



The school has implemented research from the Educational Endowment Foundation as a basis for our approach to remote learning - their findings from the previous lockdown are:

- Teaching quality is more important than how lessons are delivered
- Ensuring access to technology is key, especially for disadvantaged pupils
- Peer interactions can provide motivation and improve learning outcomes
- Supporting pupils to work independently can improve learning outcomes
- Different approaches to remote learning suit different types of content and pupils

Similarly, OFSTED and the Department for Education has also published research based guidance for schools as well as common myths about remote education. These common myths include that:

- Remote education is fundamentally different to other forms of teaching/learning
- Remote education is a different curriculum/offer to the content that would be delivered normally
- The best forms of remote education are digital
- The best way to deliver remote education is through live lessons
- The most important thing is pupils' engagement

OFSTED and the Department for Education go on to state that:

- Remote education is a way of delivering the curriculum
- Keep it simple
- When adapting the curriculum, focus on the basics
- Feedback, retrieval practice and assessment are more important than ever
- The medium matters (a bit)
- Live lessons aren't always best
- Engagement matters, but is only the start

The following shows how St John's Church of England Primary School is delivering its remote education.

DfE Guidelines	Strategy
Pupils receive meaningful and ambitious assignments each day in different subjects. Remote tasks are as challenging as tasks set in school and the level of work is pitched correctly.	During the period of school closures, the school will adapt its curriculum in order that there are equal opportunities for pupils learning at home and in school. Pupils will be set tasks on a weekly basis that are pitched to level of the pupils' cognitive ability that will consolidate and challenge. Text books with challenging texts for English will be sent home in addition to White Rose Hub maths workbooks.

Teachers teach a planned and well sequenced curriculum to pupils learning remotely.	Within the adapted curriculum, lessons will be sequential, with each lesson building on what has been set previously. The sequence of lessons will be adapted and based on the school's existing curriculum.
We set clear and reasonable expectations on how regularly teachers will check work and provide feedback, and pupils are clear about these expectations.	Remote learning policy - sets out this expectation E.g. teachers will check all work submitted within the week and provide written or verbal feedback on 1 piece a week via voice notes or written comments. Pupils' work - has been marked or looked at Feedback from pupils learning remotely and their parents Staff feedback - shows these expectations are reasonable and not creating an unmanageable staff workload Teachers will make it clear which pieces of work will be required to be submitted to them so that they can monitor and assess progress.
Teachers plan a remote programme that's of similar length to the core teaching pupils would receive in school. Primary: 4 hrs per day on average across the week	Pupils will be provided with daily English and Mathematics. The wider National Curriculum subjects will also be set across the week. These will be set on a Monday of each week. Tasks set for remote learning will be mirrored in the classroom. Pupils learning at home and in school will have access to the same resources, texts, instructional PowerPoints/videos and the tasks will be of the same duration.
Teachers are clear about what they're going to teach remotely in each subject and have clear lesson objectives.	Within the adapted curriculum, lessons will be sequential, with each lesson building on what has been set previously. The sequence of lessons will be adapted and based on the school's existing curriculum. Resources used by pupils (e.g. PowerPoint slides (narrated or otherwise, videos or activity sheets) - have clear lesson objectives.
Pupils receive clear, frequent explanations of new content from teachers or through high-quality curriculum resources or videos	The overviews sent home will contain clear, simple instructions and objectives. Lesson instruction will be provided by overviews, PowerPoint slides, narrated PowerPoint slides and videos. Videos utilised will be of high quality and from the DfE's quality assured list of remote learning resources. Resources will be posted at regular, frequent intervals weekly, allowing families greater flexibility in scheduling the learning.
Teachers regularly check how well remote pupils are progressing through the curriculum. If pupils have gaps in their understanding, teachers will reteach or adapt their remote lessons accordingly.	Tasks set will provide regular opportunities to check how well pupils are progressing. This will be in the form of specified tasks that need to be submitted back to the teacher (email or teams), Quizzes using Teams, or during the twice weekly scheduled class video calls.
Pupils have daily contact (written, verbal or video) with their class teacher.	During the week, there will be two video calls via Teams for each class There will be two sessions of collective worship per week, led by the Headteacher Pupils and teachers will be able to communicate frequently via the MS teams chat feature. Work and feedback can also be sent to teachers via email. This will also enable the pupils to be able to interact with each other as often as they wish to.
Teachers set the same amount of work for pupils learning remotely as for pupils in school, and teachers collect this work from pupils on time.	The way pupils complete this work may look different on occasions (pupils may create a PowerPoint or rather than give a live presentation to the class.) SLT will regularly monitor the quality of work being set in addition to the levels of pupil's engagement throughout the lockdown. Feedback from pupils learning remotely and their parents

