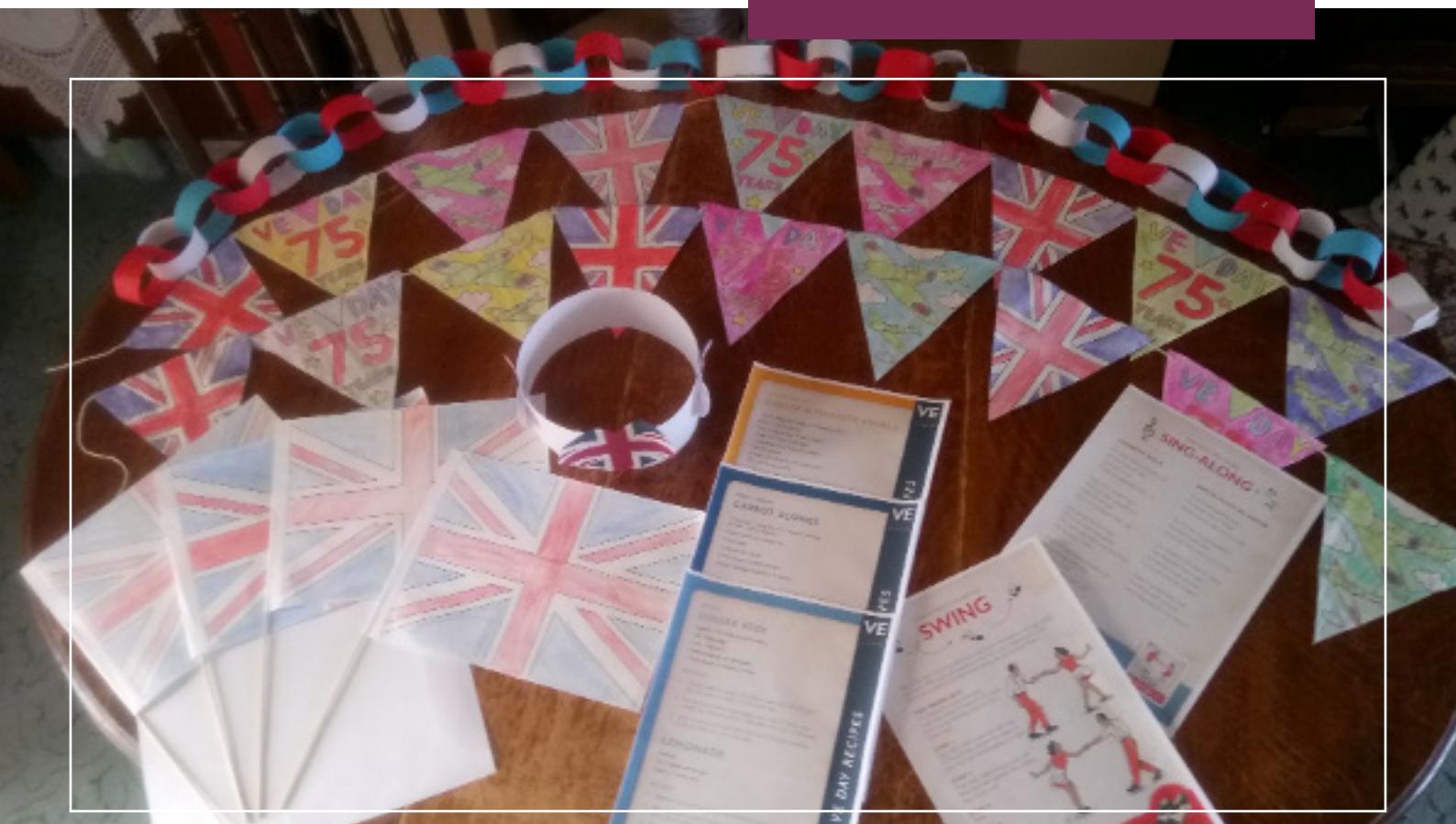
Meanwhile, departments across the academy collaborated to produce topics that students may not have had the chance to explore before, while subject leaders devised creative tasks to stretch and challenge thinking. The newsletter also offered a "Theme of the Week", which gave students the chance to focus on a different world event each week.

The newsletter proved really popular with the school community, with hits to the academy website increasing significantly every monday when it was released. A total of eleven newsletters were published over the lockdown period.

Top Tips:

Having staff on board was vital to this project and essential to its success, with many different ideas being contributed.

Leading by example was crucial, with the assistant principal creating the initial newsletter, which gave staff the confidence to see that these enrichment activities could work and allow staff to think outside the box.





Ormiston Victory Academy

Dancing our way through lockdown

Ormiston Victory Academy

The performing arts department at Ormiston Victory Academy, always have lots of creative activities taking place throughout the year. This year was no different, although staff and students had to think outside the box to make them happen.

Remote lyrical, hip-hop and commercial dance classes took place over the period, which were a popular way for students to practice dance but also to connect with one another. Meanwhile, the academy's dance captains met online on a weekly basis to work on choreography.

Students from across the school came together for an all-singing, all-dancing zoom performance of High School Musical's "All in this together", with lots of parents and even ex-students joining in! There was also a very exciting opportunity, to participate in a two-hour zoom dance class with Layton

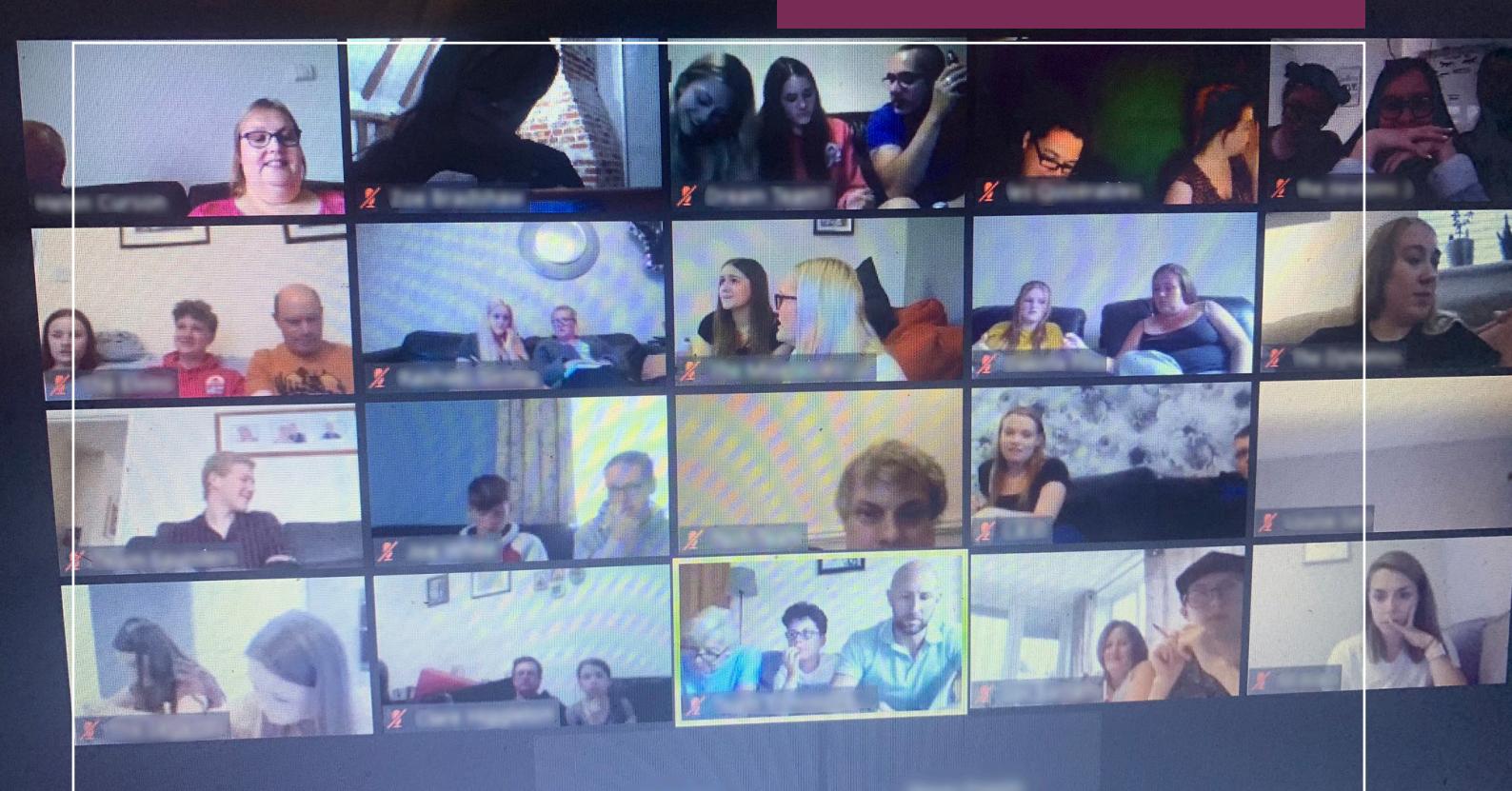
Williams, West End star of "Everybody's Talking About Jamie".

