Remote and Blended Learning Policy – Milldown CE Academy

Rationale

For the purposes of this document, remote learning is defined as almost all children (whole school or bubble) accessing learning from home on a full-time basis. Blended learning is defined as children spending some time at home and some time in school on a rota basis.

We know that children learn best in classrooms, taught by expert teaching staff, along with all the important relationships, connections and support that comes along with it. This document sets out our approach to offer high quality education remotely, so that relationships and connections can continue to be nourished through our attachment based approach.

Remote teaching has highlighted (even more) the need to develop teaching and learning strategies and activities that are designed to foster confidence. Adapting teaching strategies to meet the needs of all children, remains key. And as such, reducing cognitive load and increasing working memory helps to ensure engagement and quality teaching and learning. It has also highlighted the critical importance of positive relationships between school and families. We will look to build on the positive ground made during the first national lockdown in making weekly phone calls to all of our families. Additional phone calls and 'live meets' such as 1:1 meetings and daily story time will also enhance this further.

What the DfE has said about remote education

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education.

The remote education provided should be equivalent in length to the core teaching pupils would receive in school and will include both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently. The amount of remote education provided should be, as a minimum:

Key Stage 1: 3 hours a day minimum, with less for younger children
Key Stage 2: 4 hours a day

Mind, Body & Soul   Community & Culture   Power, Peace & Conflict   The Natural World   Unite Our World   Hopes & Aspirations

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In developing their remote education, we expect schools to:

• 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 so that pupils can progress through the school's curriculum
• Select a digital platform for remote education provision 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.
• Overcome barriers to digital access for pupils by:
  - distributing school-owned laptops accompanied by a user agreement or contract
  - 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.
  - It may also be that some pupils who have difficulty engaging in remote education may be considered to be vulnerable children, 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.
• Have systems for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern
• Identify a named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education
• Publish information for pupils, parents and carers about their remote education provision on their website by 25 January 2021

Accessing Remote-Education

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

• *We are able to provide those pupils who do not have access to a device with a laptop or iPad for the duration of lockdown. **Please contact the office immediately if you require a device.***

• *If you are unable to access the Internet we have a number of free SIM cards which we can provide. In some cases, we may be able to provide further support which may be the short term loan of a WIFI dongle.*

• *Paper, pens and other essential stationery is available upon request. These can be collected from school or may be sent home immediately if there is ample notice that a lockdown / bubble closure is imminent.*

• *It is our aspiration that EVERY child is able to submit their learning using Tapestry. However, if circumstances dictate this is impossible then work can either be emailed into school or dropped off by hand (if this is the case an appointment must be made to agree a time and the protocols to ensure this is done safely).*

When teaching pupils remotely the following has been considered:

Research has shown that online learning of this nature, on its own, is not the most effective way for people to learn. In fact, with screen fatigue and other factors in mind, researchers have established that the most effective virtual teaching programme includes a *variety* of delivery methods.

We have listened carefully to parents' views from the summer of 2020, reviewed lessons learned by other practitioners and have used this advice when designing our approach to remote education.

Handwriting will also be important at this time. It is well-known that there are cognitive benefits to the handwriting of information (instead of typing it, for instance), which is why Milldown has a rigorous approach to the teaching of

handwriting. This will still be the case despite the fact that computers will be more central in our remote learning approach. Children will be given writing books and will regularly need to write work by hand and then submit as a picture file for teachers to review, via Tapestry and this workflow, although on the surface seemingly counterintuitive, should be celebrated for its unseen benefits.

When teaching pupils remotely, practitioners will:

• Set meaningful and ambitious work each day in an appropriate range of subjects (foundation subjects will be blocked and the different subject range will be seen across a half-term)
• Provide teaching that is equivalent in length to the core teaching pupils would receive in school. This will include both recorded (asynchronous education) or live (synchronous) direct teaching time and time for pupils to complete tasks and assignments independently.
• Ensuring, where possible, that we apply what we already know about effective teaching through applying Rosenshine's Principle of action to an asynchronous and live approach. This is summarised below.

REVIEWING MATERIAL

① Daily review   **⑩** Weekly and monthly review

Reviewing prior learning through retrieval practice techniques is important in helping children remember.
Children often don't immediately remember everything we teach. Activating prior learning and reviewing it through spaced retrieval practice (e.g. quizzes) is an effective way to ensure learning is remembered.

