

FEATURES OF EFFECTIVE PRACTICE IN REMOTE LEARNING

COMMUNICATION AND RELATIONSHIPS

- » A **remote learning policy** which provides guidance to parents and pupils on the school's approach to remote learning.
- » Engagement with pupils through appropriate **digital platforms** to allow for regular contact and ensure ongoing interaction, assessment and timely feedback.
- » At pre-school and primary, a **brief daily explanation** of the work to be undertaken each day is provided to parents/carers and/or pupils giving a breakdown of daily activities, suggested timings and information on the resources needed.
- » A **flexible, indicative weekly timetable** for parents and/or pupils detailing what areas of learning will be taught each day, with the areas which will involve online engagement identified clearly.
- » Activities/work presented in a manner and pace that is manageable in the home context.
- » When possible, opportunities for pupils to **talk to or work with others** in paired or group work.

PLANNING, LEARNING AND FEEDBACK

- » A well-sequenced **curriculum** which enables good progression, prioritising key knowledge, understanding and skills in each area of learning and where the intended learning outcomes and success criteria are clear and shared with pupils and parents. For pre-school and foundation stage children, activities should be play-based.
- » Pupils have **meaningful work and activities** each day in a number of different areas of learning for curriculum breadth and balance.
- » Pupils are provided with clear, frequent explanations of **new learning** and curriculum content through the use of explanation by the class teacher supported with high quality curriculum resources and/or videos.
- » Resources are available for pupils without ready online access, including through distribution of **hard-copy materials** which include guidance on completion of the activities, model explanations and answers to assist pupils and also parents in supporting their child's learning.
- » Lessons, activities and resources are **differentiated appropriately** to reflect pupils' ability and needs in order to support positive and rewarding learning experiences.
- » Mechanisms for providing timely, frequent and specific (oral or written) **feedback** to pupils on their work, as well as for supporting pupils should they need help in progressing their work.
- » A wide range of **formative assessment** practices to check for knowledge, understanding and skills progression.
- » Learning experiences **for those pupils in attendance during the remote learning period** which follow the curriculum programme of those undertaking remote learning at home.

SYSTEMS TO SUPPORT LEARNING

- » A **named senior leader** with overarching responsibility for overseeing the Remote Learning programme, with subject heads or co-ordinators monitoring the quality and delivery of remote education.
- » Systems for **checking daily** that pupils are engaging with their work.
- » Procedures for **monitoring work completion and engagement** across the curriculum and to make contact with the parent or carer by email or telephone if a lack of engagement is highlighted.
- » **Policies** such as safeguarding/child protection and use of ICT reviewed to reflect any changes in practice, and updates provided to staff and parents as necessary.