Flowery Field Primary School - Framework for Remote Learning

Our beliefs, values and ambition for excellence underpin our curriculum offer, and these principles apply whether learning is synchronous or asynchronous

Making learning explicit

Building on prior learning
Showing and reflecting on how new knowledge sits alongside previous and future learning (e.g. mind maps)
Recognition of need for consolidation
Linking to prior experience in school
Breaking down learning into smaller steps
Clear success criteria communicated to children – both in terms of learning and learning behaviours for those at home
Opportunity to see what success looks like through modelled examples/WAGOLLs – either pre-prepared or done in real time
Exploration of WAGOLL against success criteria
Working walls support independence
Use of breakout rooms to facilitate peer discussion to ensure understanding

Supporting and equipping children with the skills to have a go

Task design and resource choice for remote learning: keep it simple, do it well
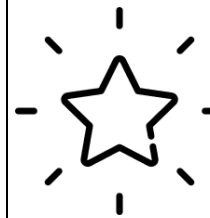Sentence stems used to support children in verbalising learning.
Teacher to provide modelled examples
Practical resources that support learning (concrete/visuals)
Planning frames
Steps to success
Dual Coding
Provide experiences that enable and enthuse learners
Use mistakes as learning opportunities – My favourite no!
Pre Teach / Leaps to Success

Feedback to move learning forward

In the moment verbal feedback
Labelled praise
Mini plenaries – regular check in against success criteria
Opportunity to return after a set time to reflect and improve
Self-assessment against success criteria
Supporting children in establishing their next steps
Colour coding of work against success criteria
Peer assess against Success Criteria - Use of breakout rooms to facilitate peer discussion
Teacher feedback to identify gaps, address misconceptions and provide guidance
Fix it time
Feedback to motivate…learners and parents
Timely recognition

Ambition for excellence and expectation

Recognition and celebration of effort
Recognition and celebration of beautiful work
Sustaining participation and engagement over time
Connectedness and relationships, knowing the context
Acting on feedback – return and turn in again
Teacher to provide support in transferring learning to their final piece.
Knowing what success looks like
Learning environment that supports OMBIGE
Opportunity to apply new learning