We will:
• Have daily lesson warm-ups to activate prior learning
• Have weekly quizzes
• Space prior learning throughout the week/term

QUESTIONING

③ Ask questions   **⑥** Check for student understanding

This presents the biggest challenge. It isn't possible to ask questions to gauge children's understanding and misconceptions during an asynchronous (pre-recorded) lesson like it is during a live lesson.

High-quality teaching resources such as White Rose Maths and Oak National Academy have been chosen as they have effective questioning built throughout them.
When work is uploaded to Tapestry, staff will identify potential misconceptions. They will reply to children with annotated work and/or videos with verbal feedback. This may contain questioning to draw out further misconceptions or to help gauge their level of understanding. Other feedback will take the form of quizzes, marking of work

SEQUENCING CONCEPTS & MODELLING

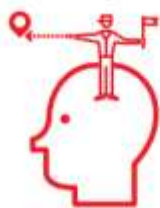❷ Present new material using small steps   ❹ Provide models   ❽ Provide scaffolds for difficult tasks

We need to break down learning into small steps so that each can be practised. Models —worked-examples – will help to reduce cognitive load and ensure children learn more effectively. We need to give many worked examples; too often teachers give too few.
Scaffolding is needed to allow children to attempt challenging work, e.g. — such as how to structure extended writing or maths problems. They can be gradually withdrawn over time. The sequencing is key. Stabilisers on a bike are really powerful aids to the learning and confidence building — but eventually they need to come off.

We will:
- Use high-quality resources that step learning appropriately and give opportunities to practise each step along the way.
- We will provide models/exemplification to make the learning clear to children and parents.
- We will provide the necessary scaffolds/resources within home-learning packs.
- If you are finding something tricky, we will break the learning down even further and help you.
- The process of giving feedback will both acknowledge pupil effort and offer next steps in terms of error correction and/or misconceptions. Whole class feedback will include celebrating great learning and offer a next step.

STAGES OF PRACTICE

❺ Guide student practice   ❼ Obtain a high success rate   ❾ Independent practice

80%

Independent, monitored practice: successful teachers make time for children to do the things they've been taught, by themselves… when they're ready. "Students need extensive, successful, independent practice in order for skills and knowledge to become automatic."

We will:
- Use high-quality resources that step learning appropriately and give opportunities to practise each step along the way.
- Provide opportunities daily for children to practise what they have been taught.
- Build in retrieval practice opportunities – e.g. lesson warm-ups focussing on prior learning, weekly quizzes

The following diagram shows how learning is likely to be structured.
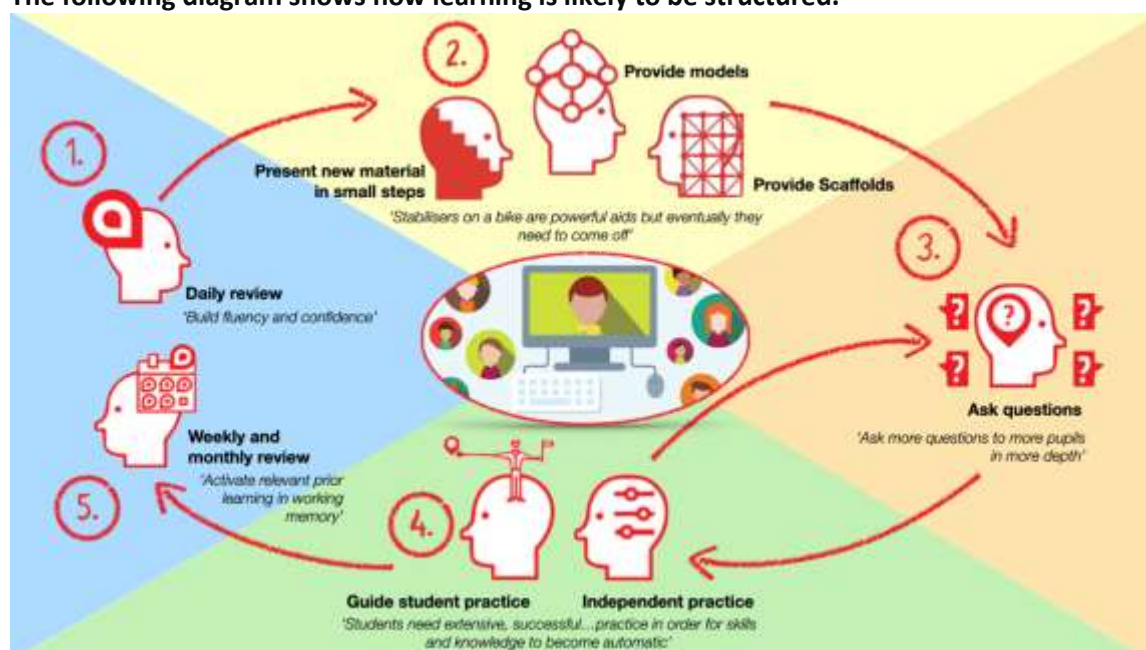
We will consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. Younger children in Key Stage 1 or Reception often require high levels of parental involvement to support their engagement with remote education, which makes digital provision a particular challenge for this age group. We therefore do not expect that solely digital means will be used to teach these pupils remotely.

