



Remote Learning Expectations for staff at SDCC and the Atrium - Staff



Rationale:

Ofsted have made clear their expectations regarding remote learning during this period of national lockdown. This will extend to our return when we will have to ensure the same high quality provision for those who are in school and those who are having to self-isolate at home. It is important that we have a consistent framework in which all staff are clear about what is required for the delivery of remote teaching and learning.

Intent (statutory guidelines):

The expectations are as follows:

- 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
- Give access to high quality remote education resources
- Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- Ensure learning is matched to the needs of the students such that all students make progress
- 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 5 hours for KS3 and 4 and in line with the normal timetable for KS5
- Provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos.
- Have systems for checking, daily, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern
- 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
- Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding

Implementation:

Students will follow their timetable.

Process

1. Lesson is scheduled in the Calendar – meetings options are adjusted.
2. Assignment is created
3. Pre-learning - This should be accessible before the lesson takes place and quantity of work should reflect lesson duration.
4. Tasks should be clear and specific, using a 3 point task structure with method of submission specified.

Lesson Structure

- **LIVE Registration (SIMS) & Get to Work Activity** (teacher and students on camera to welcome/register)
- **Direct instruction** (teacher introduces learning including objectives – camera optional)
- **Guided practice** (student independent working/learning, teacher available for questions in real time)
- **If required, another cycle of Direct Instruction and Guided Practice** (break-out rooms recommended)
- **LIVE Consolidate & Check understanding** (teacher on camera to praise and outline next steps)

Glossary:

Remote Learning	Any learning that takes place away from school, usually references digital learning
Live	Teacher holds a meeting/calls students on Teams – scheduled matching the timetable
Real time	Teachers are available on chat or to call individual students during the lesson time. Feedback is given during the lesson time.
Assignments	Function in MS Teams that allows tasks to be scheduled and handed in. Allows teachers to track engagement.
Onenote	Microsoft programme that can be used as a notebook and enables teachers to see students work in real time – excellent for feedback. Can be used in teams and linked to assignments.
MS Forms	Microsoft programme can be used in teams and linked to assignments. Can be self-marking.
Get to Work Activity	Eg. a retrieval quiz (timed, answers shared, self-assessed, marks logged), should reference prior learning or elements of prior learning needed for the lesson.
Direct instruction	Eg. live modelling (visualiser/camera) video, worked example, narrated PowerPoint (prerecorded or live), Oak National Academy lessons. Cold call questioning.
Guided practice	Eg. questions either on the task or in forms. Teacher giving feedback/questioning and responding to feedback in chat or in Onenote, conversations with individual students or groups of students where appropriate, especially students who are at risk of not accessing learning.
Consolidate & Check understanding	Independent questioning/quiz/extended written task, Whole Class feedback, outline next steps in learning, extension work for those interested (super-curriculum), specific and targeted praise.
Break out rooms	A function in Teams allowing students to go into a different stream within the group, to take part in more specific feedback/allow for participation on a smaller platform.

Impact:

This will be measured through engagement registers and assessment and progress data. Furthermore, feedback from key stakeholders will be collected in order to gather qualitative data. The intended impact is that no student falls behind in their learning and all students make progress in line with expectation.

Notes:

Setting work in the case of staff absence

- Where staff are absent a message should be sent to the Cover Supervisor and Line Manager in the usual way. The absent member of staff should set cover work (as they would do if they were in school) over Teams with a message apologising that they cannot be with students as they are ill. Where a member of staff is too ill to do this, the Line Manager will set work in their place.
- Work must be appropriate to age and ability and must be challenging/supportive.

Feedback:

All students should receive at least weekly feedback, this can be verbal, written, live or via Quiz scores and whole class feedback.