

Remote Education 2021-22 (Updated January 2022)

From Gov.uk guidance; <https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice>

The Education Endowment Foundation (EEF) has found that the effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of live classroom teaching. For example:

- ensuring pupils receive clear explanations
- supporting growth in confidence with new material through scaffolded practice
- application of new knowledge or skills
- enabling pupils to receive feedback on how to progress

These characteristics of good teaching are more important than the medium of delivery, be it in the classroom or through remote provision (whether that remote provision is, for example, live or pre-recorded). It is important that schools consider how to transfer into remote education what we already know about effective teaching in the classroom.

Live classrooms enable important interaction between teachers and pupils through, for example, questioning, eliciting and reflective discussion. These complex teaching skills in the classroom are not always easy to recreate in a remote environment, but where remote education recreates at least some aspects of this interactivity and intentional dialogue, teaching is likely to be more effective, support pupil motivation and lead to better progress.

Pupils in the early stages of their formal education are likely to have particular needs which cannot easily be addressed in the same way as those of other pupils. Likewise, some pupils with SEND will require specific approaches tailored to their circumstances. Some suggestions are given for these cases later in this document.

Organising structured remote teaching suitable for very young pupils

It is recognised that very young pupils are likely to have particular needs which cannot easily be met {in some of the ways described above}. For such pupils, it is likely that the priority will be progress in early reading. Ensuring continued access to appropriate reading books and resources for early readers should be considered as part of remote education planning.

Helping parents, carers or other adults at home to continue to support children in their early reading, where appropriate and practical through structured practice of phonics content, is another important part of remote education for children at this stage. Schools should teach children to read using a structured curriculum of systematic synthetic phonics. Any online education offer should mirror that which is taking place in school as much as possible. Parents could be signposted by schools to any phonics resources that could be used at home, such as catch-up videos and any other resources. These may be provided as part of the Systematic Synthetic Phonics programme being used by the school.

Other content for these pupils is likely to include providing guidance for supervising adults to ensure that time is used as productively and developmentally as possible. Schools should also encourage parents to read with their children and out loud to their children as much as is possible and practical. As well as phonics resources, where possible schools should signpost parents to any online reading schemes they have bought into, or to where high-quality books and stories are freely available online.

Provision for Remote Education for Pupils Isolating at Home

For Children in Upper Foundation Stage

A pack is collected by parents/carers which contains –

- 2 reading together books
- 2 library books
- Logins to Lexia and Education City
- Literacy planning with key points to talk about and activities to do
- Guidance to work with numbers one to ten, including the resources to do so
- Project planning
- A timetable with links to other curriculum areas/activities or online resources ie Cosmic Yoga

In addition, parents/carers are contacted by school staff to ask if any additional materials, books or print outs are needed. Staff keep track of children's absence.

Initially there will be a phone call to parents/carer and child. This will move to a daily Teams meeting to maintain contact and discuss any issues arising etc.

For Children in Key Stage One

Work is sent home digitally on Teams comprising

A request that parents/carers read regularly with their child(ren) and continue to practise tricky words/spellings

- A weekly timetable
- Letters and Sounds phonics lessons links (on YouTube) for Y1
- 5 Phonics or Grammar activities for Y2
- Logins to Lexia, Reading Eggs and Education City
- 5 maths lessons and 5 literacy lessons using Oak National Academy lessons
- Handwriting sheets for Penpals Handwriting
- 3 science lessons
- PE links/suggestions
- Other related subject links as applicable from Uno, Discovery Education or other resources
- Another copy of the half termly curriculum update, highlighting knowledge and vocabulary

In addition, parents/carers are contacted by school staff to ask if any additional materials, books or print outs are needed. Staff keep track of children's absence.

Initially there will be a phone call to parents/carer and child. This will move to a daily Teams meeting to maintain contact and discuss any issues arising etc.

For Our 3-year-old children

For our youngest children, who would be learning through play, through adult and peer interaction using stimulating resources and through adult led activities, a letter is sent home which gives activities and suggestions for parents or carers to do at home with their child. At parental request, other resources are provided on loan from school.

We also call from school to speak to children and parents/carers.