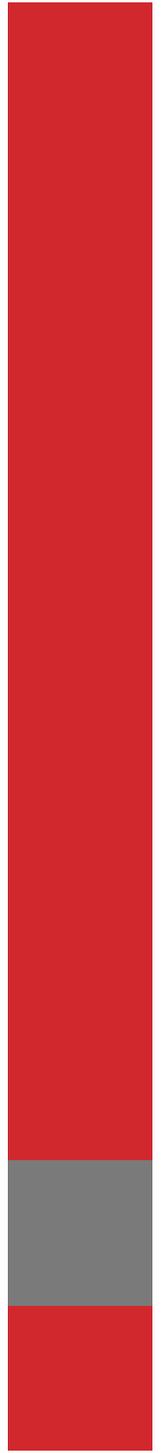




Remote Education

School Partnerships Team

18th January 2021



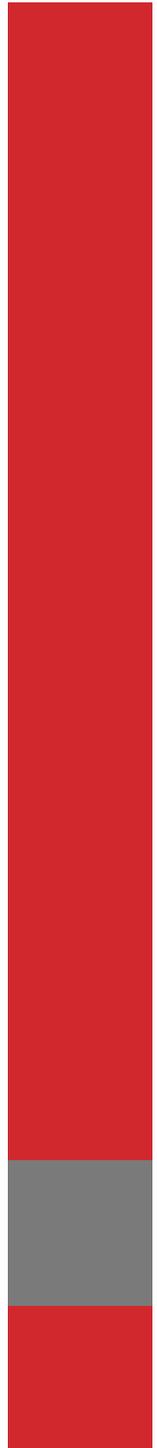
Agenda for today

Today:

- Statutory guidance from the DFE
- Ofsted monitoring inspections
- Safeguarding considerations
- Survey regarding what else you would find helpful

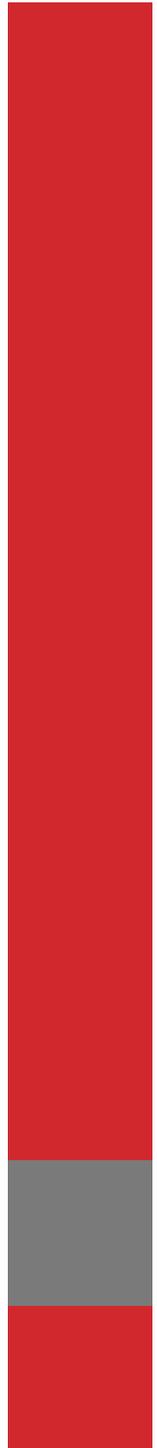
Future dates for local schools to share their learning and development on remote education so far. Needs confirming but likely to be twilights on:

- **Thursday 28th January 2021**
- **Thursday 4th February 2021**



Legislation

- The requirement to provide remote education was written into law in the Coronavirus Act 2020 Provision of Remote Education Temporary Continuity Direction
- <https://www.gov.uk/government/publications/remote-education-temporary-continuity-direction-explanatory-note>
- A few points from the legislation:
 - Applies to all state-funded schools regardless of type; post-16 providers have separate guidance
 - Must be provided for children of compulsory school age and children younger than this who are normally in a class with children of compulsory school age
 - The direction lasts for this school year currently
 - States that schools must 'have regard to' the guidance about delivery of remote education.

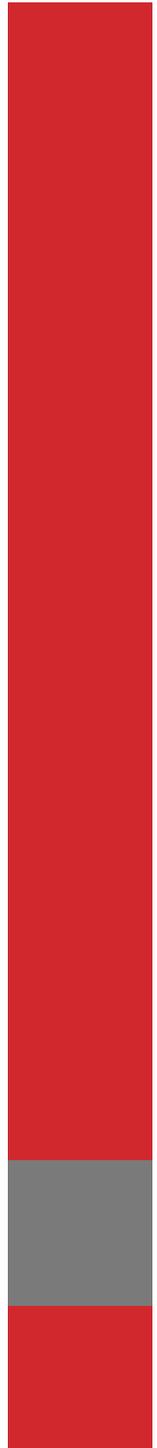


Number of hours' provision

- 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 on average across the cohort, with less for younger children
 - **Key Stage 2:** 4 hours a day
 - **Key Stages 3 and 4:** 5 hours a day
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/952443/210114_School_national_restrictions_guidance_FINAL_14012021.pdf

Core expectations

- Teach a planned and well-sequenced curriculum... with a good level of clarity... so that pupils can progress
- Select a digital platform... that will be used consistently across the school in order to allow interaction, assessment and feedback... make sure staff are trained (if you are using two platforms, we recommend writing a statement on your website to say why)
- Overcome barriers to digital access for pupils by:
 - Distributing school laptops with user agreements or contracts
 - Providing printed resources, e.g. textbooks or workbooks supplemented with other forms of communication
- <https://www.gov.uk/guidance/get-help-with-technology-for-remote-education-during-coronavirus-covid-19#get-internet-access-for-disadvantaged-children>

