



Remote learning is a way of delivering the curriculum and is currently part of our education offer during this lockdown period. Remote education is a means, not an end. A recent Education Endowment Fund research report has shown that pedagogy is more important than the teaching format. As such APS pedagogy approach can be used and adapted for remote learning. The aim of remote education is to deliver a high-quality curriculum so that the children know more and remember more. Remote education is one way of doing so. APS will continue with our carefully sequenced curriculum, using clear teacher explanations of new content which are sequenced to build on previous learning, targeted questioning, and scaffolded practice.

The effectiveness of remote teaching is determined by similar factors that determine the effectiveness of face to face teaching and learning for example:

- ensuring pupils receive clear explanations
- supporting growth in confidence with new material through scaffolded practice
- application of new knowledge or skills
- enabling children to receive feedback on their learning and how to progress further

This means that everything we know about what a quality curriculum looks like still applies. The remote education curriculum needs to be aligned to the classroom curriculum as much as possible. And, just like the classroom curriculum, it needs to be carefully sequenced and ensure that pupils obtain the building blocks they need to move on to the next step. Curricular goals and objectives should be made as explicit remotely as they would be in the classroom.

When adapting the curriculum, focus on the basics

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 using ready-to-use examples linked to the curriculum such as YouTube clips can substitute well for practical work, particularly when accompanied by teacher explanation. Another subject is PE. For PE, we are utilising our specialist coaches to ensure we are providing children with the opportunity to focus on their physical education whilst in lockdown, which supports our Whole, Happy, Healthy strategy.

Often teachers will need to adapt our subject curriculum when moving to remote education, for example because some topics are hard to teach remotely. Teachers need to be aware of offering too much new subject matter at once. Make sure key building blocks have been understood fully first. We need to assess children's knowledge to determine this.

- Consider the most important knowledge or concepts children need to know. Focus on those.
- Consider what alternatives exist for traditional practical activities. What can be done at home, or using simulations, for example? Worked examples and modelling can work very well in remote digital education.
- In many cases, practising and a focus on developing existing knowledge and skills, such as handwriting or simple arithmetic, may be useful.

High-quality remote teaching is far more than setting work for children 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.

Remote education is not the same as digital education. Sometimes, it may be more effective to deliver remote education through worksheets or a textbook. At APS we are using Google Classroom and a range of online resources to deliver our offer. For some children including some SEND, EAL, Vulnerable children or others we are using paper-based activities and in conjunction with parents and staff, school will provide online education using the most appropriate method.

A good textbook can provide the curriculum content and the sequencing of learning that a child needs. It can also be easier to access for some pupils. However, when using textbooks or worksheets it is still important to make sure that teachers can provide feedback and assess learning. Any worksheets should be aligned with the curriculum and provide meaningful work.

Suggested timetable and timings can be found in the Remote Learning Policy, January 2021. Remote teaching and face to face teaching are similar in an attempt to keep learning paced for all children as we are mindful of widening gaps. A suggested face to face teaching timetable below.

An example of face to face teaching Timetable (times vary)

We prioritise daily reading during face to face teaching.

- 8:30 - 9:00 Reading / times tables rock stars
- 9:00 - 10:15 using laptops / iPads remote learning video and tasks
- 10:30 -11:15 Writing tasks based on home learning or maths based on home learning using PiXL / Bug club to support / science related to concept both Yr. groups learning. Don't forget bobble and talk4 writing
- 11:15 to lunchtime - more home learning from google classroom

Lunchtime (see timetable)

- 1:00 - 2:30pm - PE or Art or Topic research linked to class topic to create a topic folder or combination of both
- 2:30 -reading and class teacher reading to class
- 3:10 home

There are some things that need more careful consideration when teaching remotely. For example, when using recorded lessons, clarity of explanations becomes even more important as we can't as easily correct misunderstandings or misconceptions.

Another example is the 'split attention' effect. Children can find it harder to concentrate, so the way we integrate words and pictures or graphs is important. Text can be integrated with images where that is appropriate and doesn't just encourage guessing. This can be shown in chunks in the appropriate place. This makes the words into a description of the images and allows pupils to focus on what is most important.

As it's harder for children to concentrate when being taught remotely, it's often a good idea to divide content into smaller chunks. Short presentations or modelling of new content can be followed by exercises or retrieval practice.

Where lessons are recorded, they can be accessed later by children, making flexible use possible in the context of limited or shared device access. These and similar platforms can make it easier for teachers to monitor pupils' progress because work can be viewed or submitted through a single system. This in turn may make it easier for teachers to adapt work in the light of pupils' progress.

Organising structured remote teaching suitable for younger children in Early Years and Nursery

It is recognised that very young children are likely to have particular needs which cannot easily be met in some of the ways described above. For such children the priority will be progress in early reading. Ensuring continued access to appropriate decodable reading books and resources for early readers is our priority and we have made this available through Storytime magazine, access to Big Cat on line via WANDLE and making available a range of reading books direct from school.