Teachers differentiate tasks to suit pupils' abilities, and pupils know which tasks they are expected to complete. Activities suit each pupil's ability level as much as they would if they were in the classroom.	<p>Teachers' lesson plans – e.g. each lesson comes with a range of activities, such as:</p> <ul style="list-style-type: none"> • A challenge activity for pupils who finish early • Additional support for pupils who may struggle, like spelling banks or visual prompts <p>Assignments – there's written instructions for a range of ability levels, e.g. a simplified version with visual prompts</p> <p>Digital education platform (Teams – shows that teachers set assignments for specific pupils to match their ability levels, and that pupils complete the right assignments)</p>
Teachers scaffold pupils' learning by modelling activities and providing support so pupils gradually become independent.	<p>Instructional material will contain worked examples and models, especially for writing tasks.</p> <p>Pupils requiring support to complete tasks can Teams message or email their class teacher who will respond as soon as possible.</p> <p>Peer to peer support is also available through posting on Teams Chat.</p>
<p>We support teachers to consider:</p> <p>A variety of approaches to remote learning</p> <p>Which approaches are best suited to the content they're teaching and pupils' age</p> <p>Teachers are aware of the range of approaches/tools available.</p>	<p>We are aware that pupils of different ages and in different key stages will require different approaches. We will utilise a variety of approaches and provide training for staff and pupil on:</p> <ul style="list-style-type: none"> • Which approaches/tools we use as a school (e.g. learning apps, quizzing tools, eBooks) • How to get the most out of these • Which approaches are best suited in different teaching contexts (e.g. online learning games for vocabulary learning but not for every subject, or self-quizzing to help pupils retain key ideas and knowledge, but not as a replacement for other forms of assessment)
Teachers support pupils to work independently by explicitly teaching metacognition and self-regulation strategies when pupils are remote and in school.	<p>Teachers' lesson plans – show independent tasks (in school and for remote learners), heavily modelling how to complete these independently</p> <p>Teacher feedback on Teams Chat, Video calls and e-mails show that teachers are prompting pupils to reflect on their work or consider other strategies if they get stuck.</p> <p>Where pupils are finding remote learning challenging, the school will provide the additional tools and approaches (available on the school website or sent home to pupils) to help remote pupils work independently, like but not limited to:</p> <ul style="list-style-type: none"> • Checklists • Timetables, including visual timetables for younger pupils
Pupils have regular opportunities for peer interactions while learning at home.	<p>All pupils will have regular timetabled video calls every week. Two of these will be with their class teacher. The additional two sessions will be Collective Worship, led by the Headteacher.</p> <p>Additionally, each pupil will have their MS Teams Chat to communicate with their class teacher and their peers regularly through the school day.</p> <p>Pupils will also be given opportunities for peer interactions with their peers in school to celebrate work and show e.g. group work or peer marking, sharing models of good work, or opportunities for live discussions during class catch ups.</p> <p>Pupils' work – shows collaboration with peers, e.g. a group creates a presentation together using Teams.</p>
We support parents to deliver remote learning.	<p>Parents can contact the class teachers via email.</p> <p>Pupils can contact the class teachers via email or the Team Chat feature.</p> <p>Teachers will provide, clarification, additional explanations and additional resources or tasks as required to support families to deliver remote learning.</p> <p>Where it is required, teachers will phone parents and pupils to provide reassurance and guidance.</p> <p>If a teacher has concerns regarding a pupil's engagement or wellbeing, they will execute the actions as outlined in the safeguarding policy annexe. Further support will be signposted.</p>

