

Remote Education January 2021

DfE: ‘Schools are expected to consider how to continue to improve the quality of their existing curriculum, for example through technology, and have a strong offer in place for remote education provision’. Colleges, primary (Reception onwards) and secondary schools will remain open for vulnerable children and the children of critical workers. All other children will learn remotely until February half term.

Italics are suggestions/guidance/ECC interpretation.

Summary of Expectations	Useful links
<ul style="list-style-type: none"> • Information for pupils, parents and carers about a school’s remote education provision must be published on their website by 25 January 2021. <i>This does not have to be the full offer, if you have a parent/pupil link/login page, but must give information about how this can be accessed.</i> An optional template is available. • For ALL pupils - teach a planned, well-sequenced, broad and ambitious curriculum, to build knowledge and skills incrementally, taking into consideration their age and stage of development or SEND, <i>and being realistic in what pupils are able to achieve at home.</i> • Enable access to high-quality online and offline resources and teaching videos: <ul style="list-style-type: none"> ○ provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos. ○ provide printed resources for pupils who do not have suitable online access. ○ avoid an over-reliance on long-term projects or internet research activities. • Select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback: <ul style="list-style-type: none"> ○ have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern. <i>More frequent interaction may be appropriate, especially for vulnerable children.</i> ○ gauge how well pupils are progressing through the curriculum and provide feedback, at least weekly. <i>More frequent interaction may be appropriate, especially for vulnerable children.</i> ○ adjust the pace or difficulty of what is being taught in response to questions or assessments. • Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects. • Set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum: <ul style="list-style-type: none"> ○ primary: 3 hours a day, on average, across the school cohort ○ secondary: 4 hours a day, with more for pupils working towards formal qualifications this year • <i>This does not have to be 3 or 4 hours of taught lessons or contact with a teacher; this is the amount of time that set tasks should take.</i> • Following ‘Keeping Children Safe in Education’, to protect pupils online. <i>Ensure that families have clear guidance regarding safe online learning practices.</i> 	<p>Remote education guidance (Section 5 in Guidance for full opening: schools)</p> <p>Template to share remote education provision</p> <p>Remote education guidance (in Contingency Framework)</p> <p>Get help with remote education</p> <p>Safeguarding and remote education</p>

Guidance/Suggestions	Useful links
<ul style="list-style-type: none"> • The DfE have produced guidance and resources to support schools in teaching remotely: guidance, resources and lesson plans, webinars, accessing and buying resources. (Self-assessment framework soon to be released). • Oak Academy has been provided by the DfE as an acceptable remote learning resource – this may be useful to support teachers and reduce workload. • The Education Endowment Foundation have produced guidance and resources to support schools in teaching remotely. • <i>Remote learning provision for the majority of pupils can be replicated for key worker/vulnerable pupils (who will access it in school), reducing teacher workload.</i> • A range and variety of quality resources may help to enhance learner engagement and interaction, where appropriate: <ul style="list-style-type: none"> ○ Interactive lessons can be taught at various times throughout the day, enabling questions and feedback. ○ Lessons can be pre-recorded and accessed by pupils at convenient times during the day. ○ Live meetings at the start of the day can set expectations, as well as enable teachers to see pupils and help towards carrying out welfare checks. ○ A live meeting during a session/at the middle/end of the day gives pupils and teachers the opportunity to feedback/ask questions/have points clarified. ○ Dedicated email addresses enable parents/pupils to upload work, raise any questions and for teachers to feedback to pupils. • Maintaining relationships/personal contact is crucial – live lessons, phone calls, video links etc can help towards this. • Learning platforms such as Microsoft Teams, Class Dojo or Google Classroom, are being used very effectively for interactive learning. • Applications such as Zoom/Loom/PowerPoint/Tapestry can be useful applications. • Websites/programmes such as BBC Bitesize, Third Space Maths Hub, Timetable Rock Stars, Sumdog, Spelling Shed, White Rose Maths, Purple Mash, Joe Wicks PE lessons, are enhancing resources and videos provided by teachers. • The BBC will show curriculum-based programmes on TV from Monday 11th January; this could really support families where there are issues with technology, support teacher workload and enhance the range of resources available. 	<p>DfE good teaching practice and resources</p> <p>DfE remote education good practice</p> <p>EEF COVID-19 resources</p> <p>The Foundation Years COVID-19 resources hub</p>

Getting support with technology	Useful links
<ul style="list-style-type: none"> • The Department for Education (DfE) is offering support to help children, young people and families access remote education and social care during coronavirus (COVID-19): <ul style="list-style-type: none"> ○ Laptops and tablets ○ Internet access (including increased data for disadvantaged pupils) ○ Manage laptops, tablets and 4G wireless routers received from DfE ○ Apply for a grant and support to get set up with a digital education platform 	<p>Get help with technology</p>

- Get funded training and support to set up and use technology effectively
- Support guides for getting technology

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for getting
technology](#)