Children 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 others. School is also 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. Other content for these children will include providing guidance for supervising adults to ensure that time is used as productively and developmentally as possible.

Keeping it simple

Our brains don't learn differently using remote education, so everything we know about cognitive science and learning still applies. Teachers don't have to make huge changes to the way they teach.

There is no need to overcomplicate resources with too many graphics and illustrations that don't add to content. When using digital remote education, the platform used shouldn't be too complicated to use. Just as school doesn't need 'all-singing, all-dancing' lessons in the classroom, remote education often benefits from a straightforward and easy-to-use interface. Simple graphics that highlight the key concepts and features we want to teach can be most effective.

More important is attention to the key elements of effective teaching. For example, it's useful to provide children with an overview of the bigger picture and where a specific lesson or activity sits within a sequence of lessons or activities. It's also vital to have clear and high expectations and to communicate these to the children. Just as in the classroom, most children will be novices in what we are teaching them and adults can't expect them to be able to discover new content for themselves through tasks, projects and internet searching.

Supporting pupils with special educational needs and disabilities (SEND) and the vulnerable

For many children with SEND, the teaching would need to be adapted. SEND pupils have a wide range of specific needs. Teachers know these needs best, and how they can be most effectively met to ensure children continue to make progress wherever possible if they are not able to be in school.

Some children with SEND or who are considered vulnerable will require specific approaches tailored to their circumstances. School will work with our partners to continue to deliver programmes remotely where possible.

Teachers creating online content

There is a vast range of online resources available to teachers at APS. Here are some of the packages school has access to:

APS Online Packages – used by staff to support our planned curriculum, set out in the learning pages on the school website www.alexandra.hounslow.sch.uk amongst others:



Other resources are available from BBC Lockdown Learning on BBC Bitesize, iPlayer and on BBC 2. and Oak National Academy that offers lessons in most school subjects. Oak delivers a sequenced curriculum.

Engagement matters, but is only the start - Keeping pupils motivated and engaged

It's harder to engage and motivate children remotely than when they are in the classroom. There are more distractions, and as a teacher not physically present to manage the situation can be hard for parents supporting learning. Communicating and working with parents, without putting an unreasonable burden on them, can help support home learning.

A lot of attention has been paid to ways in which online education can be made more engaging. For example, school can make sure different types of tasks and activities are alternated, or build in rewards and incentives to make learning more 'game-like' or use quizzes.

While it is important to engage children, this is only a precondition for learning, not the thing itself. There is only so much a teacher can do to engage children remotely. Therefore, teachers need to make sure that efforts to engage don't distract us from teaching the curriculum. Checks are needed to see whether children have actually learned the curriculum content through assessment.

Engagement increases when children feel part of the school community. School digital assemblies and feedback, for example through newsletters, can help them feel part of the community even when learning remotely.

At APS we monitor engagement with remote education provision. School can log participation and will feedback to children and parents, by telephone to explore ways to secure re-engagement or text and email. Certificates and Dojos will also be used to celebrate progress and achievement with The Alexandra Times and The Alexandra Chronicle showcasing and highlighting children's contributions.

Parents phone calls used to support with questions, home learning issues or particular learning barriers – see separate guidance document for parent phone calls.

Feedback, retrieval practice and assessment are more important than ever

Learning isn't fundamentally different when done remotely. Feedback and assessment are still as important as in the classroom. It can be harder to deliver immediate feedback to children remotely than in the classroom, but teachers have found some clever ways to do this.

This immediate feedback can be given through:

- chatroom discussions,
- 1-to-1 interaction tools
- interactive touch-screen questioning in live recorded lessons
- adaptive learning software
- Mote – Google Classroom extension

Peer interactions can provide motivation and improve learning outcomes. It's therefore worth considering enabling these through, for example, chat groups or video-linking functions. They will also help pupils maintain their social skills.

It is important for teachers to stay in regular contact with children. If necessary, they can even do this by using technology to automate communication. School keeps this under review and may set up automated check-in emails to pupils to identify where they are with set tasks in the future. This also gives a perception that teachers are 'watching' while pupils learning remotely.

Assessing pupils' progress

Low-stakes quizzes can be built in to remote education, as can written assignments and retrieval practice activities. It can be helpful to make sure children are 'warmed up' and 'readied' for content through an introductory task or scene-setting. Children can then be invited to re-visit and process the main content further in an additional task or later lesson through retrieval practice.

Teachers can use quizzes or tests on core content as a regular feature, asking children to complete these in a specified time and email them back. Teachers can create regular, pre and post-lesson quizzes. These can be posted as hard copy versions to children without ready online access.

Tests and quizzes are an important part of effective teaching and can be easily created to precede or follow teaching sequences. Google forms, Kahoot, Classkick, Socrative, Edpuzzle are just some other examples of other software which work well for rapid feedback and allow live marking along with Mote for verbal feedback via google classroom.

