Remote Teaching and Learning Framework

Relationships between Teachers, TAs and pupils are maintained by adopting a communicative approach so that pupils can talk directly to teachers as well as their peers. Effective remote **planning** is tailored to meet the needs of all children; from passionate teachers and TAs.

What this practice looks like in action:

Teaching Quality

Providing clear explanations that build on pupils prior learning using **learning objectives**. Focus on the most important aspects of learning and offer support through **modelling**, **scaffolding** and **feedback**. **Plan homework** and extension activities to consolidate **reading**, **timestable practise** and **spellings**.

Teachers plan a curriculum sequence that allows access to high-quality online and offline resources and teaching videos that are linked to the school's curriculum expectations. This sequence is delivered so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.In order to maintain motivation, resilience and a positive mind set, online teaching strategies are diversified to include a mix of text, sound and imagery for higher levels of engagement. Remote learning strategies are adopted to deliver a broad and ambitious curriculum that challenges all pupils. Care is taken to ensure a high success rate through limiting new material and providing guided practice online and digital scaffolding materials. Review homework and offer support.

Collaboration

Consider strategies to support **peer interaction**, this can aid motivation, encourage engagement and improve outcomes. This could be in the form of live discussions and games.

Improving motivation to engage with remote learning is essential to promote progress in pupils. Broadening the methods of interaction and collaboration between pupils will engage them at different levels. Examples include sharing models of good work, playing team games and using live discussions where they can ask each other questions. Peer interaction will need to be planned appropriately to suit the age group.

Self-regulation

Support pupils to **work independently** with success. Provide explicit strategies so that pupils know how to help themselves if they get stuck. Use **success criteria** or **rubrics** to promote independence.

Pupils are encouraged to adapt metacognitive strategies and take ownership of their own learning. Strategies include asynchronous discussions that can promote discussion and reflection. Synchronous teaching and learning that includes the modelling of steps to support knowledge acquisition and retrieval. The use of success criteria and/or rubrics for writing will promote learning independence. There is also the acknowledgement that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so we should work collaboratively with families.

Retrieval Practice

Planning opportunities to strengthen connections of learned material through quizzes, Q&A sessions and flashcards. This will help pupils retain key concepts and knowledge. This does not replace other assesment forms.

The key principles behind effective questioning remain constant and are used to gauge how well pupils are progressing through the curriculum. Remote low stakes quizzing (Google quizzes) stimulates retrieval and acts as an assessment tool to plan next steps in learning. Pupils are well prepared for independent learning tasks at home as a direct result of effective remote teaching and learning. Staff select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback.
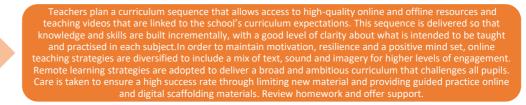
Feedback

Check on the progress of all pupils and provide relevant and useful feedback to move learning forward. This could be marked work, 1-1 interaction with teacher or TA and live feedback.

Learning activities are monitored so that teachers can stay informed of pupil activity and progress. These formative and summative assessment models are then used to identify misconceptions or gaps in learning and addresses them. Regular and effective feedback is more important than how it is provided. Inform pupils which activities you will be providing feedback for and those you will not. Plan opportunities for the teacher and/or TA to meet with pupils 1-1 to provide feedback and offer motivation and encouragement.