Remote Education – no 1 size fits all

Example A

- Lessons are delivered live, via Teams, in real time, following the normal timetable of the day. The day includes a regular Tutor slot to discuss well-being and engagement

Example B

- All lessons are pre-recorded and up-loaded to the learning platform, alongside the tasks for children to complete. They include all core subjects. Work is photographed and returned via a learning platform for staff to mark. Staff are emailing or calling pupils individually to check on engagement and well-being.

Example C

- Teachers deliver live sessions 3 times a day to set out expectations and work. These sessions are done at the start of the day, lunchtime and end of day. There are also pre-recorded lessons which model and introduce the activities for the children to complete. They include a maths, reading/phonics and writing activity, as well as a task on a topic/foundation subject. Teachers include mark sheets for self-checking for some lessons and provide feedback on a proportion of work submitted. There are also pre-recorded story sessions and assemblies.

Example D

- Teaching staff check in with the class/individual pupils twice a day. They set tasks and pre-record lessons. There is a live phonics session for EYFS and KS1. Catch up funding has paid for whiteboards and pens to support children in the live sessions. Workbooks can be collected from the office for those children who want to record as if they were in school. Celebration assemblies are pre-recorded.

WORCESTERSHIRE
CHILDREN FIRST

Remote Education - Pupils

Positives

1. Like having all the work at the start of the day, and being able to refer back to it

2. Appreciate the 1 to 1 time and check-ins by teachers

Negatives

1. Missing the social interaction with both peers and teachers

2. Maintaining motivation is difficult

3. Some pupils feel increasing levels of pressure, reluctant to ask for additional help

3. Access is not always easy due to:

   - Appropriateness of device

   - Number of siblings/parents also accessing the internet at the same time

   - An appropriate learning environment

4. Some school approaches result in a lot of screen time

Remote Education - Staff

Positives

1. Some of the remote education approaches will be embedded into 'normal' practice:

- provision available for pupils off site will be maintained.

- Homework delivery

- Pupils can manage aspects of their own learning

- Use of video lessons to provide subject expertise when teacher cover required.

Negatives

1. Missing the social interaction and support of the school routines

2. Increasing workload

- to adapt curriculum to suit remote learning

- learning to use online learning tools

- exasperated by mixed delivery situations

3. Developing conceptual understanding with younger children has particular challenges as learning in school is often activity-based. Schools have had to deliver physical resources to homes to provide support.

Remote Education - *Staff*

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General comments

Focus moving to monitoring and reviewing the quality and impact of the remote education provision

Strategies being introduced to more closely monitor pupil engagement

Increased assessment (formal and informal) to evaluate learning impact as engagement ≠ learning