

## HGSS updated Remote Learning Guidance - Jan 2021

This guidance is taken from the Ofsted guidance [‘What's working well in remote education’](#) 11 Jan 2021.

### Myths

- remote education is fundamentally different to other forms of teaching/learning.
- remote education is a different curriculum/offer to the content that would be delivered normally.
- the best forms of remote education are digital and the best way to deliver remote education is always through live lessons.
- the most important thing is students’ engagement.

### What works well in remote education

#### Remote education is a way of delivering the curriculum

- The remote curriculum needs to be aligned to the classroom curriculum and goals should be made as explicit remotely.
- Textbooks/worksheets may be more effective to deliver remote education as long as teachers can provide feedback and assess learning.

#### Keep it simple

- Attention to the key elements of effective teaching is important.
- It’s often a good idea to divide content into smaller chunks.
- Short presentations or modelling of new content can be followed by exercises or retrieval practice.

#### When adapting the curriculum, focus on the basics

- Beware of offering too much new subject matter at once.
- Consider the most important knowledge or concepts students need to know. Focus on those.
- Worked examples and modelling can work very well in remote digital education.
- A focus on developing existing knowledge and skills, such as handwriting or simple arithmetic, may be useful.

#### Feedback, retrieval practice and assessment are more important than ever

- Feedback and assessment are still as important as in the classroom.
- This immediate feedback can be given through chat discussions, and questioning in live recorded lessons’
- Peer interactions can provide motivation and improve learning outcomes, allow time for students to improve on other’s answers.
- It is important for teachers to stay in regular contact with students.
- Assessment and retrieval practice activities are important.

#### The medium matters (a bit)

- A live lesson is the ‘gold standard’ of remote education. This isn’t necessarily the case. Live lessons have a lot of advantages but live lessons are not always more effective.
- Different approaches to remote education suit different types of content and students. Mixed models may be effective in some cases. For example, you could use the so-called ‘flipped learning’ model. In this, new content is taught through a recorded lesson and practice, tutoring and feedback are then done live.

#### Live lessons aren’t always best

- While it is important to engage students, this is only a precondition for learning, not the thing itself. There is only so much a teacher can do to engage students remotely.
- We therefore need to make sure that efforts to engage don’t distract us from teaching the curriculum. We also need to check whether students have actually learned the content we want them to through assessment.
- Engagement increases when students feel part of the school or college community.

### At HGSS we respect your professional judgement

#### Summary of HGSS updated guidance

- The remote programme will follow the normal school timetable and all live lessons will be delivered on Teams.
- We use a blended learning approach however all lessons should include a live element to provide opportunities to monitor attendance, well-being, check student understanding and provide feedback.
- The length of the live element will vary depending on Teacher judgement but as a guide 20-30 minutes is expected in most cases.
- Lessons should provide students with guidance and activities to match lesson learning time.
- All live lessons must be recorded, safeguarding guidance must be followed and non-attendance noted on SIMS.
- Students should be reminded of behaviour expectations and that the lesson is being recorded.
- Students failing to comply with behaviour expectations, having been given green, amber and red warnings, should be removed from the lesson and followed up with the HoD/HoF. Teachers should award achievement/ATL points in line with the school Behaviour Policy.
- Teachers should consider the environment of live lessons and chose an appropriate setting. Please consider what can be seen and ensure that no confidential information is in view. The school dress code is applicable for staff when delivering live lessons.
- The camera should be trained on the Teacher or screen with Teacher’s voice. Students should not be visible on screen at any time.
- Students’ microphones can be switched on to answer questions and provide feedback as directed by the Teacher.
- The chat facility should be controlled by the Teacher and should only be used to ask questions/feedback relating to the subject matter of the lesson.
- Teachers must ensure that students receive feedback in every subject once week. This may include a live review session, low/high stakes assessments, a marked piece of work or a simple target for progression (WWW/EBI).
- We respect and understand the importance of a healthy work-life balance. Staff are not expected to answer student or parent emails outside of directed time. If additional support is needed to respond to student/parents please seek help from your HoY/HoD/HoF or SLT. We are a team.
- In a typical school day there would be time at the end of each lesson where students move between classes, packing up and unpacking time. Learning time would therefore typically be slightly less than 1 hour. Staff should build this time in where needed, but are the judges of where this should happen.
- Staff should ideally respond to student’s questions within the designated lesson time but in a virtual environment the lines for communication are more blurred. There is a 48 hour turn around window on the footer of all emails, if responding to parents. Staff should set their own time from which they will no longer respond to parental/student communication at the end of the day. Typically, we would suggest 8.30am to 4.30pm. However, this is very much dependent on the teacher, subject and circumstances as everyone has a different way of achieving their work-life balance.
- Staff should be creating periods of time which are protected from any work-related activity to provide a ‘screen break’.
- Just to reiterate good practice suggests that staff should be mindful of diet, exercise and sleep hygiene.
- We are all learning to work together in a new way, in difficult circumstances, please support each other and take steps needed to enhance your own wellbeing, mental, emotional and physical health.