

Remote Education at Lower Heath CE Primary School

Welcome



What does the government guidance say?



Remote education

When teaching pupils remotely, we expect schools to:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum:
 - primary: 3 hours a day (KS1), 4 hours a day (KS2) on average, across the school cohort
 - secondary: 4 hours a day, with more for pupils working towards formal qualifications this year
- provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos
- have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern
- gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate
- 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

Engagement

Feedback

Differentiation

What Does OFSTED Say?

There are of course 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.

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 pupils 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

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

Assessment is built into some online platforms and most textbooks. 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 pupils are 'warmed up' and 'readied' for content through an introductory task or scene-setting. Pupils can then be invited to re-visit and process the main content further in an additional task or later lesson through retrieval practice.



Guidance

What's working well in remote education

Published 11 January 2021



What Does the Literature Tell Us?

- The remote teacher starts at a disadvantage in terms of social interaction and must therefore deliberately strive to remedy this, **making students aware of their teaching presence through many different forms of dialogue with remote students**: instructing, guiding, questioning, listening, assessing, advising and reassuring as appropriate.
- Children's success depends upon having a strong sense of the teacher's virtual presence. **A well-designed sequence of remote learning will involve frequent, diverse opportunities for the teacher to demonstrate 'presence' to students, including assessment activities.**

Summary

Overview of emerging country-level response to providing educational continuity under COVID-19

Best practice in pedagogy for remote teaching

Authors

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Input from Rob Rodney (UK Department for Education) and Jamie Proctor (UK Department for International Development and the EdTech Hub)

April 2020

Part of our EdTech and coronavirus (COVID-19) series: edtechhub.org/coronavirus

Full report: edtechhub.org/coronavirus/resources-and-tools/

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What does the the EEF say?



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, be it in the 'live' classroom or through remote provision (whether or not that remote provision is live or pre-recorded). It is important that schools consider how to transfer into remote education what we already know about effective teaching in the live classroom.

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.**

The message is... it cannot be the same as the classroom but even some of the classroom aspects will have a huge impact.

What Does Remote Education Look Like at Lower Heath?

This is our daily offer.

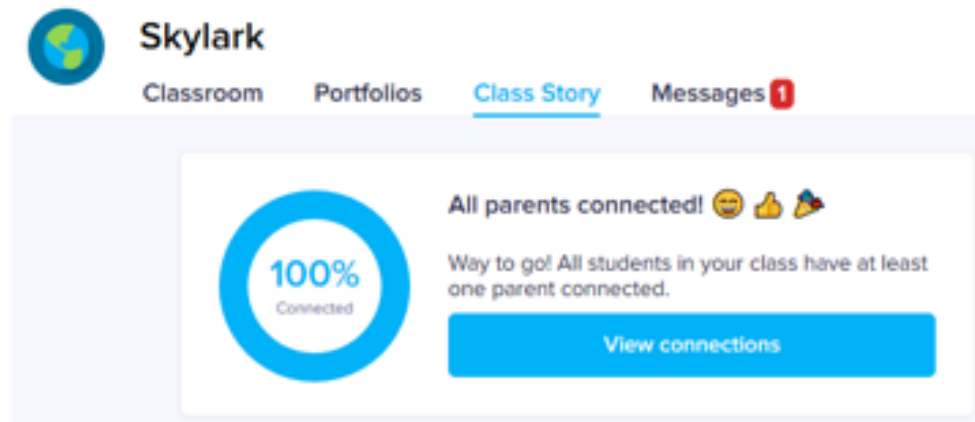
A weekly overview of learning will be provided for parents, as well as daily tasks being set in line with the timing shown.

Nursery	Phonics and linked activities				Storytime and linked activities		
Reception 3 hours	Phonics 30 minutes	Writing 1 hour	Maths 1 hour	NumBots/ Number Blocks	Storytime and linked activities 30 minutes	Individual reading (please liaise with the class teacher for reading book collection and materials)	Choice menu (optional) linked to the remaining 5 areas of learning
Key Stage 1 (Years 1-2) 3 hours	Phonics/ Spelling 30 minutes	Writing/ SPAG 1 hour	Maths 1 hour	NumBots	Storytime and linked activities 30 minutes	Individual reading (please liaise with the class teacher for reading book collection and materials)	Wider curriculum work (optional) 1 hour
Key Stage 2 (Year 3-6) 4 hours	Spelling 30 minutes	Writing/ SPAG 1 hour	Maths 1 hour	TTRS	Guided reading and linked activities 30 minutes	Individual reading (please liaise with the class teacher for reading book collection and materials)	Wider curriculum work Minimum of 1 hour



