

## Meeting Government Remote Learning Expectations

<i>In developing their remote education, the government expects schools to:</i>	<b>TKS provision</b>
<ul style="list-style-type: none"> <li>• <i>teach a planned and well-sequenced curriculum 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</i></li> </ul>	<p>Our regular, well-sequenced curriculum can continue without interruption as students can stream their normal lessons, throughout the day.</p>
<ul style="list-style-type: none"> <li>• <i>use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations</i></li> </ul>	<p>Our regular, well-sequenced curriculum can continue without interruption as students can stream their normal lessons, throughout the day.</p>
<ul style="list-style-type: none"> <li>• <i>give access to high quality remote education resources</i></li> </ul>	<p>Our main vehicle for remote education is Google Classroom, through which all live lessons are streamed. All students have access to this platform. Teachers continue to direct students to other online platforms, such as Hegarty Maths, Educake, and Kerboodle, when appropriate.</p>
<ul style="list-style-type: none"> <li>• <i>select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use</i></li> </ul>	<p>All teachers have received training on how to use Google Classroom effectively. There is regular sharing of good practice, helpful resources and “how to” guides through email and the TKS CPD Classroom. These resources also explore effective methods of assessment and feedback, using Google Classroom.</p>
<p><i>Overcome digital barriers for pupils by:</i></p> <ul style="list-style-type: none"> <li>• <i>Distributing school-owned laptops accompanied by a user agreement or contract</i></li> <li>• <i>provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access</i></li> </ul>	<p>Laptops have been distributed to all students who have requested one. The Student Liaison Officers remain in regular contact with students in their year group to overcome any barriers to online learning.</p>
<ul style="list-style-type: none"> <li>• <i>recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum - for pupils with SEND, their teachers are best placed to know how to meet their needs</i></li> </ul>	<p>Places in school are offered to SEND families who wish their child to work with learning support through the live lessons; all SEN student families receive regular phone calls from staff offering support. Learning Support Assistants (LSAs) are supporting the students who have accepted a place in school, to ensure that they are accessing their online learning. LSAs are also accessing live lessons to support students remotely.</p>
<ul style="list-style-type: none"> <li>• <i>publish information for pupils, parents and carers about their remote education provision on their website by 25 January 2021 – an optional template is available to support schools with this expectation</i></li> </ul>	<p>A range of information relating to remote learning is always available on our website, and we regularly communicate information about remote learning by</p>

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	letter and text. We also make daily phone calls on an individual basis as required to get families online.
<ul style="list-style-type: none"> <li>Identify a named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education</li> </ul>	Miss H Daly, Assistant Headteacher.
<ul style="list-style-type: none"> <li>have systems for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern.</li> </ul>	Lesson by lesson registers are completed by teachers as normal; each day, students who are not attending the live lessons are contacted directly and offered support by a range of staff, including Attendance Officers, Student Liaison Officers and SEN staff.
<ul style="list-style-type: none"> <li>Provide teaching that is of equivalent length to the core teaching pupils would receive in school. This will include both recorded or live teaching time and time for pupils to complete tasks and assignments independently, and will be as a minimum for Key stages 3 and 4: 5 hours a day.</li> </ul>	Students in all year groups access their normal 5 hours of lessons, each day, plus 20 minutes of form time. Additional extension activities are being provided on the school website.
<p>When teaching pupils remotely, we expect schools to consider how to transfer into remote education what we already know about effective teaching in the live classroom by, for example:</p> <ul style="list-style-type: none"> <li>providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources</li> <li>providing opportunities for interactivity, including questioning, eliciting and reflective discussion</li> <li>providing scaffolded practice and opportunities to apply new knowledge</li> <li>avoiding an over-reliance on long-term projects or internet research activities</li> <li>enabling pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate</li> <li>using assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge</li> <li>We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support.</li> </ul>	<p>Remote lessons follow the normal, well-sequenced curriculum. Lessons are taught by a student's normal classroom teacher.</p> <p>The sharing of good practice has focused on different, interactive styles of teaching; for example, the use of quizzes, NearPod and Google Classroom add ons, like Jamboard.</p> <p>Teachers are encouraged to "live" mark students' work on Google Classroom, using the assignment function or Google Forms.</p> <p>Students continue to have weekly VIP tests in a range of subjects; extended pieces of work are marked by teachers online, allowing for instant feedback.</p> <p>Lessons continue to be differentiated, both in terms of pace, challenge and support, through the knowledge of the classroom teacher.</p>