**Remote learning at Hanslope Primary School**

At Hanslope Primary School remote learning is provided as outlined on the accompanying document (which is published on the school website). The majority of families are happy with the way learning is being delivered; although, a small number of parents have questioned our rationale for not using live lessons. There are a number of reasons for this rationale.

Firstly, our approach is in line with the vast majority of primary schools. A primary deputy headteacher has recently conducted a survey. Nearly 2,000 responded to his poll on how many primaries were pursuing "live teaching" and nearly nine in 10 – 85.6 per cent – reported that they were not doing so.

The Department for Education stated at the beginning of January that schools [must include video content in their online learning provision](https://www.tes.com/news/coronavirus-schools-remote-learning-must-include-video-lessons-says-dfe), but it did not say it had to be live. There was also [no stipulation about remote live teaching](https://www.tes.com/news/coronavirus-schools-full-remote-learning-what-dfe-expects-teachers) in the DfE guidance on online learning sent out in the first week of term.

As remote learning on a national scale is fairly new, there is little definitive evidence that one method is better than another. [A report from the Education Endowment Foundation](https://educationendowmentfoundation.org.uk/news/eef-publishes-new-review-of-evidence-on-remote-learning/) points out that the method of delivery is much less important than the quality of that delivery; quality of delivery is something that we have worked hard to improve at Hanslope following feedback and lessons learned during the first lockdown. We recognise the importance of children seeing their teacher as this leads to greater engagement and motivation and so this time our teachers are providing videos for their classes in the form of an assembly or class story.

Below are some of the reasons why we believe that live lessons are not appropriate for Hanslope Primary School:

One teacher responding to the survey commented that running live classes was "fraught with safeguarding issues". This is something that we feel strongly about at Hanslope. **Safeguarding is a priority** and it is our responsibility to ensure that all pupils remain safe while learning from home. We also need to ensure that our staff are protected and not put into possible situations where safeguarding issues may arise. This would mean that 2 members of staff would be required for all live lessons. Teachers who are working from home would be unable to deliver their lessons; they can however, create pre-recorded videos and voiced over PowerPoints that pupils can use to support their learning. Furthermore, it is important for us to emphasise that all our teachers who are able to be in school are teaching every day, as well as setting remote provision and providing high quality feedback to pupils who are learning from home.

In order to teach live lessons, it would be necessary for a timetable to be created like there is in school. Although this would undoubtedly enable teachers and pupils to come together, it would also create a number of logistical problems for both the teachers in school and parents at home.

In some families there are multiple children who are learning from home and in many cases there are parents who are also working from home. This creates issues around access to devices and internet signal. If a pupil is unable to access a live lesson, they will then have missed the teaching and content of that lesson. With our current approach to remote learning, children can access lessons at a time which is suitable for them and their families. This enables siblings / parents to take it in turns to use devices / internet signal. It also means that learning can be broken down into manageable chunks where pupils can access online content and then work offline in different ways e.g. using paper, drama etc.

In order to access live lessons, pupils need a degree of technical ability to be able to trouble shoot the multitude of problems that can occur; bandwidth and internet access issues, especially if there are multiple users in the house; problems with devices e.g. microphone not working, headphones not working; problems accessing lesson resources e.g. PowerPoints. While older pupils have the independent skills to tackle some of these issues, younger pupils are not able to do so. This would mean that our younger pupils are likely to require more support to access live lessons that they do to access the lessons that are currently being provided.

Pre-recorded lessons also mean that pupils can pause, rewind and revisit explanations they have struggled with. You don’t need to repeat an instruction a dozen times; they can check it themselves. The pace of live lessons would be difficult to manage as, particularly with younger children, teachers use a range of strategies in a classroom to ensure that all pupils remain engaged and challenged. This can, for example, involve use of additional adults to guide groups of children or provision of concrete resources to support learning for some individuals. Within the classroom, teachers can easily spot a pupil who is becoming distracted or who may not understand and use purposeful and targeted questions in order to provide appropriate support. This is not so easy to do when teaching pupils through a live lesson.

Furthermore, within a classroom a teacher is able to gauge which pupils require further support to understand a concept and which pupils are ready to move on to consolidation tasks independently. Having to teach a lesson at a fixed pace is likely to have the result that some pupils would fail to understand concepts taught or lose concentration thus creating gaps in learning which would be difficult to address. This may then have the knock on effect of causing disengagement as well as reduced confidence and self-esteem. Where pupils have struggled with concepts taught in lessons resourced with PowerPoints or pre-recorded videos, the child or their parent has the option of contacting the teacher through the learning platform or via email in order to request support and further explanation; the misconception / misunderstanding can be addressed thus having a positive impact on the pupil’s motivations to continue to learn.

By prerecording lessons, the teacher can think more carefully about the quality of explanation they are giving and more easily build in video clips and other animations that help to bring the explanation to life. Their concentration is entirely on the material produced rather than on what everyone else in the session is doing leading to lessons which are of higher quality and accessible to all.

By delivering remote learning in our given manner, Hanslope School has been able to support all pupils including those who are more vulnerable and who lack access to resources. We have purchased / sourced laptops for those pupils who have no access to a device which can access the internet; we have offered to provide support with internet access to those pupils who require it; we have provided pupils with no access to a printer with hard copies of learning packs; we have provided weekly welfare phone calls to out more vulnerable pupils as well as those who have not been seen to engage with the remote learning. Support for individual pupils has also been provided by teachers responding to emails or via Teams / Seesaw.