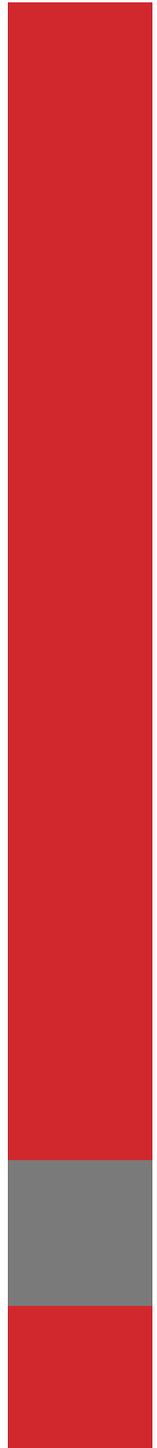


Core expectations

- Have systems for checking, daily, whether pupils are engaging with their work... work with families to identify solutions where engagements is a concern
- Identify a named senior leader with responsibility for the quality and delivery of remote education. A few considerations:
 - Will you let parents know the named senior leader?
 - Does this person have the time and capacity to carry out this role?
 - Ensure your complaints procedure is robust and that parents and carers use it first
- Publish information for pupils, parents and carers about the remote education provision on the school's website by 25th January 2021
- <https://www.gov.uk/government/publications/providing-remote-education-information-to-parents-template>

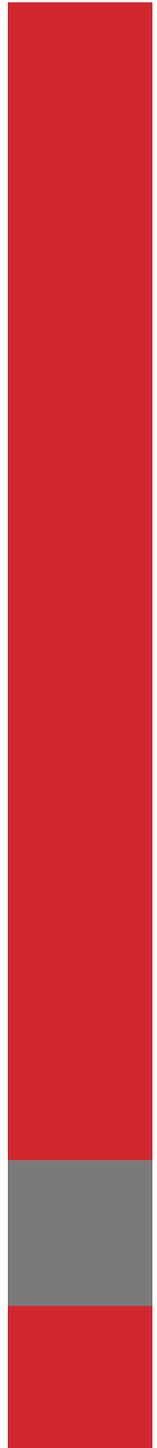
Core expectations

- Set meaningful and ambitious work each day in a... range of subjects
- Provide teaching that is equivalent in length to the core teaching pupils would receive in school... including both recorded or live direct teaching time and time for pupils to complete tasks and assignments
- Online video lessons don't necessarily need to be recorded by teaching staff at the school, e.g. you can use Oak National Academy
 - <https://www.thenational.academy/>
 - <https://library.thenational.academy/>



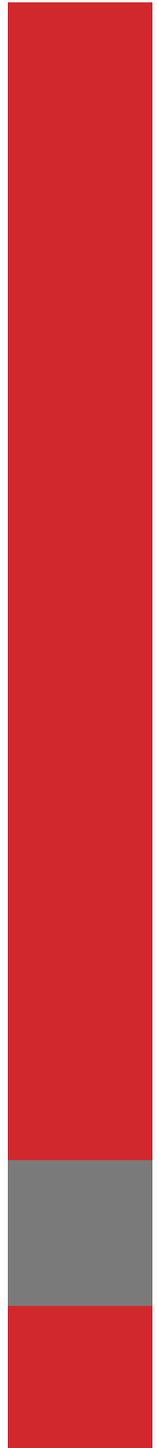
Age and stage of children

- When making decisions, consider the age and stage of development or special educational needs of the cohort
- No expectation that Reception or younger KS1 children would be entirely digital as requires lots of parental input; the Bristol Early Years team has put together packs of ideas and resources, e.g. for physical development, birth—4, Reception:
 - <https://www.bristolearlyyears.org.uk/early-learning/home-learning/>



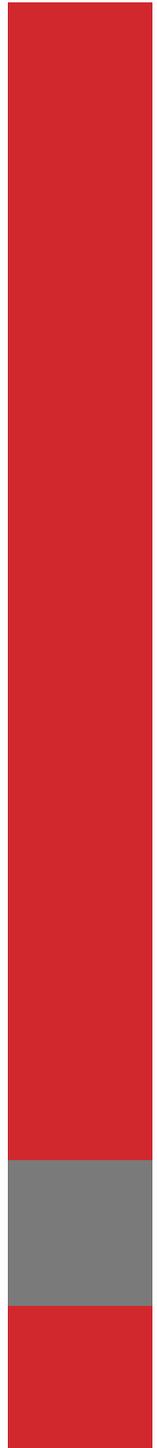
Transfer of classroom practice

- The guidance asks schools to consider how to transfer what we already know works in classrooms to the remote provision:
 - Clear explanations of new content
 - Interaction, e.g. questioning, eliciting, discussion
 - Scaffolding practice
 - Opportunities to apply new knowledge
 - Feedback for pupils (may be whole-class feedback): **consider the technology you are using – can you record audio feedback? Can you provide whole-class feedback? Can you provide personalised feedback through shortcuts?**
 - Responding to pupils' needs through assessment
 - Addressing significant gaps in understanding: **with the focus on the basics, key concepts and building blocks, consider planning for common misconceptions in advance**
 - Avoiding an over-reliance on long-term projects or internet research