We also recognise that some pupils with Special Education Needs and Disabilities (SEND) may not be able to access remote education without adult support and so we will work with families to deliver an ambitious curriculum appropriate for their level of need. In some circumstances we will also offer 1:1 tuition sessions with teaching staff.

The minimum expectations of DSAT

For children who are still attending school such as key worker and/or vulnerable children, the curriculum on offer and the expectation of work to be completed must be at least the same as those working at home.

Making the expectations clear for the quantity and quality of learning to take place at home is essential. We are mindful that educating at home for some parents is extremely challenging for a range of reasons and support to provide structure to this, in the form of clear guidance for parents, will be vital if children are to continue to access the learning.

Our approach to remote-learning is guided by the following expectations. We must:

- Ensure that all children are included by providing the necessary resources to access and complete the learning
- Provide a timetable for the week including at least one daily live connection point with the teacher or other familiar adult (to support pupil wellness and maintain positive relationships) – this may look different for younger children than older children.
- Provide a balanced diet of reading, *writing (see Appendix 2), maths (see Appendix 3) and learning from other subjects that aligns with the carefully sequenced curriculum the children would have had in the classroom
- Provide a balance of live and recorded sessions with other online learning (see Appendix 4) and independent activities to support this. Keep timings of live sessions as consistent as possible so parents can plan for use of devices
- Provide suggestions for PE that go beyond online workouts and include progressive skills for children to develop
- Provide opportunities for children to develop their levels of creativity through music and art
- Key Stage 1 - English 45 minutes, maths 45 minutes and other curriculum 90 minutes (per day)
- Key Stage 2 – Reading 30 minutes, writing 60 minutes, maths 60 minutes and other curriculum 90 minutes (per day)
- Provide a mechanism whereby children and families can request additional support or help with aspects of learning they are struggling with – direct contact with teachers, the leadership team or pastoral worker is through email or our learning platform, Tapestry.
- Provide a platform to set assignments and for children to submit their learning to keep them motivated
- Provide **feedback on learning** that has been completed (daily in reading, writing and maths, weekly in others)
- Build in opportunities to assess what children have learned and retained e.g. low stakes quizzes, retrieval practice activities
- Ensure that the way in which learning is accessed for all year groups is consistent so that parents and children can navigate this easily
- Remove outdated activities and lessons from websites regularly
- In a blended learning model, ensure that home learning links to and builds on what has been learnt in school
- Place high importance on learning that does not require technology so that children remain creative and physically active; this in turn will support well-being and emotional health
- Provide online Collective Worship at least weekly
- Where you are aware of children that are not accessing or engaging in any of the remote learning, maintain contact with the family in an attempt to remove barriers
- Have a mechanism in place for parents to ask questions about their child's learning

* We know from the children returning to school after lockdown, that children's confidence and skill in writing has depreciated the most. We are mindful of this and will incorporate stage/age-appropriate writing activities as a key part of our remote/blended learning offer and provide ways in which children can return this work to their teachers for marking and feedback. Parents and children must be clear on expectations for writing for each year group to ensure that writing is age appropriate. This will be exemplified by teachers through regular videos that will outline expectations for the writing lesson.

Pedagogy of Live and Recorded Lessons

Direct input from education professionals through quality first teaching will always have the most impact on children's progress and attainment. The teachers and teaching assistants who work with them on a daily basis know them best and as far as possible, it is these professionals who should continue to provide remote or blended learning activities. In addition, the benefits of children having opportunities to interact with their peers will support their mental health and well-being.