Our Remote platform allows for the submission of most kinds of work. Year Group Leaders' 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. – help with this can be found in the News section of the school website www.alexandra.hounslow.sch.uk .

The medium matters (a bit)

Quality of teaching is far more important than how lessons are delivered. But there is some evidence that the medium does matter, especially in digital remote education. Children tend to spend longer accessing a remote lesson when they are using a laptop than when using a phone (tablets are in between).

School has regularly surveyed parents and asked children about both devices and internet access at home. The DfE allocation of laptops and portable internet devices (Dongles) and free data SIM cards has enabled more children to access the remote learning offer. This has also informed our teaching using pre-recorded videos so that siblings can share their IT technology at home and also revisit the lessons. Where children don't have access, school has looked at using other devices or providing home learning packs.

When using digital remote education, we often rely on internet access. Again, we need to consider whether pupils have this and what we can provide if they don't. The Department for Education provides support on internet access, and on setting up a digital education platform.

It is also worth considering where to host content. In the battle for attention against the internet, we need to consider whether we avoid hosting video lessons on certain platforms like YouTube, for example, because of their advertising algorithms distracting pupils.

Live lessons aren't always best

Some think that a live lesson is the 'gold standard' of remote education. This isn't necessarily the case. Live lessons have a lot of advantages. They can make curriculum alignment easier, and can keep children's attention, not least as the teacher has more control over the learning environment. But live lessons are not always more effective than asynchronous approaches.

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 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.

There are some specific difficulties in doing live lessons. It can be hard to build in interaction and flexibility. This means that giving feedback can actually be less effective than when we use recorded lesson segments followed by interactive chats, or tasks and feedback. Using recorded lessons can allow you to easily draw on high-quality lessons taught by expert subject teachers.

Because evidence suggests that concentration online is shorter than the length of a typical lesson, filming a classroom lesson may be ineffective.

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.

Wellbeing and Mental Health

At APS we recognise that some children and young people may be experiencing feelings such as anxiety, stress or low mood as a result of the coronavirus (COVID-19) outbreak and the recent change in circumstances. APS will continue to offer pastoral support to pupils working remotely through activities, VLOGs, phone calls. Children have access to talk to us via talktous@alexandra.hounslow.sch.uk which is similar to the in-school talk to us boxes. This supports children with their worries and concerns. Home and access to other online resources. Through our Whole, Happy, Healthy strategy school will work to promote positive mental health messages and provide opportunities, activities and resources to promote wellbeing.

There are also many other online resources available to support parents and children with mental health and wellbeing, including:

- MindEd, a free educational resource from Health Education England on children and young people's mental health
- Rise Above, which aims to build resilience and support good mental health in young people aged 10 to 16
- Every Mind Matters, which includes an online tool and email journey to support everyone to feel more confident in taking action to look after their mental health and wellbeing
- Bereavement UK and the Childhood Bereavement Network, provide information and resources to support bereaved pupils, schools and staff

Physical education should be encouraged, children to take regular physical exercise to maintain fitness. Public Health England's advice and guidance for parents and professionals on supporting children and young people's mental health and wellbeing includes key actions school can take to support children's mental health and wellbeing, such as supporting safe ways to connect with friends. It also emphasises the importance of children continuing to remain fit and active and, wherever possible, having (60 minutes of) daily physical activity, recommended by the Chief Medical Officers. Further advice and support to help pupils remain physically active are available from Youth Sport Trust and Sport England.

Where further support is required, NHS mental health services remain open, and they have digital tools to enable them to connect with people and provide ongoing support, school will continue to refer children and young people's mental health service when needed.

There is also a range of support directed at children and young people, including:

- free confidential support can be accessed anytime from government-backed voluntary and community sector organisations by:

texting SHOUT to 85258
calling Childline on 0800 1111
calling the Mix on 0808 808 4994

- online information on COVID-19 and mental health is available on the Young Minds website

- National Online Safety webinars and updates
- the Think Ninja (freely available and adapted for COVID-19) app educates 10-18 year olds about mental health, emotional wellbeing and provide skills young people can use to build resilience and stay well
- Rise Above (adapted for COVID-19) website aims to build resilience and support good mental health in young people aged 10 to 16
- Barnardo's See, Hear, Respond service, provides support to children, young people and their families who aren't currently seeing a social worker or other agency, and who are struggling to cope with the emotional impacts of coronavirus (COVID-19). You can access via the 'See, Hear, Respond' service self-referral webpage or Freephone 0800151 7015.

It is also vital to report any safeguarding concerns you have about any child. Contact the NSPCC helpline.

More resources can be found here:

- the Department for Education's [guidance, resources and support for teachers](#)
- the Education Endowment Foundation's [overview of evidence on remote learning](#)
- Technology training as part of CPD EEF COVID 19 Support Guide

To be read in conjunction with:

- APS School Aims and supporting Values
- Remote Learning Guidance
- Supporting Home Learning Routines Tips for Parents found on APS Website