The activities weren't limited to students at Ormiston Victory Academy, with teachers also showing off their skills and even performing two online lip-syncs. Staff also reached out to other students in the local community, who weren't at the school and didn't have their own dance provisions so that they could participate too. To round off the term, about 13 families participated in a Performing Arts End of Year Quiz, which was a great chance to celebrate all the hard work put in over the year.

Top Tips:

Through use wider of community links this activity was able to support OAT students and reach out to students who were not part of the school and who weren't receiving any form of dance provision from their own schools. Due to physical demands of this activity, recording the lessons in a home setting, could prove difficult, particularly with a lack of space.

To fix this issue, pre-planning is essential to ensure a more suitable space. Arranging the use of the school's dance studio or suitable space to produce the lessons, would add to the overall success of the activity.





CHECK OUT OUR NEW

Lazy sundays

MAGAZINE

ORMISTON
CHADWICK
ACADEMY



Lazy sunday magazine

Ormiston Chadwick Academy

Mrs Martindale, Teacher of Hair and Beauty and Business Studies at Ormiston Chadwick Academy, introduced a weekly magazine production activity for her students to combine the two subjects and encourage cross-curricular work. Students were encouraged to take active roles in contributing features and planning pieces for the project, entitled "Lazy Sunday Magazine".

The format of "Lazy Sunday Magazine" allowed students to approach their learning in a new and exciting way, which boosted engagement for both Hair and Beauty and Business Studies and ensured they were well-equipped to approach coursework in each subject area. Allowing students, the freedom to explore trends in pop-culture (from health and fitness apps and skincare through to the best gaming chairs and accessories) boosted their independence and sense of ownership throughout the project.