Provision for SEND

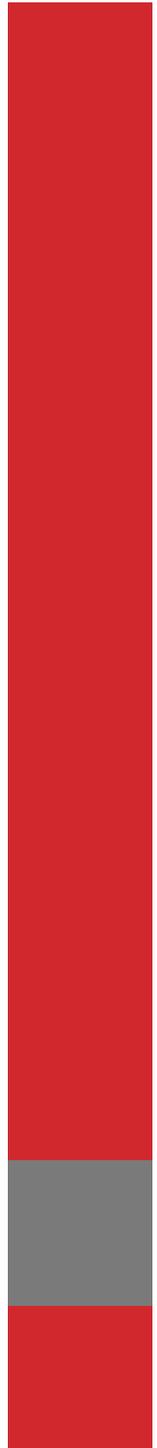
- Teachers are best-placed to know how the pupil's needs can be... met to ensure they continue to make progress even if they are not able to be in school due to self-isolating. Schools should use their 'best endeavours' to secure the special educational provision... remains in place.
- Schools should work... with families, putting in place reasonable adjustments ... so that pupils with SEND can successfully access remote education
- Where a pupil has (an) EHC plan, it remains the duty of the LA and any health bodies to secure or arrange the delivery of this in the setting that the plan names. If they are self-isolating... , decisions on how provision can be delivered should be informed by relevant consideration, e.g. the types of service that can be delivered remotely. These should be considered on a case by case basis.



Ofsted's findings so far

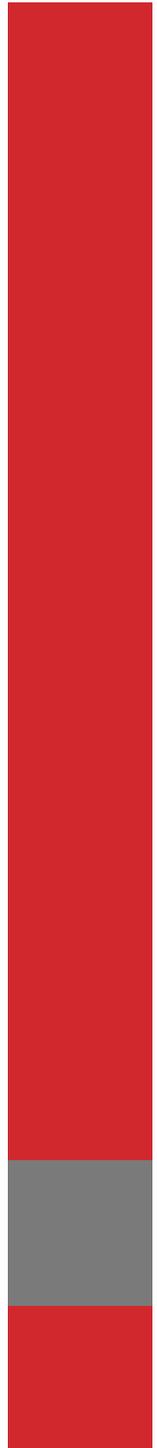
1. It's a way of delivering the curriculum with the same aim... so that pupils know more and remember more; can be digital or through worksheets or textbooks
2. Keep it simple; cognitive science still applies; small chunks
3. Focus on the basics; ensure building blocks are cemented; beware of too much new content
4. Feedback, retrieval practice and assessment more important than ever, as are peer interactions
5. The medium matters (a bit) but quality of teaching is more important
6. Live lessons aren't always best; mixed models may be effective, e.g. flipped learning where input pre-recorded then live feedback; pros and cons of synchronous and asynchronous
7. Engagement is only the start

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



Ofsted monitoring inspections

- Inspections will be carried out in line with the [operational note published in December](#). **A new framework for inspecting remote education is not required, as inspectors will be looking at it as part of the overall quality of education.**
- <https://www.gov.uk/guidance/january-2021-maintained-schools-and-academies>
- All monitoring inspections will include:
 - “matters that are particularly relevant at this time, such as the curriculum and its implementation (including remote education) and attendance, particularly of vulnerable pupils (including those with special educational needs and disabilities)”
 - Registering children
 - Monitoring engagement
 - Response from school if poor engagement



Research so far

Research is currently quite minimal for schools, but here is some:

1. Education Endowment Foundation: Using digital technology to improve learning

1. <https://educationendowmentfoundation.org.uk/tools/guidance-reports/using-digital-technology-to-improve-learning/>

2. Education Endowment Foundation: Remote learning for pupils (rapid review)

1. <https://educationendowmentfoundation.org.uk/evidence-summaries/evidence-reviews/distance-learning-rapid-evidence-assessment/>

3. Education Development Trust and EdTechHub: best practice in pedagogy for remote teaching

1. <https://edtechhub.org/wp-content/uploads/2020/04/summary-research-best-practice-pedagogy-remote-teaching.pdf>

4. Ofsted:

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

