

**Remote Education January 2021 - 14<sup>th</sup> January updates in purple font + OfSTED research outcomes published 27<sup>th</sup> 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
<p><b><u>DfE expectations for schools:</u></b></p> <ul style="list-style-type: none"> <li>• <b>teach a planned and well-sequenced curriculum</b> 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 so that pupils can progress through the school’s curriculum.</li> <li>• <b>select a digital platform for remote education provision</b> that will be used consistently across the school in order to allow interaction, assessment and feedback and make sure staff are trained and confident in its use. If schools do not have an education platform in place, they can access free support at Get help with technology - GOV.UK (education.gov.uk)</li> <li>• <b>overcome barriers to digital access for pupils by:</b> <ul style="list-style-type: none"> <li>○ distributing school-owned laptops accompanied by a user agreement or contract</li> <li>○ providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work.</li> <li>○ <i>providing relevant stationary for children who may not have these resources at home.</i></li> <li>○ it may also be that <b>some pupils who have difficulty engaging in remote education may be considered to be vulnerable children</b>, and therefore eligible to attend provision in person. As outlined in the guidance, this is a decision based on local discretion and the needs of the child and their family, as well as a wide range of other factors.</li> </ul> </li> <li>• <b>have systems for checking, daily</b>, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern. Schools should also have in place <b>procedures to check if a vulnerable child is able to access remote education support</b>, to support them to access it (as far as possible) and to regularly check if they are doing so.</li> <li>• identify a named <b>senior leader with overarching responsibility for the quality and delivery of remote education</b>, including that provision meets expectations for remote education</li> <li>• <b>publish information</b> for pupils, parents, and carers about their remote education provision <b>on their website by 25 January 2021</b> – an <b>optional template</b> is available to support schools with this expectation. <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></li> </ul>	<p><a href="#">Restricting Attendance during the national Lockdown (Page 46 Remote Education)</a></p> <p><a href="#">Get help with remote education</a></p> <p><a href="#">Template to share remote education provision</a></p>

<p><b><u>When teaching pupils remotely, the DfE expect schools to:</u></b></p> <ul style="list-style-type: none"> <li>• set <b>meaningful and ambitious work each day</b> in an appropriate range of subjects</li> <li>• provide <b>teaching that is equivalent in length to the core teaching</b> pupils would receive in school. This will include <b>both recorded or live direct teaching time</b> and time for pupils to <b>complete tasks and assignments independently</b>, and will be as a minimum:             <ul style="list-style-type: none"> <li>○ Key Stage 1: 3 hours a day on average across the cohort, with less for younger children</li> <li>○ Key Stage 2: 4 hours a day</li> <li>○ Key Stages 3 and 4: 5 hours a day</li> <li>○ <b>online video lessons do not necessarily need to be recorded by teaching staff</b> at the school: Oak National Academy lessons, for example, can be provided in lieu of school-led video content.</li> <li>○ <i>you do not have to provide live streamed lessons if this is not achievable for your school. You can pre-record or make use of resources such as those by Oak Academy. <b>Communication with parents regarding your offer is key, this will make expectations clear and avoid unnecessary questions/complaints.</b></i></li> </ul> </li> <li>• <b>consider how to transfer into remote education what we already know about effective teaching in the live classroom by, for example:</b> <ul style="list-style-type: none"> <li>○ providing <b>frequent, clear explanations of new content</b>, delivered by a teacher or through high-quality curriculum resources</li> <li>○ providing <b>opportunities for interactivity</b>, including questioning, eliciting and reflective discussion</li> <li>○ providing <b>scaffolded practice and opportunities to apply new knowledge</b></li> <li>○ enabling pupils to <b>receive timely and frequent feedback on how to progress</b>, using digitally facilitated or whole-class feedback where appropriate</li> <li>○ using <b>assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge</b></li> <li>○ <b>avoiding an over-reliance on long-term projects</b> or internet research activities</li> </ul> </li> <li>• Consider these expectations in relation to the <b>pupils' age, stage of development or special educational needs or educational disadvantage</b>, for example where this would place significant demands on parents' help or support.</li> <li>• <b>Younger children in Key Stage 1 or Reception often require high levels of parental involvement</b> to support their engagement with remote education, which makes digital provision a particular challenge for this age group. We therefore <b>do not expect that solely digital means will be used to teach these pupils remotely</b>.</li> <li>• We also recognise that some pupils with <b>Special Education Needs and Disabilities (SEND)</b> may not be able to access remote education without adult support and so expect schools to <b>work with families to deliver an ambitious curriculum appropriate for their level of need</b>.             <ul style="list-style-type: none"> <li>○ schools are to use their <b>best endeavours</b> to secure the special educational provision called for by the pupils' special educational needs remains in place.</li> </ul> </li> </ul>	<p><a href="#">DfE good teaching practice and resources</a></p> <p><a href="#">DfE remote education good practice</a></p>