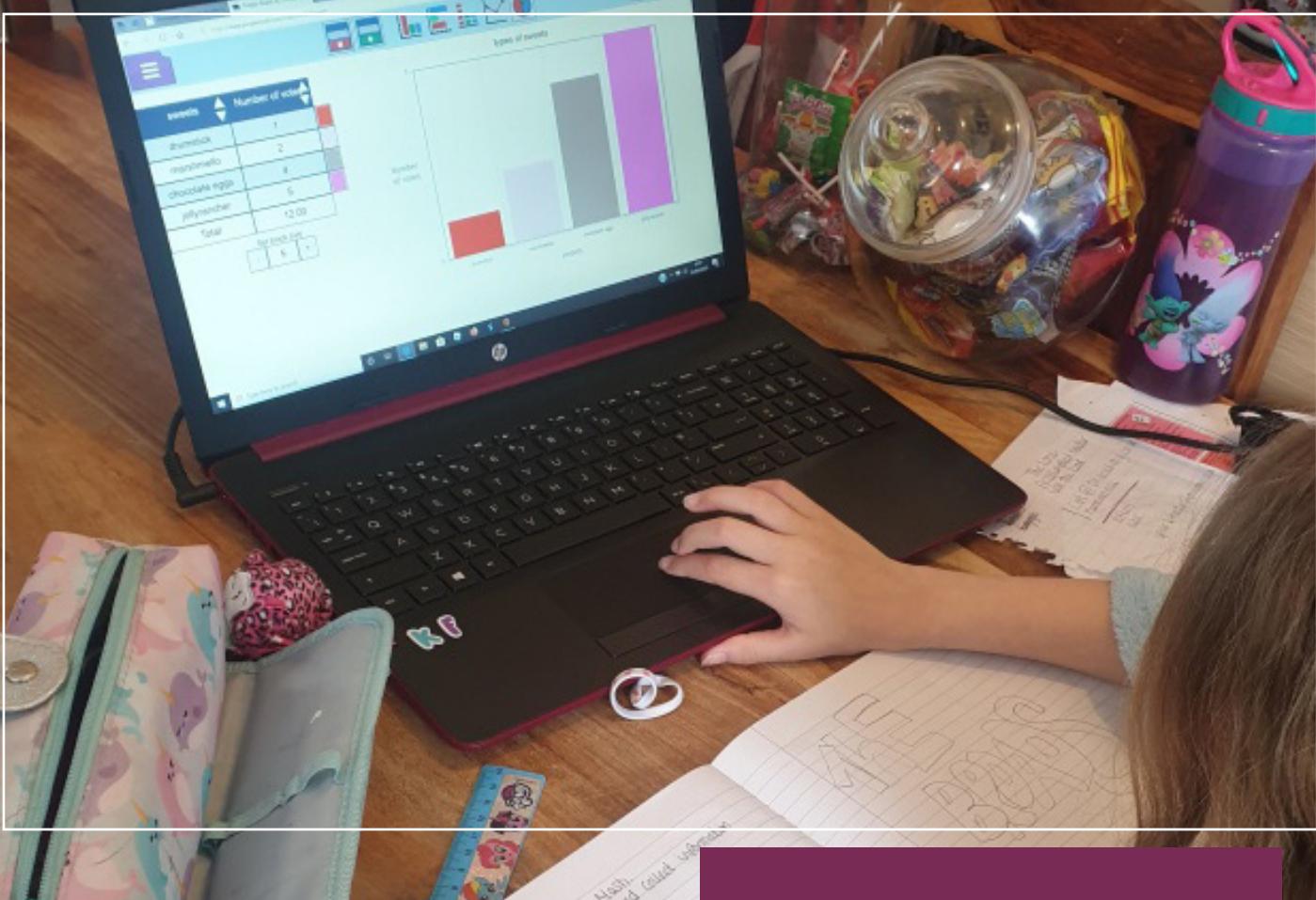
Top Tip:

When you fully understand your learners, you can fully understand their interests. This not only helps you choose topics that your students will find engaging, but you are also able to keep them fresh and current.

Lockdown was certainly no barrier to creativity, with one feature "Covid Hair" showcasing photos of students' quarantine haircuts – the funnier the better!

The winner was even awarded with a bottle of dry shampoo to help restore their lockdown locks to their former glory. Whilst everyone remained at home, students submitted photos of their garden vegetable patches and shared recipes using home-grown produce. Other regular sections included "app of the week" and "product of the week".

The digital nature of the project meant students were able to appreciate the different functions a website can serve – particularly in the age of coronavirus and distance learning. Students visited Chadwick's website and considered the importance of a website in terms of what it can do for a business.



Challenge accepted

Ormiston Herman Academy

During lockdown, the staff at Ormiston Herman Academy wanted to keep their connection with their pupils as strong as it is in their classrooms. As well as ensuring the pupils and their families had something to celebrate during a very difficult unprecedented situation.

Once home schooling had commenced, staff started to set daily challenges to each year group. These were delivered via special, year group specific home learning pages, that were assessible through Herman's website. Coinciding with the daily tasks that pupils were completing, their "Daily Challenge Accepted" was a way of celebrating the resilience the pupils were displaying.

Families were asked to send in photos of the pupils accepting and completing their challenges, which were then posted daily for the whole of Herman's family to access. Pupils and their families had the

Top Tips:

Gaining consent to use content on social media is difficult at most times, but even more so when in a lockdown and communication is lowered. By uploading images, where consent has already been obtained, on to the school's website, engagement will still be maintained.

incentive to take part, with their efforts being displayed on the school's website. Also allowing staff an extra avenue to view pupils' progression, provide feedback and support.

Most of all, the morale boost pupils experienced from seeing their peers, was vital. And most importantly, providing a virtual activity, the pupils had the opportunity to see their peers, keeping faces familiar and memories clear, reminding them that they were not alone and sustaining positive mental health.



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