

What's working well in remote education?

Bredbury Green Primary School



OFSTED Tip 1: Remote education is a way of delivering the curriculum

We are:

- ✓ Maintaining our school timetable through the live lesson delivery. This ensures there is routine for those at home and the children at school. Every child is receiving live English and Maths teaching daily.
- ✓ Continuing to provide a full range of foundation subjects through our whole school question "What is Power?" Some teachers have delivered their 'what's in the box?' session over Teams to ensure that children still have agency in shaping their learning.
- ✓ Still using learning objectives and the must, should and could as explicit signposts for progression for every child. Curricular goals are shared each lesson with the children. The sequencing of lessons is easy to see in teachers' planning and is in line with National Curriculum expectations.
- ✓ Using a range of platforms to deliver education, depending on the needs and age range of the class. Examples of these platforms are: Microsoft Teams for live lessons, National Oak Academy resources, videos made by the teachers that children can revisit, work sheets, reading challenges for ERIC and Times Tables Rock Stars for additional Maths. All work is being seen by teachers through the portfolios on Class Dojo.
- ✓ Ensuring that all work set is meaningful.

OFSTED Tip 2: Keep it Simple

We are:

- ✓ Reducing 'noise' on PowerPoints etc by using the SMART notebook software. Children are familiar with this and it is a simple interface to follow for those at home as well as those in school.
- ✓ Delivering lessons in small chunks to help focus children and home and at school. This is happening school wide and there is a focus on re-teaching rather than delivering new material.
- ✓ Changing the placement of the teacher in the classroom. This ensures that the teacher is able to assess the progress of the children at home and those in the classroom. It also makes sure that children in school who are raising their hands or who have contributions are able to feel that they are a part of the class.
- ✓ Remembering not to 'fill the silences' to ensure that all children can keep focus.
- ✓ Using the snipping tool to screenshot important bits of information and placing it in the Teams chat. This means that children who are struggling to see screen shares are able to access the work without swapping their applications.
- ✓

OFSTED Tip 3: When adapting the curriculum, focus on the basics

We are:

- ✓ Ensuring that the material delivered does not require too much new subject matter at once. Embedding necessary skills is taking precedence. We are then assessing this regularly to ensure that children are in the right place.
- ✓ Considering alternatives to traditional teaching methods for practical activities. This is done offering choices for equipment, offering a menu of options for PE and Forest and using videos etc to our advantage.
- ✓ Teachers are modelling work during the delivery to ensure the best outcome.

OFSTED Tip 4: Feedback, retrieval practice and assessment are more important than ever

We are:

- ✓ Providing immediate feedback through breakout rooms on Teams, using the hands up function to share ideas or ask questions, responding quickly on Dojo, using the Teams chat function to have group discussions, returning work as a draft on Dojo to signpost to children that there are next steps/fix it activities they need to do to progress
- ✓ Filling out/planning to fill out formative assessment sheets to ensure that children are making adequate progress and gaps are being filled
- ✓ Providing constant motivation through dialogue with every child, Dojo points and positive feedback (including the Star of the Week assembly)
- ✓ Helping children to maintain their social skills through the Teams chat function, class discussions, timetabled show and tell, directly speaking to –and greeting- every child daily, continuing to deliver our PSHE curriculum

OFSTED Tip 5: The medium matters (a bit)

We are:

- ✓ Providing iPads and laptops to those children who do not have access to a device at home. 4G SIM cards are also being provided for those who have no internet connection.
- ✓ Using a range of delivery methods to ensure that children are able to access their education equally, regardless of the device they have at home e.g. PowerPoint presentations are difficult to view on an iPad so teachers are uploading them to Dojo to children aren't missing out.
- ✓ Maintaining our use of Class Dojo in response to positive feedback in the last lockdown.
- ✓ Inviting parents to use Dojo (when they hadn't previously) so that they can monitor their child's work and have access to messaging staff when necessary.

OFSTED Tip 6: Live Lessons aren't always best

We are:

- ✓ Using live lessons to deliver a lot of the curriculum. However, we are also using other platforms where it is best e.g. pre-recorded videos of Phonics so that parents and children can access them at their own pace.

OFSTED Tip 7: Engagement matters, but is only the start

We are:

- ✓ Monitoring attendance both to school and to live lessons.
- ✓ Communicating regularly with children and parents to encourage/help with participation to their education.
- ✓ Aiming to ensure that we are not putting an unreasonable burden on parents by sharing protocols with them and giving timetables. Where parents are not able to stick to the timings given, other options are provided.
- ✓ Not becoming distracted by engagement. Rather, we are focusing our efforts on the delivery of the curriculum and its content – insisting that it is its highest quality where possible.
- ✓ Whole school digital assemblies are taking place on Fridays with home learning and in school Stars of the Week to encourage children to participate. This also considers the children's regular routine and familiarity, as well as their mental health. Through these assemblies, all children – regardless of where they are learning – still feel that they are a member of the school community.