

## **Essential Elements of Remote Learning**

### **Curriculum Offer**

- Teachers follow the school's current curriculum.
- Timetables for each year group ensure a broad and balance curricular offer.
- Subject leaders monitor curriculum coverage and offer support where necessary.

### **Learning Activities**

- Teachers deliver the curriculum via;
  - Pre-recorded lessons from school or home location – up loaded onto Seesaw
  - Live sessions via Teams
  - Commercially available video lessons ie Whit Rose, Oak Academy, BBC etc
- All remote lessons should include Essential Elements of Remote Learning – Appendix 1

### **Feedback and Assessment**

- Pupils receive frequent and timely feedback on their work and how to progress, using Seesaw/Teams to deliver individual, group or whole class feedback.
- Assessment ensures teachers respond to pupil's need and address gaps in knowledge and misconceptions.
- Teachers and school monitor pupil engagement in remote learning delivered via Seesaw and Teams.
- Teachers and school feedback to parents via email or phone call to offer guidance and support to secure the engagement of all children.
- Retrieval activities in the form of quizzes, challenges or games, are timetabled three times a week to recall core content for both current and prior learning.

### **Staff Deployment**

- Both year group teachers are responsible for curriculum content and delivery for their year group.
- A 'week on-week off' rota for remote and on site learning is in operation
- One teacher manages the curriculum on the remote learning platform.
- One teacher manages the same curriculum on site.
- Both teachers manage the feedback and assessment of all children in their year group according to rota.

### **Monitoring and Quality Assurance**

- DHT monitors curriculum coverage is broad and balanced in line with school's curriculum offer.
- DHT monitors the systems in place for feedback and assessment are achievable, realistic and meaningful.
- The DHT and HT have access to all teaching and learning platforms and quality assure the curriculum and delivery in every year group.
- HT and DHT monitors the engagement of all children and support teachers to address any issues.
- The SLT review curriculum provision and remote systems on a weekly basis to ensure the highest standards and expectations are achieved and maintained.

## CURRICULUM

<u>Element</u>		<u>Indicators</u>
<b>1</b>	<b>The lesson content is appropriate to the age group and does not lower expectations</b>	<ul style="list-style-type: none"> <li>• Learning outcomes are concise and clear and driven by key knowledge</li> <li>• Learning objectives are clear and allow for effective, remote assessment.</li> <li>• The most appropriate remote resources are provided.</li> <li>• Learning activities meet the LO criteria and can be achieved independently.</li> </ul>
<b>2</b>	<b>Teachers use their subject expertise to provide effective learning opportunities</b>	<ul style="list-style-type: none"> <li>• The teacher makes connections with other disciplines and prior knowledge.</li> <li>• Teachers embed knowledge and skills through clear instructions and explanations.</li> <li>• Learning links are used effectively when appropriate by including a Learning Link slide.</li> <li>• Students engaged in high level cognitive activity.</li> </ul>
<b>3</b>	<b>There is a logical sequence to the lesson</b>	<ul style="list-style-type: none"> <li>• There is a simple, coherent sequence of learning activities aligned to LO.</li> <li>• Instructions and explanations follow an organised progression.</li> <li>• Learning is appropriately paced in teaching videos.</li> </ul>
<b>4</b>	<b>Teachers demonstrate good communication skills</b>	<ul style="list-style-type: none"> <li>• The purpose of the learning is clearly communicated by the teacher.</li> <li>• Explanations, directions and instructions are simple, clear and purposeful.</li> <li>• The teacher uses technical vocabulary and explains when necessary.</li> <li>• Adopt an 'I do, now you do' approach.</li> </ul>
<b>5</b>	<b>Video and Audio recordings</b>	<ul style="list-style-type: none"> <li>• The teacher ensures the recordings are clear and of good quality (sound and picture).</li> <li>• The background must contain no clutter, be too busy or untidy.</li> <li>• The teacher displays the LO clearly to the children on the very first slide.</li> <li>• The teacher clarifies the expectation that children respond to/complete the work on the learning platform so the teacher can feedback.</li> <li>• The teacher uses direct explanations and simple instructions for every 'slide/page'.</li> <li>• Learning links are included where appropriate.</li> <li>• The teacher includes pauses to ensure children are requested to think.</li> </ul>
<b>6</b>	<b>Key Phrases</b>	<ul style="list-style-type: none"> <li>• The teacher welcomes every child to each video/recorded lesson by saying.... '<b>Welcome everybody</b> to today's punctuation lesson. <b>Today we are going to learn how</b> to use an apostrophe correctly.'</li> <li>• '<b>Let me show you</b> how.....'.</li> <li>• '<b>The one most important thing to know when</b> using an apostrophe in a contraction is....'.</li> <li>• '<b>I have a learning link</b> to self/wider world/family because.....' .</li> <li>• '<b>Do you have a learning link to...?'</b></li> <li>• The teacher utilises the phrase '<b>Now pause the video to....'</b></li> <li>• '<b>Now go to ... and complete....'</b></li> </ul>

## BEHAVIOUR

<u>Element</u>		<u>Essential Indicators</u>
<b>7</b>	<b>Teachers give concise and constructive feedback</b>	<ul style="list-style-type: none"><li>• Individual feedback can be provided via the comment box or by overwriting – ticks and x can be used more frequently.</li><li>• Feedbacks is concise and constructive.</li><li>• Whole class feedback may be more appropriate via a separate ‘post’ on Seesaw.</li><li>• Adapt lessons accordingly if misconceptions are in high volume.</li><li>• Teachers listen to the pupils and make amendments where necessary.</li></ul>
<b>8</b>	<b>Teachers create supportive remote ‘classrooms’, focused on learning</b>	<ul style="list-style-type: none"><li>• Teacher and student interactions are highly respectful, warm and friendly.</li><li>• Teachers check all pupils are accessing the learning and follow up swiftly on those who are not.</li><li>• Positive and supportive whole class messages are provided.</li><li>• Communication is clear and unambiguous.</li><li>• Teachers respond accordingly to negative online behaviour.</li></ul>