

Expectations for Remote Learning

Pathfinder School Principles for Remote Learning

The overarching principle for remote learning expectations is that our children remain connected with their school community and learning continues

When teaching and learning remotely we will:

1. Endeavour to connect with our classes every day via online video meeting and be available throughout the day to check in.
2. Ensure that classes have a clear timetable and structure for their day.
3. Ensure that classes have access to new learning connected with their prior knowledge.
4. Ensure that classes have access to consolidation materials where they can practise and apply their previous learning
5. Assessment will be formative and ongoing (detail below).
6. Feedback will be given regularly.
7. All children will be supported in actively engaging with the remote learning materials.

(See EYFS Principles for Remote Learning in the Early Years)

The **DfE** expectations for contingency planning are as follows:

- 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
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum

We will respond to the DfE expectations, in relation to teaching remotely, in the following ways:

DfE Expectations: what schools need to consider	How we will meet the expectations
Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects	Pupils and staff are trained in using MS Teams to access tasks set by teachers in the posts, files and assignments tabs.
Set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum: 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.	Have a clear structure to the remote learning day, sharing the timetable and learning tasks with parents and pupils each morning.
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	Lesson sequences that teachers have already planned will be adapted on a continuous basis, to use on MS Teams. This will include live and pre-recorded lessons, presentations with explanations, links to online resources. .
Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos	Teachers can record explanations in front of a whiteboard, as a voice over or hold drop-ins and 'ask the expert' sessions. Resources are available at Oak National Academy and BBC Bitesize Daily .
Have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern	Establish systems for pupils to return their work for feedback, enabling you to monitor engagement. Pastoral support & admin teams in schools can support with follow up phone calls.
Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work	Continued use of LI and SC will provide the basis for good quality feedback and student self-assessment. Microsoft forms may be used to create quizzes and self-marking assessments.

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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

Small group, live lessons will enable good interaction and feedback both from and to the student, particularly important for those with SEND. Class Notebook provides students with their own space to share their work with teachers, ask questions and respond to feedback.