Different approaches to remote education suit different types of content and pupils. Mixed models may be effective in some cases. For example, you could use the so-called 'flipped learning' model. In this, new content is taught through an asynchronous recorded lesson. Practice, tutoring and feedback are then done synchronously (through live interactions) to address misconceptions and learning fragilities for those in need.

Live and recorded lessons should follow these principles;
1. Sticking to the same structure as you would in the classroom; going slower and introducing new content in manageable chunks is likely so learning takes place
2. Effective teaching is effective teaching – deliberate practice principles

THE FIVE PRINCIPLES OF DELIBERATE PRACTICE

| PUSH BEYOND one's comfort zone | Work toward well-defined, SPECIFIC GOALS | FOCUS intently on practice activities | Receive and respond to HIGH-QUALITY FEEDBACK | Develop a MENTAL MODEL of expertise |

3. Be clear on the language you use and its explanation – keep it simple
4. Model / show examples of what you mean so that children have direct access to the learning, rather than try to assimilate it first, and perhaps then feed from error-full learning
5. Support the building of schema through recap, repeated practice and small steps

Safeguarding

It is essential that any live or recorded lessons are conducted in such a way that children and school staff are kept safe. The school code of conduct, child protection policies and the following guidelines must be adhered to;

- Sit against a neutral background – you are able to set a custom background in Microsoft Teams or most other platforms
- Avoid recording in a bedroom where possible (if that's not possible, use a neutral background)
- Dress like you would for school
- Check that any other tabs open in the browser would be appropriate for a child to see if the screen is to be shared
- Use professional language at all times
- Disable the chat until you want it to be used
- If the lesson is recorded, ask a colleague to watch the recording before uploading
- If the lesson is live, if possible, have another colleague participating
- If the lesson is live, make a recording (ensure parents are aware of this)
- For 1:1 sessions with children, another adult must be present whether this be a colleague or the child's parent
- Recordings of lessons should be kept securely on the school system and not kept on any personal devices

Children should be asked to follow the school's behaviour policy and the following guidelines which should also be shared with parents;

- Use a device that is in a shared space rather than their bedroom; if children are in their bedroom their camera should be turned off
- Dress appropriately
- Remain on mute unless the adult leading the session asks them to unmute
- Only contribute to the chat if requested by the adult leading the session

Any concerns that arise must be recorded immediately on My Concern and reported to the DSL. Schools should communicate with parents to ensure that they have the information they need in order to keep their children safe online.

Securing Engagement

Whilst we would hope that families engage with remote or blended learning opportunities, we know that in some cases, children will not receive the support they need to do this. It is important to make every effort to engage children but this is only a precondition for learning, not the learning itself. There is only so much a teacher can do to engage pupils remotely. We therefore need to make sure that efforts to engage don't distract us from teaching the curriculum. We will use the following strategies to encourage those who are reluctant to engage:

- Phone calls/emails to families to offer further support
- Offer of a school place
- 1:1 daily live videos
- Daily phone calls/contact
- Loaning resources to ensure learning can be accessed
- Celebration of children's efforts through websites, newsletters, online class meetings or collective worship
- Opportunities for children to meet online for social purposes to increase the feeling of belonging
- Swift and positive feedback for any small achievement to encourage more – for parents and children!

Monitoring and Evaluation

Just as we would monitor the quality of education within the classroom, it is important to monitor the quality of the remote or blended learning when this is taking place. Teachers should still be expected to plan well sequenced lessons with clear learning intentions. The school leader responsible for monitoring remote education will use a range of strategies to monitor the provision to ensure that the curriculum is broad, balanced and enabling the children to progress. Monitoring activity will be risk assessed where necessary. This will include the following:

- Scrutiny of planning documents or attendance at planning meeting
- Weekly website check
- 'Drop ins' to classrooms and online lessons and/or feedback sessions
- Learning walk through recorded lesson inputs
- Scrutiny of a cross section of children's work
- Parent/pupil voice