A Digital Platform

At Lower Heath, we use Class Dojo to set remote learning (on the Class Story), to collect in completed work and offer feedback (through portfolios), and to keep in touch with families (through messages). We can also reward children with Dojo points (through the classroom tab). Each class has their own page:



Parents receive an overview of the work expected for each



Tasks Set Daily

Each task is then uploaded to Class Dojo, with any worksheets required, written instructions and usually some video instructions too. Sometimes the class teacher provides the video instruction, such as in this English session:

**Miss Williams**
Skylark

Jan 11



12.01.2021 - English - All About Cats - 60 minutes
This lesson focuses on -ly adverbs (a word used to explain how the doing word happens, e.g. ran quickly). You will complete an activity showing how we turn adjectives into -ly adverbs. You will then have a go at using some of these adverbs to create your own sentences about the movements of cats.
I'm going to award bonus Dojo points for neat presentation and handwriting! 😊



Miss Cavell
Kingfisher

Jan 17



Home Learning Timetable 18.01.21.pdf

PDF Document - 346KB

Good Evening,

I hope you have had a good weekend and are ready for another week of Home Learning.

Here I have attached the Weekly Timetable as a guide and the timings. You do not have to stick to the order that I have put them in but the timings are important.

I am looking forward to seeing more of your amazing work this week. It is great to see you working so hard at home.

Miss Cavell

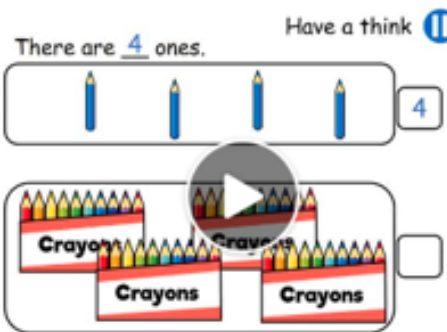


Teaching videos enable children to learn new concepts, in line with our school's curriculum planning

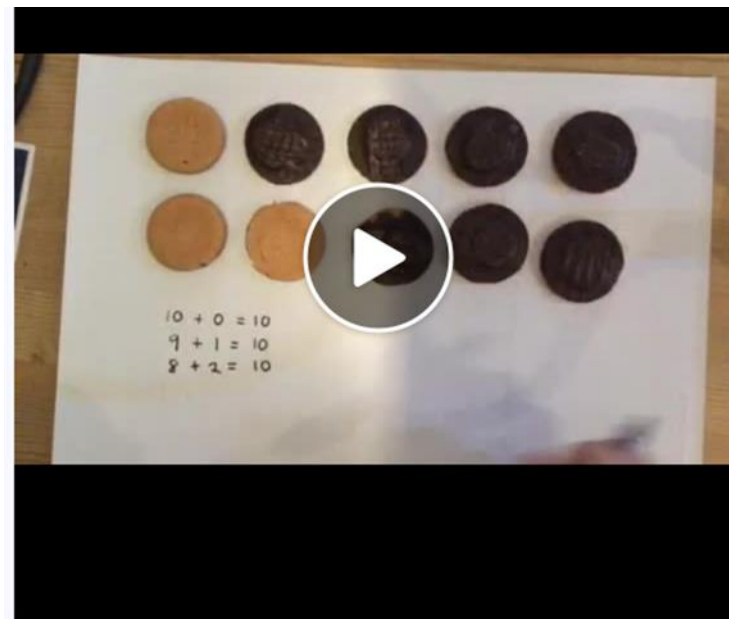
Sometimes, teaching videos are used from external sources. In this example, a White Rose Maths presentation has been used – it teaches the new concepts which will then be practised through linked activities:

Miss Williams
Skylark Jan 11

There are 4 ones. Have a think



12.01.2021 - Maths - Related Facts - 60 minutes
This lesson focuses on recapping number bonds to 10 (as a starter) and related facts (e.g. if you know that $2 + 4 = 6$, then you also know that $20 + 40 = 60$). You can pause the video throughout to give you time to answer the questions.



13.1.21 maths practical activity to practise number bonds to 10 based on today's lesson. Hopefully a fun way to help you learn. I used Jaffa cakes but you can use whatever you have in the house. An alternative activity if you find today's lesson a little tricky or want a practical way to practice. Would love to see a photo/ video of you practising.



