REMOTE LEARNING

DfE Guidance 'Guidance for full opening: schools'
updated 27 July 2020

One of the key principles that underpins curriculum planning focuses on remote learning:
"remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed."

The DfE asks that schools & other settings meets the following expectation for their curriculum in the 2020 to 2021 academic year:
"Develop remote education so that it is integrated into school curriculum planning: Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress."

Remote education support
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. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision ==by the end of September==. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

In developing these contingency plans, the DfE clearly set out a number of bullet-pointed expectations and in particular, further ones specifically relating to the teaching of pupils remotely.

To support schools to develop their remote learning offer and contingency plans a toolkit of helpful resources has been assembled including the following:
- A list of questions to aid self-reflection and consider the impact on different stakeholders and members of the school community;
- A draft survey to use with pupils/families to ascertain accessibility;
- A short paper written by Alison Bradley, senior HMI, seconded to Portsmouth April – July 2020 on the effective use of technology in education including useful references;
- EEF Rapid Evidence Assessment - Distance learning
- a spreadsheet to allow school self-evaluation and reflection against DfE expectations, using a RAG-rating system with the opportunity to identify examples of evidence and actions being undertaken, enabling schools who complete this periodically to show how their provision for remote learning has developed and improved over time, be it for individual pupils, 'bubble groups' or the whole school.

*Remote does not necessarily mean digital, as this may not be accessible to all pupils/families. However, digital is probably the most efficient method for schools, parents & pupils in responding to the immediate & urgent need to provide a continuous education for children, be they at home, at school or a combination of both.

For further discussion or questions please contact Debbie Anderson or Alison Critchley. Additionally, if any school, leader, or member of staff would like to be involved in a working group (Digital Pioneers or Curriculum and Remote Learning) then please contact us directly.

Additional questions to aid self-reflection

- Have we given information to parents and pupils about how remote learning will be provided in these scenarios?

- What work do we need to do with pupils before any period of self-isolation to ensure they are well prepared for remote working for a period if necessary?

- Are we clear about which responsibilities for home learning fall to individual class teachers and which are co-ordinated across year groups/ phase/ school?

- Who is responsible for deciding on/ delivering the curriculum content during this period?

- What support and training do staff need before any period of self-isolation, including training on any new apps/hardware/software being used?

- How will content be delivered to children/families? School website with links, emails, bespoke apps, live lessons, books and hard copy worksheets?

- How will children be able to get regular quality feedback on the work they have done?

- Do we know what access to technology children and families have at home e.g. phone/ email, tablet, laptop/desk-top? Their own or shared? Access to broadband?

- What are the contingency plans to support families without necessary devices? Can we lend equipment out, or will we provide material in paper form?

- What arrangements are being put in place for meeting needs of children with SEND and other children with additional barriers to learning at home (EAL, multiple siblings, vulnerable, disadvantaged, working single parent)?

Draft survey for schools to use with families

Child's name

Year group/class

Does your child currently have access to a device they can use for school work?

What device do they use (tick all that apply)
- Mobile phone
- Ipad/ tablet
- Mac/PC
- Laptop
- Smart (internet enabled) TV
- Other, please specify

Does your child have access to the device the whole day?
- Yes
- No, shared with siblings doing home learning
- No, shared with parents
- No, shared with parents and siblings

Do you have access to the internet on the device?
- Yes, we have a contract that gives unlimited broadband
- Yes, we have a data package/ contract which gives us limited data each month
- We have a pay as you go arrangement
- No

Does your child have a suitable space to complete their work in?
- Yes
- No
- Shared with siblings

The effective use of technology in education

Home Learning UK's report [Protecting Learning](#) reflects on the experiences of educators, parents and pupils during Covid-19. It credits leaders' determination and passion to protect learning despite not all schools having the digital infrastructure, devices, experience and confidence to shift at speed to remote learning supported by technology, and considers where different schools are on the continuum of adoption.

Clearly Covid-19 has brought the potential of digital technology to effectively deliver remote learning to the fore, but exploiting its use is not new, specific to or limited to this period. Indeed, while schools may have moved faster than they might have planned to adopt the use of technology in 2020, many are already thinking about the potential going forward beyond future proofing against any future pandemic or similar. It is also a good time to capitalise on the positives of Covid-19, for example through home and digital learning many schools in Portsmouth feel they have developed a stronger relationship with parents and carers, helping them to communicate better and share more responsibility for developing learning.

The DfE published [Realising the potential of technology in education](#) in April 2019, setting out their strategy to 'support the education sector in England to develop and embed technology in a way that cuts workload, fosters efficiencies, supports inclusion and ultimately drives improvements in educational outcomes'.

In December 2019 the Education Endowment Foundation (EEF) published [Using digital technology to improve learning](#). This guidance report put forward that 'the question is no longer *whether* technology should have a place in the classroom, but *how* technology can most effectively be integrated in ways which achieve improved outcomes for young people'. The guidance was developed for three reasons: first, the pace that technology advances means it can be difficult for schools to decide which innovations to commit their scarce time and resources to; second, because technology in itself is unlikely to improve young people's learning, but the pedagogy behind it can; third, good implementation (including training) is crucial to success - so the school has to have the capacity to implement it effectively.