Monitoring/Overview of Remote-Learning – 2021

	Week 1 – 4th Jan	Week 2 – 11th Jan	Week 3 – 18th Jan	Week 4 – 25th Jan	Week 5 -1st Feb	Week 6 – 8th Feb
	Templates: EYFS/KS1 KS2	Templates: EYFS/KS1 KS2	Templates: EYFS/KS1 KS2	Templates: EYFS/KS1 KS2	Templates: EYFS/KS1 KS2	Templates: EYFS/KS1 KS2
Foundation Subject				ART – see Jola's plans	Computing – make an e-safety poster/presentation (All) https://www.childnet.com/resources/video-lessons (KS1) https://www.thinkuknow.co.uk/parents/jessie-and-friends-videos/ KS2: https://www.thinkuknow.co.uk/8_10/about/	
E-safety (message to parents from JL)		https://www.internetmatters.org/parental-controls/	https://www.net-aware.org.uk/	https://nationalonlinesafety.com/guides		
Kahoot Quiz	Not set up	Staff preparing quizzes based on content taught this week and next.	End of week general quiz of 12 Qs (2xmaths, 2xSPaG (always 1 spelling)2x foundation subject inc Science)	End of week general quiz of 12 Qs (2xmaths, 2xSPaG (always 1 spelling)2x foundation subject inc Science)	Foundation subject quiz: prior units from autumn and previous year group for history, geography & science	End of week general quiz of 12 Qs (2xmaths, 2xSPaG (always 1 spelling)2x foundation subject inc Science)
Monitoring	Teachers:	Teachers:	Teachers:	Teachers:	Teachers:	Teachers:

	Check all parents signed up to Tapestry Pastoral: check all eligible families have meals/parcels arranged SLT: Vulnerable list revisited and evaluated after discussions with parents and national guidance JT – Access to learning for PP children – all to access by end of week.	Daily check of Tapestry access and uploading of work; follow up to anyone not accessing by 3:30pm daily, in Weds phone call; SEN engagement by KJ – discussions with staff including % complete and phone calls to parents (KJ) to assess engagement and barriers at home including pitch of work) SLT: follow up to anyone not accessing Pastoral: vulnerable ch check-in TB - Vulnerable / welfare communications log JT – PP engagement assessment. JS/CH – catch-up ch & vulnerable learners	Daily check of Tapestry access and uploading of work; follow up to anyone not accessing by 3:30pm daily, in Weds phone call; SEN engagement by KJ – discussions with staff including %complete and phone calls to parents (KJ) to assess engagement and barriers at home including pitch of work) SLT: **PP focus** Pastoral: vulnerable ch check-in TB - Vulnerable / welfare communications log JS/CH – catch-up ch & vulnerable learners	Daily check of Tapestry access and uploading of work; follow up to anyone not accessing by 3:30pm daily, in Weds phone call; SEN engagement by KJ – discussions with staff including %complete and phone calls to parents (KJ) to assess engagement and barriers at home including pitch of work) SLT: follow up to **PP focus** Pastoral: vulnerable ch check-in TB - Vulnerable / welfare communications log JS/CH – catch-up ch & vulnerable learners	Daily check of Tapestry access and uploading of work; follow up to anyone not accessing by 3:30pm daily, in Weds phone call; SEN engagement by KJ – discussions with staff including %complete and phone calls to parents (KJ) to assess engagement and barriers at home including pitch of work) SLT: High attainers focus Pastoral: vulnerable ch check-in TB - Vulnerable / welfare communications log JS/CH – catch-up ch & vulnerable learners	Daily check of Tapestry access and uploading of work; follow up to anyone not accessing by 3:30pm daily, in Weds phone call; SEN engagement by KJ – discussions with staff including %complete and phone calls to parents (KJ) to assess engagement and barriers at home including pitch of work) SLT: follow up to anyone not accessing Pastoral: vulnerable ch check-in TB - Vulnerable / welfare communications log JS/CH – catch-up ch & vulnerable learners
Revisiting Prior Learning	Through retrieval practice	Through retrieval practice	Through lesson starters and Kahoot quiz questions	Build in a maths lesson from a prior unit (e.g. Friday's lesson)	As per Kahoot quiz above. Build in a maths lesson from a prior unit (e.g. Friday's lesson)	Build in a maths lesson from a prior unit (e.g. Friday's lesson)

Feedback Including Feed Up	**Daily**	**Weekly**	**1:1**
	English: • Daily video to start lessons, frame the lesson expectations, show an example of a model/example & include whole-class feedback on moving learning forwards. Essential that parents have clarity on expectation so children and parents know if they have been successful	• Annotated/voice recording of screenshot/photo of PP child's work for writing, maths and foundation subject (this could be a particular section/element of their writing or a particular method/Q in maths rather than a whole worksheet) • For ch requiring v little feedback, a challenge can be given for that week/following week to stretch them.	• Live lessons for most vulnerable learners not in school • Phone calls twice weekly • Phone calls to child as per needed • Annotated screen

Maths: • Answers provided for parents to self-mark (make this clear to them) • 1:1 feedback as needed for children struggling (phone call, mark up of work with audio added or live lesson if needed) All subjects: • Acknowledging any work sent (a 'like', smiley or short 'Well done.'	• Reading – listening to early readers (including those in KS2) via a video sent in of child reading – focus on accuracy and fluency when giving feedback review <mark>one a week</mark>. KS2 reading comprehension activity from Literacy Shed with answers once a week. • Kahoot quiz (mix of Q for maths, SPaG, spot the spelling mistake, FS). Set the quiz for Friday 7am – Sunday 5pm. • Time allocated on timetable for ch to revisit learning from the week they found tricky (suggested Friday PM alongside quiz)	recording/photo of work • EYFS/KS1 and vulnerable readers: listening to 1:1 reading What did you mean by this?

Appendix 1 – monitoring of home learning engagement

MONDAY DATE	Writing	Spelling	Reading	Maths	Foundation subject	
Child						

OfSTED will also place significant emphasis on the quality of remote learning as part of any monitoring activity.

Appendix 1

DSAT context – reflections from our schools (summer 2020)

What has worked well for you?

- Having a blog platform to share work in classes and give feedback
- YouTube/Teams - recorded and live lessons for new learning
- Setting assignments that can be fed back on in real time
- Pre-recorded teaching inputs. Many of our parents work and prefer to schedule learning around their office hours so being able to watch an input at 8am or 4pm worked well.
- Using Big Maths to underpin the Maths learning. The framework and weekly tests allowed for diagnostic assessment for learning and small steps in the activities provided for the children.
- Utilising technology more with both staff and children
- Discrete team working on online learning
- Adding several members of staff to each team to spread the workload, HT is also added to every team just to 'drop in' every so often.
- 'Echoing' learning (where appropriate) done in school for YR,Y1 and Y6 on class web pages as online learning those at home
- Providing paper packs for those without necessary technology
- Using Teams for all the children to access learning and to communicate with each other in a safe way
- Tapestry for EYFS
- Showbie learning platform
- Seesaw - online learning platform that is user friendly at both 'ends.' Pupils can use it with ease and teachers can upload in a variety of ways. Most importantly, parents can pick up the content at any time of day.
- Online meetings of whole classes have been really popular

What one 'must' would you include in a future remote and/or blended (home/school) learning approach?

- We must remain flexible. We have had to provide a mixture of online and paper packs. Open dialogue with parents and children is the key
- Shared worship to maintain, develop, share vision and values with pupils and wider community. Maintains ethos of school
- Ensure that staff, children and parents know how to use the system before needing to do it independently at home. It wasn't easy to start it up
- Ultimately, a number of parents did not engage with the online learning - we tried to support via phone calls but need to support them face-to-face in preparation for a local lockdown
- Use of a successful and substantial online platform for delivering effective teaching and learning opportunities
- Mixed approach of 'packs', downloadable materials, online links, face to face social sessions – variation
- We want to have training on Teams so that we can teach lessons if we have to resume any blended learning – this can be organised easily by contacting Jack Miles at Oakford; sessions can be held on a school-by-school basis but would also be easy to achieve in hub groups.

Appendix 2

Writing Remotely

Writing is the area of the curriculum that children engage with least when they are not in school. This can result in a lack of writing stamina, standards of presentation, including handwriting, deteriorating and basic skills are neglected, forgotten or not insisted upon. It is essential, therefore, that schools put in place mechanisms that motivate children and give them regular opportunities to write, that children have a means whereby they can have their work viewed by their teacher and receive feedback to help them improve.

Schools should:

- Ensure that children have the resources they require for writing – paper, pens and pencils.
- Parents know the expectations of their children in terms of the amount they should write and how this should be presented. Examples of this could be sent home or put onto the school website as a guide.
- Share the non-negotiables for writing that you use in school with parents and children for home use.
- Ensure that the lowest 20% of children are able to access the learning.
- Put in place a means by which children can share their writing with their teacher for feedback e.g. drop box at the school door, uploading via Teams, photograph, scan

Ideas:

- Use tracked changes to annotate model texts so that parents can see and understand the grammar, spelling and punctuation being taught. Shrewton Primary have good examples of this.
- When providing written models, handwrite them on lined paper rather than typing so children can see how their writing should be presented.
- Motivate children by using 'real life' stimuli e.g. writing letters in response to global/local issues, writing for the local parish magazine or paper, writing stories for younger children.
- Run a competition in your school or across your Hub.
- Pair children who are in school with those that are not and see if they can produce a collaborative piece.

