



These expectations are based on the research findings of Daniel Murs and the EEF remote learning: rapid evidence assessment 2020.

Teaching quality is more important than how lessons are delivered

- Curriculum is adapted
- Children are engaged
- Objectives are short and clear
- Explanations make connections
- Clear visuals support learning
- Links and connections in learning made clear
- Clear voice notes
- One to one interaction tools used for assessment and feedback
- Scaffolding is used to support learning
- Modelling of learning
- Worked examples to support learning
- Sequenced learning
- Children responding to feedback
- Peer interaction
- Chunked tasks which are manageable and matched to learners' needs
- Adaptations for groups of children eg EAL, SEND, More able
- Praise and positivity

Ensuring access to technology is key, particularly for disadvantaged pupils

- We will ensure that all children have access to a device of their own and the data support to access learning
- We use Seesaw to ensure that teachers, parents and pupils are provided with support and guidance

Supporting pupils to work independently can improve learning outcomes

- Use strategies that help children work independently with success including prompting pupils to reflect on their work or consider strategies they will use if they get stuck – keep things simple
- Any children who need explicit support (1:1/group) to help them work independently e.g. checklists or daily plans
- Support children to not feel isolated, use of tools and peer support

Different approaches to remote learning suit different tasks and types of content

- Consider age and stage. Which approach is best suited to the content and age of pupils taught?
- Games good for vocabulary learning in foreign languages less so in other subjects
- Retrieval practice and self- quizzing helps pupils retain key ideas and knowledge

Keys to success

- Communication with families is regular, supportive and followed up where needed
- Everything we know about a quality curriculum still applies
- Knowledge of every child, through assessment, is the foundation of this
- Focus on the most important concepts
- Learning objectives need to be clear and sequenced
- Collaborative learning or peer to peer interaction
- Scaffolding, feedback and opportunities to reflect on learning
- Computer assisted instruction and games for learning
- Synchronous, asynchronous or mixed instruction – no one medium is better than the other, it is the quality of implementation which impacts learning outcomes

Make sure everyone, parents, children and staff are included and know that they are part of our community