

January 2021

Remote Education Guidance



Produced by KYRA,
Part of Anthem Schools Trust

COVID-19 has changed a lot for families with children throughout 2020-21. We know parents and carers might be worried about balancing home-learning with family life and working from home.

Please remember:

- You are not home-schooling. You're doing your best to help your child learn at home during a crisis.
 - You are not 'working from home.' You are at home doing your best to work during a crisis.
- You can't be as productive as normal because these are not normal times. Focus on what you can accomplish in just the next 24 hours and let go of what you cannot.

Top Tips

1. Look after your own mental health and practice self-care - be realistic and kind to yourself; find a good balance between work, rest and play; stay connected with other parents.
2. Create a daily routine that works for your family; talk to your child and help them to create a daily plan.
[Click here](#) to access the *EEF Planning your Day* resource.
[Click here](#) to watch *Supporting daily routines during school closures (EEF)*
3. Make time for play; playing releases happy hormones which reduces stress for everyone; play will help your child to feel safe and happy. [Click here](#) for *Shared and playful learning activities at home*.
4. Break up the day and learning activities into small 'chunks'. Brain breaks are important and will help your child to remember what they have learnt, support them to feel calm and help manage any anxiety. Don't be afraid to ask your child how they are feeling; it's important to openly talk about feelings together and reassure them that all feelings are ok.
5. Talk to your child about how to stay safe online. Remind them it is important to have time away from screens. [Click here](#) for *Advice for parents/carers*.
6. Support your child to move away from 'I can't...' to 'How can I do this?' Problem solve with your child; break learning into small steps with them.
7. Notice and value their achievements, no matter how small.
8. Spend time doing activities with younger children - reading, puzzles, drawing, playing with numbers and letters. Value every-day activities as learning opportunities - e.g. count the stairs together as you walk up and down them. Model a new skill; they will learn so much from you!
9. When children are older, show an interest in their work and give them encouragement and praise. Remind them to gather the materials they need, help them to set goals and plan their time effectively; this will help them to be able to work independently.
10. Ask for help when you need it; seek advice from friends and other parents and contact your child's school if you need any guidance or support. Worried about a child or young person? Contact the Parents Helpline for free [here](#); confidential advice via the phone, email or webchat.

Talk to your child's teacher if you need support with... (they want to help!)

- Accessing remote education - technology/paper copies of work/stationery/resources
- Ensuring your child can access the learning activities (teachers can give advice and sometimes extra resources)
 - Wellbeing or mental health support for your child
- How to complete a learning activity - teachers can often provide worked examples
 - Ways to check your child's level of understanding
- Keeping your child motivated and engaged in learning

The Role of Teaching Assistants in a Non-pedagogical Role in Remote Education



Maintaining your relationships with pupils is key to supporting them through periods away from the classroom so don't under-estimate the power of seeing your friendly face.

- Ensure you are familiar with the technology and tools your school is using for remote teaching/communication with pupils
 - Spend 2 minutes talking about non-school related things to build relationships, if you're working with pupils you don't routinely work with in the classroom - chat about something that's going well, a book they're reading, a programme they're interested in - it can be anything!
 - Conduct check-ins with pupils, notably more vulnerable pupils, who would benefit from staying in touch and maintaining connections with school, including whether they are in regular contact with peers and whether they are able to access online-learning resources
-

Practical support can be either helping pupils to plan their routines and manage their learning to reduce anxiety or in direct teaching activities:

- This useful video from EEF gives common-sense approach to managing learning at home; the importance of routine that you can share with pupils: [click here](#).
 - Discuss how a pupil can set up a suitable working space and work with them to overcome any barriers
 - Support with timetabling so pupils are realistic what can be achieved; planning breaks to help focus during learning tasks
 - Support pupils to chunk work into manageable steps
 - Support pre-learning of key vocabulary and strategies
 - Go through some worked examples - talk through the steps and encourage pupils to talk through them before having a go at a question/problem
 - Support with metacognitive skills such as: planning timetabling and approaches to tasks, strategies to use and what to do, if stuck, note-taking, graphic organisers, mind-maps and strategies for self-testing such as: flashcards, Cornell notes and mind-maps
 - Model 'thinking aloud' so pupils have some questions to ask as part of self-talk
 - Host a story-time, active/movement activity or singing
 - You may wish to record a short message (in line with school policy) that is available on your school's website/platform/Twitter that shows pupils you're thinking about them
 - Write postcards with supportive messages that could be delivered to pupils that don't have internet access
-

Question you may need to ask:

Is there a specific time when I can give feedback to teachers, if I have concerns about a pupil's wellbeing or ability to learn at home?

The Role of Teachers and Teaching Assistants in a Pedagogical Role in Remote Education



Remember:

Your relationship with your pupils is the most important thing; staying connected is what will help them get through a period of learning away from the classroom so trust in your rules and routines that can be adapted whilst accepting that you can't replicate the classroom. It is also an opportunity to revisit and consolidate previous learning. Teacher 'presence' is key for engagement and effectiveness of remote education. Focus on *adjusting* what you do in the classroom.

