Remote Education Expectations

'all pupils achieve the highest standard of educational outcomes regardless of circumstance or background'

Purpose

The Trust and its schools have worked collaboratively to establish clear expectations for the remote education that all pupils will receive. This document is intended to be used by teachers and support staff across the Trust to ensure pupils receive the highest possible level of remote education that can be practicably achieved as the pandemic continues.

To achieve the *gold standard* in remote education that pupils are entitled to, it is important that schools meet their statutory obligations in providing a full, broad and balanced remote education provision.

In order to achieve this, it is fundamental that provision closely matches the provision that would be offered within school as far as is reasonably possible in the face of such a dynamic pandemic situation.

This is a living document that will be updated and added to as we learn more about how we can best support pupils with their remote education.

For note:
The document should be read alongside the Trust's:
- Remote Education Policy
- Remote Education Guidance for Parents
- Covid-19 Safeguarding Addendum
- Covid-19 Behaviour Addendum
- Covid-19 SEND Addendum

For note:
Whilst the minimum expectation is set at 3 hours a day for Key Stage One and 4 hours for Key Stage 2, it is important to remember the DfE expects work provided to be equivalent to a full school day, typically 5 ½ hours.

EEF Evidence on supporting pupils to learn remotely

The Education Endowment Foundation (EEF) has found that the effectiveness of remote teaching is determined by many of the same factors as determine the

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effectiveness of live classroom teaching. Teachers and support staff should consider the following:

- ensuring pupils receive clear explanations
- supporting growth in confidence with new material through scaffolded practice
- application of new knowledge or skills
- enabling pupils to receive feedback on how to progress

Key DFE guidance notes:

The following guidance from DfE should be considered:

- Set work that is of equivalent length to the core teaching pupils would receive in school and as a minimum:
    - EYFS and KS1: minimum 3 hours a day, on average, across the school cohort
    - KS2: minimum 4 hours a day, on average, across the school cohort

- provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos

- 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

- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations

- provide access to high quality remote education resources as far as is reasonably possible

- select the online tools that will be consistently used across school in order to allow interaction, assessment and feedback and make sure staff are trained in their use

- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access

- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum - for pupils with SEND, their teachers are best placed to know how to meet their needs

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Specific Expectations

All year groups

All year groups should prepare a weekly timetable to be shared with families to outline the upcoming week and model the daily learning.

When an entire bubble is closed, a live or pre-recorded introduction to the day that contextualises the learning videos and resources should be shared daily. This introduction to the day may also include some whole class feedback from previous days, how the learning can be adapted with common resources in the home. Previous learning and conceptualisation will be included as necessary.

Planning should follow the clear progression routes, sequencing and learning requirements outlined in the school's curriculum offer.

Resources for recording pupil's work at home should continue to be provided e.g. exercise books, rulers, pens and pencils. Catch-up funding will be used to support this. This needs to be at the earliest point of the child/group working remotely.

English

Phonics inputs should be provided at the pupil's phonic assessment point, not by their class e.g. a phase 5 pupil should receive phase 5 input. Teachers should use English hub videos or other high-quality phonics provision to support this.

Reading sessions will focus on an extract from a quality text. This could be scanned or photographed. Teaching of reading should focus on modelling domains, unpicking vocabulary and explaining tasks. Reading comprehension activities should be based on the focus domain and not random tasks from a reading comprehension book. A text and domain may be used over a week or more. The expectation is not to plan a new extract every day or with a different domain every day.

Writing input should be based, where possible, on a quality text. This may be one that is being used already in school or had been planned for use in the planned curriculum provision. Teaching should follow a clear sequence of learning. Online sites are less likely to meet contextualised school needs with the exception of some short videos that could support SPAG elements. As much as possible, the work should be arranged around the text being studied. There should be opportunities to write at length and high expectations should be set for this.

Mathematics

Mathematics input will typically involve modelling a new piece of learning, using online resources such as *mathsbot* or live modelling that is videoed. Input over the week should be used to provide teaching on fluency, problem solving and reasoning. Teaching should involve options that could involve concrete, pictorial, abstract at home e.g. I am using 10 cubes, but you could use 10 pencils or lego

bricks or I am using place value counters, you could draw these on paper or use tiddly-wink counters.

For note:
Schools could print sheets of *Dienes* or place value counters that children could cut out and use at home.

It is acceptable to use resources from *White Rose* or *Oaks National Academy* to provide input as long as the content is explained by the teacher or is entirely appropriate i.e. teachers must have a full understanding of the content in a video and have watched it in its entirety to judge its appropriateness. If further exemplification is needed teachers should feel confident to provide this. Resources should not be used where it is not appropriate. In such circumstances, the teacher is expected to prepare the input themselves as they would under normal circumstances.

Provision for pupils with SEND

Provision for pupils identified with specific needs should be differentiated and tailored as if they were in school (DfE expectation). If needed discussion should take place with parents and carers to ensure the child is effectively supported at home, as far as this is reasonably possible.

Feedback from pupils should be submitted daily through Dojo, Purple Mash or equivalent method as with all pupils.

Year Group Expectations

For note:
Quality video lessons may refer to:

- Live lessons
- Pre-recorded lessons by class teachers
- Sign posted sites such as Oak Academy, White Rose etc.

EYFS and Year 1:

- Daily, high quality video phonics lessons (length dependent on phase and school phonics provision)
- Daily, high quality video Maths lessons with prepared materials
- Daily, high quality video English lessons with prepared materials
- Daily, high quality video Story Time
- Foundation input and tasks to be set for the afternoon session. This may include use of online resources such as videos and power-points. The same number of foundation subjects should be taught as would normally be on the class timetable

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Year 2:

- Daily high quality video phonics lessons (length dependent on phase and school phonics provision)
- Daily, high quality video English lessons with prepared materials
- Daily high quality video Maths lessons with prepared materials
- Daily, high quality video/prepared input and modelling for reading domains with prepared materials
- Foundation input and tasks to be set for the afternoon session. This may include the use of online resources such as videos and power-points. The same number of foundation subjects should be taught as would normally be on the class timetable
- A minimum of 2 x weekly pre-recorded class story times

Years 3 to 6:

- Daily, high quality video English lessons with prepared materials
- Daily, high quality video Maths lesson with prepared materials
- Daily, high quality video reading lesson and modelling for reading domains
- Foundation input and tasks to be set for the afternoon session. This may include the use of online resources such as videos and power-points. The same number of foundation subjects should be taught as would normally be on the class timetable
- A minimum of 2 x weekly pre-recorded class story times

Advice for enhancing and improving Remote Education

Going forwards, the Trust continues to support the use of pre-recorded lesson opportunities as interaction in a live lesson may be restricted, particularly for younger pupils. Live platforms i.e. *Microsoft Teams,* can be used to share pre-recorded materials. Live sessions or chat facilities can be used for a class to come together and discuss work at least weekly. This could be in small pre-organised groups e.g. 10 pupils at a time. If this approach is followed, it would need to be staggered throughout the week to ensure laptops can be shared. If a pupil is unable to access teams, this can be done through a phone call. It is expected that teachers in class are likely to have periods during the day when they are able to access chat functions and/or respond to emails.

For note:
With pre-recorded videos, teachers do not have to be visible if they do not wish. Instead they should talk over the material with tailored input and modelling, diagrams or power-point could be used.

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