Pupil and Teacher Engagement

Children have the opportunity to feel like they are engaging with their teacher, through activities such as daily story-time:


 **Miss Williams**
Skylark

Jan 10




11.01.2021 - Storytime and Reading - The Dragon Machine 🐉 - 30 minutes

This is the storybook that we were going to be looking at in school. I'm reading the first half of it to you, but I've also set you a couple of questions/tasks so having a piece of paper and some colouring crayons/pens 🖍️ nearby would be helpful 😊

 **Miss Spain**
Skylark

Jan 13



14.1.21 📖 part 2 of Paddington. Enjoy.



Ongoing Assessment and Feedback

Material is often provided to allow for some immediate self-assessment and feedback:

**Miss Williams**
Skylark

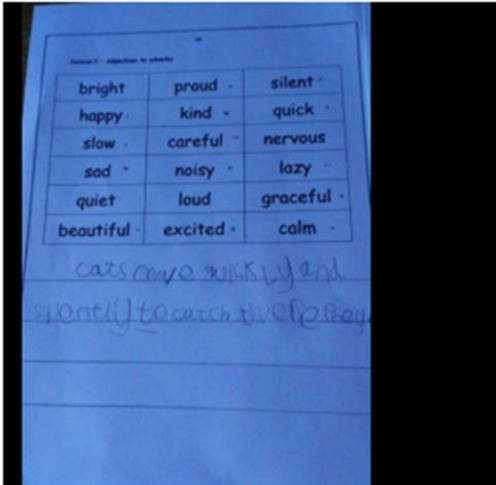
Jan 11

 Tuesday - Related Facts - Answers.pdf
PDF Document - 36KB

12.01.2021 - Maths - Related Facts - 60 minutes

Have a go at working with an adult to check, mark and correct your answers

Each child has a portfolio where they can upload their completed work. Next to each upload, teachers can provide feedback:



Skylark · 2 hours ago

English

1 like · 1 comment

Like Comment

Miss Williams
Teacher · 2 hours ago

You managed to use two -ly adverbs in your sentence, super job. Remember your capital letter at the start of a sentence. Can you have a go at practising the letters 'p' and 'q' too?

Parents and children can then respond to the feedback. They can also use the message tab for any general queries or comments.


Rewards and Motivation



Children can collect Dojo points when they are learning in school and remotely, which they then redeem for prizes:



Whole-School Activities

There is a 'school story' as well as a class page, which all families can see. Here, we can share general reminders, additional tasks and challenges for all children to access, as well as events such as whole-school worship videos:

 **Mrs. Sadler** 2 hours ago
Lower Heath C of E Primary School and Nursery

Time for Prayer  

Dear Lord,

Thank you for...

Please forgive us for...

Please help us to...

Amen

Here is a video presentation for this week's worship, based on the parable of the Wise and Foolish Builders. Have a look at this whenever you get chance this week. There are two videos which I refer to in the presentation which may not open up automatically, so you could have these ready in different tabs:



Good afternoon everyone

As requested we are going to be doing some netball/basketball today 🏀

We are kicking it off with some netball passes, you might remember how to do them from our PE lessons.

Give it your best shot today and I can't wait to have more of your suggestions for our videos, don't forget to send me some of the amazing work you are doing.



Our School Community

Challenges help to ensure that everyone still feel part of our community:



FITNESS CHALLENGE 1

Each week I'm going to be setting you a fitness challenge. Today's is skipping: how many skips can you do in 1 minute?

I managed 116 - can you beat me?

10 dojos for anyone who sends in a video to their portfolio.
20 dojos if you can get more than 100.

Good luck 🍀



Mrs. Sadler

Lower Heath C of E Primary School and Nursery

Jan 11



FRIDAY, JANUARY 15 • SCHOOL EVENT

Celebration Worship with Mrs Sadler on Zoom

13:30 - 14:30



Mrs. Sadler

Lower Heath C of E Primary School and Nursery

Jan 13

Don't forget to enter the photography competition detailed in the bulletin below!

👁 83 views



Access For All Families

For parents who struggle to access all of the materials remotely, we have been providing paper packs of everything they need for the week ahead. They can then watch the instructional videos, and send any queries via Class Dojo, and return the paper packs for marking at the end of the week.

We also offer support by enabling families to borrow devices to access our online provision.

We track engagement in remote education on our RAG-rated spreadsheet, and follow up any concerns. We make weekly phone calls to all families learning at home and record outcomes of the discussions on the spreadsheet.

