

Rose Wood Academy Remote Learning Expectations

Introduction

Guided by the latest research into effective remote learning and taking on the guidance outline in the Trust's 'Remote Learning Strategy' we have established a clear rationale for our remote learning offer. The key aspects that we aim to ensure throughout the school are the elements listed below:

- ensuring pupils receive clear explanations
- supporting growth in confidence with new material through scaffolded practice
- application of new knowledge or skills
- enabling pupils to receive feedback on how to progress

There is a whole school alignment to many of the methods we use to achieve these above elements that are outlined in this document. The main platform for delivery of home learning is Class Dojo. We have 100% connectivity with parents. The platform allows pupils to complete their work either digitally or in a more traditional method such as working in their books. When this is the chosen method, the pupils take a photo of their work and share it with their teacher. Pupils were provided with packs of resources including pens, paper, their books, white boards and other resources to support and scaffold learning. Reading books were also provided and there is a book exchange system in place to maintain access to new books.

Ensuring pupils receive clear explanation

It is the aim of the school to provide children at home with the same high standard of teacher explanation and modelling that children receive in school. There are two ways that this will be achieved. The first method is through pre-recorded (asynchronous) videos that are made by the teachers and the teaching assistants. The videos can be in the form of teachers recorded at their teaching wall explaining and modelling in the traditional way or by screen recordings with narration using software such as 'Show-Me' or power points/key notes etc. On occasion staff may choose to direct the pupils to an explanation or resource produced by a third party. This may be Oak Academy, BBC resources, White Rose Maths etc. Teachers use their own discretion to determine the best approach for the explanation. The other method will be live teaching sessions (synchronous) using Microsoft Teams. There are several ways that Teams will be used to support modelling and explanation. This most frequent use will be to offer daily drop in sessions to provide extra modelling and explanation to pupils who have watched the pre-recorded videos but still need further guidance. These sessions will be provided daily for all year groups in KS2. The use of these sessions may be introduced into KS1 and EYFS but at the moment the pre-recorded videos are proving to be very successful. Some specific lessons such as reading/phonics will be taught to smaller groups using Teams and there will be ad hoc smaller support sessions to respond to pupils needs. There will also be use of Teams to support intervention groups.

Supporting growth in confidence with new material through scaffolded practice

The organisation of the day and the design of the tasks allow for plenty of practice to develop confidence with new materials. Additional scaffolding is provided in various ways. We provide additional explanation videos, additional live drop in sessions and specific support materials to scaffold those pupils who need it. Through the Portfolio element of Class Dojo additional materials and resources can be provided to individuals to scaffold the learning. One to one and small group teams sessions throughout the whole school provide additional support and are used as a scaffold to support some of the vulnerable learners.

Application of new knowledge or skills

The application of new knowledge and skills is delivered through the quality task design that takes place. The school day mirrors the in school provision as closely as possible. The teaching of Maths and English skills is aligned to the expectation in school and the children use and apply them through the tasks they complete. The school is developing more opportunities for collaboration and problem solving.

We have a big focus on Practice and Retrieval in order to secure deep knowledge and skills acquisition. This builds on Rosenshine's Principles. Tasks and learning are designed to incorporate quizzing, elaborative Interrogation, use of knowledge organisers, rehearsal and performance, weekly and monthly review, guided practice, independent practice and through building fluency.

Enabling pupils to receive feedback on how to progress

Just like in the classroom we know that feedback is essential for good quality learning and pupils need to have misconceptions addressed, as well as having clear guidance about how to improve and a clear understanding of what their next steps are. The methods used are listed below:

- Written feedback on work submitted through Dojo
- Feedback videos that go through answers and model processes and methods
- Sharing best practice examples
- Drop in sessions, using Teams, that provide direct feedback and next steps
- Live feedback during Teams lessons
- One to One Teams calls
- Individual feedback videos posted via portfolio on Dojo
- Regular messaging and discussions with parents

Wellbeing

We are very aware of the negative impact that remote learning can have on the wellbeing of the pupils and of their families. We have strategies in place to support the wellbeing of the pupils and families. Some of these strategies are listed below:

- Teams wellbeing get togethers
- Teams fun sessions including quizzes and games
- Whole class shared story time
- Regular messaging and communication with parents (this is focussed on families with the greatest need)