Its 'enduring' message is that to improve learning, technology must be used in a way that is informed by effective pedagogy. The summary of recommendations is:

- Consider how technology will improve teaching and learning before introducing it.
- Technology can be used to improve the quality of explanations and modelling.
- Technology offers ways to improve the impact of pupil practice.
- Technology can play a role in improving assessment and feedback.

Various publications and blogs recently have emphasised this message, highlighting the similarities between effective teaching per se and effective remote teaching and the importance of metacognition and self-regulatory skills:

https://www.kirschnered.nl/posts/Tips_for_effective_teaching_if_you_have_to_teach_at_a _distance

https://schoolsweek.co.uk/why-this-is-not-the-time-for-large-scale-educational-experiments/

https://3starlearningexperiences.wordpress.com/2020/04/28/12-building-blocks-to-use-learning-technologies-effectively-all-in-one/

https://www.tes.com/news/coronavirus-5-point-model-deliver-online-learning

https://daisychristodoulou.com/2020/03/remote-learning-why-hasnt-it-worked-before-and-what-can-we-do-to-change-that/

https://researchschool.org.uk/hisp/news/reflecting-on-remote-teaching/

https://classteaching.files.wordpress.com/2020/03/making-every-distance-lesson-count-v2.pdf

https://teachlikeachampion.com/blog/dissolving-the-screen-in-ben-essers-online-classroom/

https://www.thenational.academy/blog/remote-learning-lessons-learned

HISP remote learning webinar (June 2020)

EEF guidance report Metacognition and self-regulated learning

Further EEF resources on supporting remote learning can be found in the Covid-19 section.

There is also some useful material out there thinking about the best way to present materials:

https://www.emergingedtech.com/2017/06/mayers-12-principles-of-multimedia-learning are-a-powerful-design-resource/

https://www.bing.com/videos/search?q=adam+boxer+research+ed+dual+coding&docid=608008803088534234&mid=F9BF3A9BD3837514F0A9F9BF3A9BD3837514F0A9&view=detail&FORM=VIRE

Rapid evidence assessment
Distance learning

This rapid evidence assessment examines the existing research (from 60 systematic reviews and meta-analyses) for approaches that schools could use, or are already using, to support the learning of pupils while schools are closed due to Covid-19.

When implementing strategies to support pupils' remote learning, or supporting parents to do this, key things to consider include:

Key findings and implications

1. **Teaching quality is more important than how lessons are delivered**
   Pupils can learn through remote teaching.

   Ensuring the elements of effective teaching are present – for example clear explanations, scaffolding and feedback – is more important than how or when they are provided. There was no clear difference between teaching in real time ("synchronous teaching") and alternatives ("asynchronous teaching").

   For example, teachers might explain a new idea live or in a pre-recorded video. But what matters most is whether the explanation builds clearly on pupils' prior learning or how pupils' understanding is subsequently assessed.

2. **Ensuring access to technology is key, particularly for disadvantaged pupils**
   Almost all remote learning uses digital technology, typically requiring access to both computers and the internet.

   Many reviews identify lack of technology as a barrier to successful remote instruction. It is important that support is provided to ensure that disadvantaged pupils – who are more likely to face these barriers – have access to technology.

   In addition to providing access to technology, ensuring that teachers and pupils are provided with support and guidance to use specific platforms is essential, particularly if new forms of technology are being implemented.

3. **Peer interactions can provide motivation and improve learning outcomes**
   Multiple reviews highlight the importance of peer interaction during remote learning, as a way to motivate pupils and improve outcomes.

   Across the studies reviewed, a range of strategies to support peer interaction were explored, including peer marking and feedback, sharing models of good work, and opportunities for live discussions of content.

   The value of collaborative approaches was emphasised in many reviews, although notably many studies involved older learners. Different approaches to peer interaction are likely to be better suited to different age groups.

4. **Supporting pupils to work independently can improve learning outcomes**
   Pupils learning at home will often need to work independently. Multiple reviews identify the value of strategies that help pupils work independently with success.

   For example, prompting pupils to reflect on their work or to consider the strategies they will use if they get stuck have been highlighted as valuable.

   Wider evidence related to metacognition and self-regulation suggests that disadvantaged pupils are likely to particularly benefit from explicit support to help them work independently, for example, by providing checklists or daily plans.

5. **Different approaches to remote learning suit different types of content and pupils**
   Approaches to remote learning vary widely and have different strengths and weaknesses. Teachers should be supported to consider which approaches are best suited to the content they are teaching and the age of their pupils.

   For example, games for learning were found to have a high impact on vocabulary learning in foreign languages, but there is less evidence related to their use in other subjects.

   Likewise, using technology to support retrieval practice and self-quizzing can help pupils retain key ideas and knowledge, but is not a replacement for other forms of assessment.

> The evidence in this review is drawn from diverse contexts that do not closely parallel the circumstances facing schools responding to Covid-19 in 2020.
>
> Many forms of digital technology could in theory be used to support remote learning, but are typically used in schools and have not been evaluated as remote learning tools.
>
> In all cases, it is important for teachers and school leaders to use their professional judgement in determining the support they provide their pupils and to monitor its impact on learning.

DfE Full opening of schools in September 2020 guidance

	RAG	Evidence	Any specific examples	Actions taken or to take
Expectations in relation to contingency plans:				
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				
Expectations specifically for remote education:				
Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects				
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				
Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos				
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				
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				
Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers				