Remote Learning - The Coates Lane Guide

This good practice guide should be used by staff responsible for the curriculum and its delivery in schools. It offers suggestions to help schools meet the expectations for remote education set out in the guidance for full opening. These suggestions are non-statutory but to meet the needs of the children at Coates Lane, we will follow them adapting the need for the children.

We recognise that schools vary significantly in context. The DFE allocated 12 however. Through private donations we secured 5 further lap tops. This means that we will provide both technology for remote learning in addition to the paper packs.

Ensuring access to remote provision

Most pupils returned to school full time at the start of the autumn term 2020. Despite this, there is still a risk of localised outbreaks of coronavirus (COVID-19) or of small numbers of individual pupils being unable to attend school. So, we have planned for disruption to schooling during the 2020 to 2021 academic year.

The period since 23 March 2020 has been one of great innovation in remote education. A wide range of approaches has been developed, tested and refined. Despite the challenges, remote education has made a significant contribution to enabling students to continue to learn and progress, and to mitigating any widening of the attainment gap for the disadvantaged.

Where a class, group or small number of pupils need to self-isolate, or there are local restrictions requiring pupils to remain at home, Coates Lane have the capacity to offer immediate remote education. Please look at the Remote Learning tab on the website.

What matters most in remote education

This good practice guide for remote education focuses on approaches to the delivery of the curriculum. Coates Lane teachers will plan lessons in a carefully sequenced way, following where they can, the existing curriculum.

Replicating the classroom remotely

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. Coates Lane will deliver daily live lessons to pupils using Zoom as well as pre-recorded lessons for younger classes and paper packs.

Live classrooms enable important interaction between teachers and pupils through, for example, questioning, eliciting and reflective discussion. These complex teacher skills in the live classroom are not always easy to recreate in a remote environment but the teachers will try their best. 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. Children with

EHCPs that aren't attending school can receive 1:1 sessions with their allocated TA.

Access to appropriate devices and connectivity is essential for technology-led approaches to remote education. However, securing access for all pupils is a significant challenge in many contexts. As schools plan for potential future disruption, we found it helpful to:

- maintain an up-to-date record of which pupils and families do not have device or internet access
- consider how school technology resources could be used in future to support pupils without sufficient remote facilities. We have prepared to provide laptops and chargers to identified families with any usage or loan agreements necessary to help safeguard school property
- ensure that any equipment obtained under the department's Get help with technology programme is clearly identified and ready to be re-distributed for a similar purpose

Effective remote teaching provision

While pupils experienced disruption to their education from 23 March 2020, a number of different approaches were used by schools to continue their education. Many schools also learnt from experience and innovated, took on board pupil and parent feedback and improved their provision as the weeks passed. With every bubble that bursts, feedback is sought from parents with regard to Remote Learning. As a result, both remote learning and paper copy homework will be provided.

While there are a number of ways to implement high-quality remote education, remote-access technology offers many advantages which enable schools to continue a relatively normal programme of teaching across all or most curriculum subjects, sadly the lack of devices at home hinders this.

Interactive platforms

The Headteacher will use the website to upload the links to the all the remote learning sites that will be used e.g. Century Tech. The children have all been taught how to access these from a device at home.

Linking platforms to applications

Staff will use email to communication with families and every Friday will email the lessons/plans/resources for the following week. This will give the parents time to look over the learning on the weekend as well as encouraging the staff to have a break on the weekend because the work is done and sent.

Where available and relevant, textbooks (both 'hard copy' and electronic) could be issued for pupils to use at home to complement and support lessons.

Other resources, which include other good-quality free and subscription-based online resources, can be linked or embedded. For example, Time Tables Rock Stars, Numbots, Tapestry, Century Tech, Activ Learn and Oxford Owl Phonics and Reading scheme provides online teaching resources.

Maintaining aspects of school life online

The platform Zoom and Office Teams can also be used for other events such as whole staff briefings and professional development sessions, and for teachers to lead events such as year or whole school assemblies. It is important that these aspects of school life are maintained during any period of disruption.

In some cases it is possible to expect a normal school day to be worked remotely by both pupils and teachers. Recognising that this will not always be practical, where it is possible the routine can prove beneficial to pupils and support them in the management of their work and time.

Often, it is necessary to operate more flexibly, for example to accommodate contexts where pupils are having to share a single device within the home.

Continuing the planned curriculum

Continuing to teach all or most of the normal planned curriculum in the remote environment is important. Subjects where this is more challenging are those that would normally include significant elements of practical work in the live classroom, for example sciences, music or technology. However, in these and other cases, video demonstrations (and there are many ready-to-use examples linked to the curriculum available on platforms such as YouTube) can substitute well for practical work, particularly if accompanied by teacher explanation, commentary and a text book or electronic resource.

Physical education

Physical education is a difficult subject to teach remotely. Some aspects may be able to be delivered using video demonstrations. At the same time, taking account of any restrictions in force and pupils' age and living circumstances, pupils should be encouraged to take regular physical exercise to maintain fitness.

Therefore, we will be offering a weekly 'fitness' session with our PE coach (Fridays – 1hr) to encourage movement.

Technology training

An important part of contingency planning is ensuring that training is regularly refreshed with teachers, and that appropriate trouble-shooting support is available where needed, so that transfer to the remote environment can happen seamlessly when needed. Coates Lane prioritised this aspect of professional development through the Autumn and Spring terms.

Coates Lane provides good remote provision by using a range of online resources and referencing a number of materials, which guide pupils in their delivery of the curriculum.

Coates Lane invested some of our catch-up premium on contingency planning for remote education, for example purchasing Century Tech, webcams and additional devices. See the Covid Catch Up Spending Plan.

Communication

It is essential for staff, and preferable for pupils, to use school email addresses. Existing online resources and packages with school or teacher-created resources, can be used, for example: worksheets, tests and quizzes, as well as video or sound recordings of explanations hosted on platforms such as YouTube - or available on a school, remote-access area.

It is important to note that high-quality remote teaching is far more than setting work for pupils to complete, although setting tasks to complement sequences of teaching plays an important role. Evidence shows that lengthy or open-ended projects or research activities are in most cases less likely to lead to strong progress or outcomes.[1] Such approaches should generally be avoided in favour of the more interactive, teacher-led approaches to delivering the school's planned curriculum described above.

Finding solutions in remote provision

Coates Lane identified some common challenges in the provision of remote education during the summer term of 2020.

Pupils having difficulties submitting work

Email can also be used to send work to teachers for review and feedback and screenshots can be taken and emailed as attachments. Additionally, smartphones can be used to photograph work which is difficult to submit in other ways. Post or school drop-off points have also been arranged.

Keeping pupils motivated and engaged

As set out in the [guidance for full opening](#), Coates Lane monitors pupil engagement with remote education provision. Schools can log participation and motivation levels and feedback to parents, either individually or formally through phone calls.

Assessing pupils' progress

Teachers can use quizzes or tests on core content as a regular feature, asking pupils to complete these in a specified time and email them back. Consideration has been given to ensuring availability for pupils without ready online access, including through distribution of hard-copy versions.

Organising structured remote teaching suitable for very young pupils

We 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 is essential at Coates Lane and has been considered as part of contingency 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 contingency planning for children at this stage

Supporting pupils with special educational needs and disabilities (SEND)

For many pupils with SEND, the teaching has been would adapted. SEND pupils have a wide range of specific needs. Teachers are now planning more individualised lessons and some children are receiving small group sessions to support their additional needs.

Parents not being able to effectively support remote education

Good communication between schools and parents (about the approach the school is taking) can help. This could include, where appropriate, group seminars, briefings using platforms such as Zoom, or one-to-one telephone calls where necessary, to inform parents and elicit their support.