Top Tips

- Focus on priorities appropriate to age-group such as: reading and phonics, number-work
- Set clear expectations - you can't record a full timetable for every lesson for every year group/class
- Keep learning in short bursts; set goals
- Imagine how your lessons look on a small-screen: many pupils will be viewing resources on their phone
- Clear explanations are key
- Be prepared to scaffold more, especially for new learning - invest in revising prior knowledge before introducing new concepts
- Keep teacher-talk to a minimum
- Use existing resources - better to spend time on feedback than re-planning - Oak Academy has lots of videos and lessons designed by practitioners so consider how it aligns with what you had planned; use multiple-choice question sites; use of Youtube for practical demonstrations
- Pre-record explanations/demonstrations that pupils can replay to support any slides you share/pupils are accessing; save time by recording feedback on previous lesson and introduction to the next together
- Plan some practical tasks that naturally take pupils away from technology, for younger pupils and pupils with SEND especially and where families are sharing devices/have limited or no internet access
- Set tasks that require minimal adult-support (you may have a TA that can support pupils that have less adult-support in the home)
- Set clear deadlines (same day can increase engagement but balance with accessibility to tools and resources) that are realistic (so you can stick to them!) of when tasks should be completed, how submitted and when and how feedback will be given
- Leave voice notes on pupil's work
- Use videos to celebrate pupils' work
- Apply Rosenshine's Principles of Instruction:

The EEF Suggests:

- Teaching quality is more important than how lessons are delivered so focus on clear explanations, scaffolding and feedback
- Access to technology is key - prepare for work to be completed through a flexible timetable and consider alternative approaches for pupils without access, including pre-recorded sessions, revision sessions (project-based learning is less effective)
- Peer interactions can provide motivation - plan opportunities for peer-marking and feedback and small-group tasks where possible
- Supporting pupils to work independently can improve outcomes - teach and model effective metacognitive strategies (Caution! Too much self-paced study can lead to disengagement)
- Embedding retrieval practice strategies into daily routines

[EEF Home Learning Planning Framework webinar](#) takes you through the 5 steps and how to implement them remotely

Other evidence suggests: The excessive 'personalisation' of provision and the emphasis on 'self-paced study' as a factor contributing to student underachievement.

The Role of School Leaders in Remote Education



You are human and also part of a team so be kind to yourself - you are not expected to have all the answers; everyone is learning new ways of working together - do you have a network you can call on to support you emotionally and practically?

EEF Guidance

The EEF has developed a range of guides that can be shared with staff and parents, [click here](#).

The EEF conducted a Rapid Evidence Assessment and reached the following conclusions about remote education:

- 1) Teaching quality is more important than how lessons are delivered
- 2) Ensuring access to technology is key, particularly for disadvantaged pupils
- 3) Peer interactions can provide motivation and improve learning outcomes
- 4) Supporting pupils to work independently can improve learning outcomes
- 5) Different approaches to remote learning suit different tasks and types of content

Things to Consider

- The DfE expects all schools to use a digital education platform to deliver remote learning during lockdown. You need to provide between 3 and 5 hours of teaching per day, and some(not all!) of this should be via video lessons.
- By the 25th January 2021, schools will need to publish information about their remote education provision on their websites.
- Evidence suggests that concentration online is shorter than a typical lesson. Keep this in mind when directing your staff around planning lessons.
- Live lessons do not necessarily equate to gold standard. Giving feedback can be challenging via live teaching. Recorded lessons allow families to complete tasks at their own pace and supports those families sharing devices. Some schools have chosen to deliver live teaching and it is working well. Different approaches to remote education suit different types of context and pupils. Remember that the quality of teaching is far more important than how lessons are delivered.
- Consider how you are supporting children with self efficacy. This is a new way of working for us all. How can we support pupils to concentrate and work in this new way?
- The group of methods that showed the greatest positive impact on pupil sense of learning progress was a mix between information acquisition and creative work as well as between digital and non-digital tasks. Each school will need to find the combination that works best for its pupils.
- Consider ways you can build relationships with your parents. Their role, as a partner of learning, has adapted in this season. Parents who received school support in their efforts to support their children's learning at home will be more optimistic about their child's progress.

Food for Thought

- Do you have a list of pupils that struggle to access remote education?
- Do you know the technology available to pupils so that delivery can be matched e.g. using only Smartphones rather than laptops and tablets, if this is what pupils have access to
- Are all staff trained/familiar with the platforms used?
- Have staff more confident in IT been identified so they can try out new technologies before leading staff training?
- Have realistic expectations be set and shared for teachers' time?
- Have parents been consulted and information shared through different communication-streams?
- How is engagement being monitored and how will non-engagement be responded to at the earliest opportunity?
- Have opportunities for staff to stay connected been planned/timetabled - coffee and biscuit in a virtual staffroom can go a long way!
- Is there a tree of check-ins set up?

- Ensure well being support paths are clear for your whole school community. Have you created systems to ensure pupils, parents and staff are managing this new way of working? How are you monitoring well being? Who is checking in on you?
- Plan time to review your current approaches. Simple catch ups with your team and school community allow you to gain an insight into what is working well and what isn't. Practice can then be adapted accordingly.
- Be open and sincere in your communication, and acknowledge the different emotions your staff and families might be feeling. Seek ways to understand and deal with them.
- Say thank you. We appreciate this is simple but we all know how powerful a thank you can be. Be creative in ways you can do this and ensure everyone is feeling valued.
- The DfE released 'What's working well in remote education in January 2021. For more information [click here](#).
- What policies have you created to set expectations for your school community? Ensure all stakeholders are aware of your offer.
- Consider your approach to feedback as a school. What feedback are you offering? What feedback do you usually offer in school and how can this be adapted?
- Keep it simple! There is a huge amount of information out there at the moment. Twitter is a resource bank of ideas and collaboration. However, be careful. Don't try and incorporate everything into your setting. Be prepared to be reflective but have the strength to acknowledge your school and its needs. Be confident in the decisions you have made.
- Get connected. Don't do this alone.

[Click here](#) for an article from Impact (Chartered College) regarding leading a school during lockdown