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<ul style="list-style-type: none"> <li>○ put in place <b>reasonable adjustments</b> as necessary, so that pupils with SEND can successfully access remote education alongside their peers.</li> <li>○ where pupils have an EHC plan it remains the <b>duty of the local authority and any health bodies to secure or arrange the delivery of this in the setting that the plan names</b>. However, there may be times when it becomes very difficult to do so, for example, if they are self-isolating. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including, for example, the types of services that the pupil can access remotely, for example, online teaching and remote sessions with different types of therapists. <b>These decisions should be considered on a case by case basis, avoiding a one size fits all approach.</b></li> </ul> <ul style="list-style-type: none"> <li>● <b>Educational Disadvantage</b> – consider available opportunities to build on and develop cultural capital, for example in vocabulary acquisition and providing opportunities for discussion and development of early reading skills.</li> <li>● <b>Ofsted inspections</b> will consider the quality of schools’ remote education in accordance with the expectations set out in the guidance. It will inspect schools, where it has <b>significant concerns about safeguarding or the quality of remote education</b> being provided. Such concerns could be triggered by, for example, parents complaining about remote education directly to Ofsted</li> <li>● <b>Parents are being encouraged to raise their concerns</b> with the teacher or headteacher and, if the concerns are not resolved, to report the matter to Ofsted. <b>Communication with parents regarding your offer is key, to assure them that your offer is meeting DfE expectations and in line with Ofsted’s ‘what’s working well’ guidance.</b></li> <li>● DfE are to publish a <b>‘review your remote education provision tool’</b> to assist school leaders in assuring themselves that their provision meets the expectations in the guidance. <i>Link to be added when available.</i></li> </ul> <p><b><u>Delivering Remote Education Safely</u></b></p> <ul style="list-style-type: none"> <li>● Keeping children safe online is essential. The statutory guidance ‘keeping children safe in education’ provides schools and colleges with information on what they should be doing to protect their pupils online.</li> <li>● See <i>ECC guidance on Infolink</i>.</li> <li>● Consider signing up for Andrew Hall’s free safeguarding briefings – which include advice on remote education and useful links.</li> </ul> <p><b><u>Ofsted Guide – What’s working well in remote education</u></b></p> <ol style="list-style-type: none"> <li>1. <b>Remote education is a way of delivering the curriculum - the remote education curriculum needs to be aligned to the classroom curriculum as much as possible</b></li> <li>2. <b>Keep it simple</b> - We don’t have to make huge changes to the way we teach. We don’t need to overcomplicate resources. Give attention to the key elements of effective teaching</li> <li>3. <b>When adapting the curriculum, focus on the basics</b>. We will often need to adapt our subject curriculum when moving to remote education, for example because some topics are hard to teach remotely.</li> <li>4. <b>Feedback, retrieval practice and assessment are more important than ever</b>. It can be harder to deliver immediate feedback to pupils remotely than in the classroom, but teachers have found some clever ways to do this (see examples in full report).</li> </ol>	<p><a href="#">Safeguarding and remote education</a></p> <p><a href="#">Andrew Halls Safeguarding briefings</a></p> <p><a href="#">Ofsted's 'what's working well in remote education'</a></p>
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<p>5. <b>The medium matters (a bit).</b> Quality of teaching is far more important than how lessons are delivered. But there is some evidence that the medium does matter, especially in digital remote education.</p> <p>6. <b>Live lessons aren't always best.</b> Different approaches to remote education suit different types of content and pupils.</p> <p>7. <b>Engagement matters but is only the start.</b> While it is important to engage pupils, this is only a precondition for learning. We therefore need to make sure that efforts to engage don't distract us from teaching the curriculum. We also need to check whether pupils have actually learned the content we want them to through assessment.</p>	
<p><b>Guidance/Suggestions</b></p>	<p><b>Useful links</b></p>
