

Remote Learning – Updated 27.1.21

- **Government guidance** (published 8.1.21) gives expectations for the leadership, provision and safeguarding (including identifying a named senior leader with overarching responsibility for the quality and delivery of remote education, ensuring that provision meets expectations) [Restricting attendance during the national lockdown: schools \(publishing.service.gov.uk\)](#)
- **Government doc** (published 12.1.21) gives a framework to help schools identify strengths and areas for improvement in its remote education provision [Review your remote education provision - GOV.UK \(www.gov.uk\)](#)
- **Ofsted's summary** (updated 25.1.21) of findings on remote learning from several strands of research activity into remote learning carried out in 2020 [Remote education research - GOV.UK \(www.gov.uk\)](#)
- **Ofsted guidance** (published 11.1.21) gives advice on what's working well (very useful, particularly the common myths) [What's working well in remote education - GOV.UK \(www.gov.uk\)](#)
- **Ofsted doc** (updated 20.1.21) is an operational note for Her Majesty's Inspectors carrying out inspections in state-funded schools from January 2021 [January 2021: maintained schools and academies - GOV.UK \(www.gov.uk\)](#)

Planning should take account of all the best available evidence (universal offer, targeted support and wider strategies), whilst ensuring efficient, effective use of resources (including teachers' time – mindful of workload). Any system must be based on **good communications with families, effective support for vulnerable children and feedback that moves the learning forward** – all underpinned by high expectations.

Principles and practicalities:

- **Pedagogy:** Teaching quality is more important than how lessons are delivered (The EEF found that there was no benefit in carrying out remote teaching via live lessons over teaching via materials that have been prepared in advance). This includes clear explanations, scaffolding and feedback. Explanations should be clear, concise and chunked into steps – they may take the form of Google Slides or video created by the teacher. A high quality online resource such as Oak National Academy can also be used. It is crucial to provide additional scaffolding through worked or partially worked examples, modelling where appropriate and additional resources, e.g. sentence starter/vocabulary/checklists/knowledge organisers. Feedback may be individual or whole class e.g. writing or mathematics completed on Google Classroom. Assessment can take place through e.g. online quizzes
- **Content:** Focus on the critical aspects of the curriculum that need to be taught well (see above). Products can support e.g. Bug Club, readtheory.com, Phonics Play, Spelling Shed, TT Rockstars, WhiteRose (and associated Power Maths), MyMaths etc are useful. Purple Mash is a useful general resource for foundation subjects. Many companies are producing online webinars to illustrate how they can be used. Children and parents may need coaching in the use of anything unfamiliar – along with Google Classroom – in advance
- **Targeted academic support:** There is an expectation that all vulnerable learners (in the widest definition) are in school full-time experiencing quality first teaching and support with follow-up whatever the scenario – planned for in advance and places 'reserved'. Vulnerable learners not in school receive enhanced/graded support as indicated by the monitoring system e.g. accessibility to a device, paper copies and extra phonecalls to support learning and well-being, bespoke feedback
- **Wider strategies:** Good communication with families and staff is key (based on strong relationships). It is important that the families trust the school's approaches and support the strategies in place for learning as well as well-being. Through this context positively framed 'challenging' conversations can

take place around routines, learning and well-being. Attendance, engagement and actions are monitored (e.g. through an Excel doc).

Suggested strategies underpinned by the above principles:

- Curriculum planning (all subjects) that reflects the remote learning offer (based on what knowledge do we want the pupils to acquire, how will we deliver this knowledge effectively, how can we find out what the pupils have learnt and how will we use this information)
- Communication with children – document containing passwords and access details; engagement, feedback strategies
- Partnership with parents – reflecting the above
- A tracking system to monitor engagement and actions to support learning – with designated adults carrying out specific actions.

Some useful links/resources

[Events | EdTech Demonstrator Programme \(lgfl.net\)](#) A list of sessions for schools on how best to use tech to support remote learning. There is a wide variety, they are free to access and joining them is via the DfE web-site

[Oak National Academy \(thenational.academy\)](#)

General:

[Best evidence on supporting students to learn remotely | Education Endowment Foundation | EEF](#)

[Support resources for schools and parents | Education Endowment Foundation | EEF](#)

Three Tom Sherrington Blogs (useful, takes concepts and makes them concrete, simple and accessible):

[Remote Learning Solutions: Crowd-sourced ideas for checking students' writing | teacherhead](#)

[Principles for Remote Instruction: Notes from a #TLAC Masterclass. | teacherhead](#)

[Remote Learning: Live or offline, cover the basic elements. | teacherhead](#)

[Blogs on remote teaching | Class Teaching \(wordpress.com\)](#) – References Rosenshine and links to further blogs by EEF, Doug Lemov, Alex Quigley, Tom Bennett, Daisy Christodoulou, Marc Rowland to name but a few...

[Coronavirus: 5 tips for remote learning | Tes](#) – Uses Rosenshine as underpinning principles

More technology hints and tips...

[Using Mote to provide verbal feedback – Outwood Edtech](#)

@clint_lees

@josephkinnaird - Mote within google classroom

@missdcox – tips for using google classroom

@Resour1Teaching – planning (Year 6) based on google classroom

@Miss StanleyY6 – thread on hints and tips for using google classroom

Remember: Keep it simple – focus on the key elements of effective teaching to deliver the basics well