Useful Websites

https://www.youngwriters.co.uk/

https://literacytrust.org.uk/resources/

https://www.pobble365.com/

https://www.literacyshed.com/home.html

Appendix 3

NCETM and Maths Hubs online resources available

Materials to support teachers and schools planning and delivering maths teaching in school and remotely at both primary and secondary level are available from the NCETM. All are accessible from the dedicated Covid support page on the NCETM website.

For primary schools and teachers, the 180 primary video lessons produced during the first lockdown are still available. Each lesson has an accompanying teacher guide, and PowerPoint slides of the lesson for teachers to adapt themselves.
There are also resources linked to the DfE guidance published in July 2020. These include ready-to-use training materials, a short introductory video, and a suite of 79 PowerPoints focusing on the ready-to-progress criteria found in the DfE guidance. Additional training materials addressing the transition between Year 6 and Year 7 are also particularly relevant when pupils in Year 6 have had their maths learning disrupted.

Appendix 4

(DfE) A range of resources to support schools in delivering remote education is available:

- curriculum maps for key subjects for year groups from Reception to year 9 will be published in July. They aim to provide support to schools in developing the ability to switch from classroom teaching to remote provision immediately in case of local lockdowns or self-isolation. A number of education resource providers intend to align their resources to these maps, to further support schools. These maps are designed as a support for schools and are entirely non-mandatory, for use at the discretion of the school.

- DfE has produced a quality assured list of remote education resources which are available to schools and parents for free over the summer term. Where pricing models have changed, schools may consider using some of their catch-up funding on remote resources in line with the access to technology section of the EEF's COVID-19 support guide for schools

- from that start of the autumn term, Oak National Academy will make available video lessons covering the entire national curriculum, available to any school for free. These are being in developed in partnership with a wide group of teachers and school leaders to develop lessons in the popular topics. The resources will be as flexible as possible, allowing schools to reorder topics and lessons, to match their own plans and curriculum.

- Oak National Academy specialist content for pupils with SEND. This covers communication and language, numeracy, creative arts, independent living, occupational therapy, physical therapy and speech and language therapy. Their provision for next academic year will include an expanded range of content for the specialist sector.

- a network of schools and colleges for help and support on effective use of tech for remote education that can be accessed through the EdTech Demonstrator Programme. https://www.gov.uk/guidance/remote-education-webinars?utm_source=592f0f64-20e6-4841-b6c8-75e5a92962b2&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate

Wider research and guidance

 EEF Distance Learning – conclusions

Key findings and implications:
- Teaching quality is more important than how lessons are delivered
- Ensuring access to technology is key, especially for disadvantaged pupils
- Peer interactions can provide motivation and improve learning outcomes
- Supporting pupils to work independently can improve learning outcomes
- Different approaches to remote learning suit different types of content and pupils

Further Research & Resources

EEF Remote Learning Evidence review

EEF Blog: Live teaching and pre-recorded video lessons – how can we best navigate the evidence? (7th Jan 2021)

EEF Support resources for schools and parents

EEF Home learning approaches

Rosenshine's principles of instruction

Coronavirus-5-point-model-deliver-online-learning (TES)

Sandringham Research School - REMOTE LEARNING RESEARCH-INFORMED PEDAGOGY (EdTech Demonstrator Programme)

Oak Academy webinar

HISP (Research School) - lessons learned from teaching remotely

https://swgfl.org.uk/resources/safe-remote-learning/

https://education.microsoft.com/en-us/course/9c9f5c11/overview (Using Microsoft Teams)

https://www.youtube.com/watch?v=83E3N6pwRB0&feature=emb_logo (Creating assignments in Teams)

https://support.microsoft.com/en-us/office/microsoft-teams-5aa4431a-8a3c-4aa5-87a6-b6401abea114?ui=en-US&rs=en-US&ad=US#id0eaabaaa=assignments (Creating assignments in Teams)

https://www.gov.uk/government/publications/whats-working-well-in-remote-education/whats-working-well-in-remote-education