<ul style="list-style-type: none"> <li>• <b>Ofsted have produced a research report on outcomes from Remote Learning research visits from the Autumn term</b></li> <li>• The DfE have released a '<b>review your remote education provision tool</b>', for schools to identify the strengths and areas for improvement in their remote education provision, and to signpost them to resources that can help them improve their practice. <i>This is not statutory but maybe something that schools/partnerships will find useful for self-evaluation.</i></li> <li>• <i>The <b>Education Endowment Foundation</b> have produced <b>questions for reflection on remote learning provision.</b></i></li> <li>• <i><b>Monitoring of effective provision</b> will be crucial by SLT, subject leaders and SENCO, to ensure that provision meets all the DfE expectations, as well as meeting the needs of all pupils, especially the most disadvantaged.</i></li> <li>• <i><b>The NGA have produced a guide for governors</b> regarding Remote Education and suggested questions to help with their monitoring. Member schools can login to access this resource.</i></li> <li>• <i>Remote learning provision for the majority of pupils <b>can be replicated</b> for key worker/vulnerable pupils (who will access it in school); reducing teacher workload and giving all pupils equal access to the same curriculum and teacher input/recorded lessons. This may also help to manage staff allocation as LSAs could be supervising remote learning in school with teachers leading the remote learning from home.</i></li> <li>• <i>Multiple studies have shown Covid 19 means many pupils, especially those from <b>disadvantaged backgrounds</b> are less likely to be participating in remote learning and more likely to be missing: relationships with teachers and peers, teacher subject knowledge, modelling, structure, routine, opportunities for discussion and modelling. Marc Rowland of Unity Schools Partnership outlines 15 things schools to consider.</i></li> <li>• <i>The <b>DfE have produced guidance and resources</b> to support schools in teaching remotely: lesson plans, webinars, accessing and buying resources, staff training.</i></li> <li>• <i>The <b>Education Endowment Foundation</b> have produced guidance and resources to support schools in teaching remotely, including the Rapid Evidence Assessment research.</i></li> </ul>	<p><a href="https://www.gov.uk/government/research-data-and-analysis/remote-education-research">Remote education research - GOV.UK (www.gov.uk)</a></p> <p><a href="#">DfE review your remote education provision tool</a></p> <p><a href="#">EEF questions for reflection on remote learning provision</a></p> <p><a href="#">Distance learning through the lens of disadvantaged pupils   Unity Research School</a></p> <p><a href="#">DfE good teaching practice and resources</a></p> <p><a href="#">EEF COVID-19 resources</a></p>

<ul style="list-style-type: none"> <li>• <b>A range and variety of quality resources may help to enhance learner engagement and interaction, where appropriate:</b> <ul style="list-style-type: none"> <li>○ <b>Interactive lessons</b> can be taught at various times throughout the day, enabling questions and feedback.</li> <li>○ <b>Pre-recorded lessons</b> can be accessed by pupils at convenient times during the day.</li> <li>○ <b>Live meetings</b> at the start of the day can set expectations, as well as enable teachers to see pupils and help towards carrying out welfare checks.</li> <li>○ <b>A live meeting during a session/at the middle/end of the day</b> gives pupils and teachers the opportunity to feedback/ask questions/have points clarified.</li> <li>○ <b>Dedicated email addresses</b> enable parents/pupils to upload work, raise any questions and for teachers to feedback to pupils.</li> <li>○ <b>Test books/printed materials</b> can be effective and may be necessary for pupils without access to digital resources.</li> </ul> </li> <li>• <b>Maintaining relationships/personal contact is crucial</b>, particularly for disadvantaged pupils – live lessons, phone calls, video links etc can help towards this.</li> <li>• <b>Learning platforms</b> such as Microsoft Teams, Class Dojo or Google Classroom, are being used very effectively for interactive learning.</li> <li>• <b>Applications</b> such as Zoom/Loom/PowerPoint/Tapestry can be useful applications.</li> <li>• <b>Websites/programmes</b> 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.</li> <li>• The BBC will show <b>curriculum-based programmes on TV</b> from Monday 11<sup>th</sup> January; this could really support families where there are issues with technology, support teacher workload and enhance the range of resources available.</li> <li>• <b>Essex Music Service can help to provide your musical solution remotely</b> - a 30-minute lesson per week of pre-recorded content, hosted on their private YouTube channel, specialist tutors can deliver a range of activities – for further details drop the team a line at <a href="mailto:musichub@essex.gov.uk">musichub@essex.gov.uk</a></li> </ul>	<p>The Foundation Years <a href="#">COVID-19 resources hub</a></p>
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Getting support with technology	Useful links
<ul style="list-style-type: none"> <li>• 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"> <li>○ Laptops and tablets</li> <li>○ Internet access (including increased data for disadvantaged pupils)</li> <li>○ Manage laptops, tablets and 4G wireless routers received from DfE</li> <li>○ Funding and support to set up a digital education platform</li> <li>○ Get funded training and support to set up and use technology effectively</li> <li>○ Support guides for getting technology</li> </ul> </li> <li>• <b>Communication with parents is key</b>, particularly managing expectations regarding eligibility, delivery, and supply, and how devices can and should be used.</li> </ul>	<p><a href="#">Get help with technology</a></p> <p><a href="#">Support guides for getting technology</a></p>