

Testwood statement on the provision of Remote Learning

Member of staff responsible for Remote Learning: Mr. T. Webber, Deputy Headteacher

This statement has been informed by the insights of staff and students at Testwood and also by two publications:

- *the Education Endowment Foundation's Rapid evidence assessment on Distance Learning (April 2020)*
- *Ofsted's publication 'What's working well in remote education?' (January 2021)*

Principles

Our remote learning model is based on as close alignment as possible with our rich and coherently-sequenced classroom curriculum so that, over time, any disruption to a child's education is minimised. However, in some areas our Curriculum Leaders may have made changes to the planned sequence of learning as some topics are better suited to remote learning than others.

Each child should receive at least 5 hours of learning every day, which will include the daily sports challenges and tutor activities.

The nature of the remote learning provision should be based upon the characteristics of good teaching and learning that takes place in our classrooms at Testwood. These are:

- ensuring students have an overview of how the lesson fits into the 'big picture' and where the lesson sits within a sequence of lessons
- ensuring students receive clear explanations of new subject content
- supporting students' growth in confidence with new concepts and skills through scaffolded practice
- ensuring students have experience of applying new knowledge or skills
- ensuring students receive feedback on their work including how to progress
- supporting students in developing their knowledge and understanding through regular review and retrieval of content previously taught

Access

All students must be able to access the remote learning provision. If a student is unable to access Google Classroom because of a lack of device, poor wifi connection, or another reason then the school will intervene to ensure that they are able to do so.

Teaching and Learning

Students should continue to follow their normal timetable as best they can whilst at home. We are mindful that the circumstances that students will be working in will vary and that some students may have challenging circumstances in which they try and work. Work will be set for all lessons on a student's timetable with the exception of Core PE lessons. These will be replaced by the daily sport

challenges which should be completed on every day and not just on those days when a Core PE lesson was scheduled.

All lessons for the day will be available on Google Classroom by 8.30am each morning so as to allow students to work at the time that best suits them and your household. Students have until the end of the day (midnight) to complete the work set for them. You should be able to see all of the work available for that day by clicking on the Calendar view in Google Classroom.

The format of teaching, learning and assessment strategies will vary and we encourage a blended approach so that there is a wide variety of methods in order that students are engaged and teachers use methods that are best suited to teaching a particular topic.

Teachers will make use of resources made by themselves or their colleagues, or by using materials produced by other organisations as they see fit. They may decide to have a 'live' lesson with students, they may use pre-recorded film of themselves, or they may set work which uses only written resources.

Please note that there is no expectation that every lesson will be a 'live' lesson. Ofsted themselves state that 'Live lessons are not always best' form of learning and the Education Endowment Foundation's summary of research states that there is no clear evidence that 'live' learning is any more effective than learning carried out at different times. There are also significant issues of access by students who may be sharing laptops or whose internet connection is not sufficiently fast. Please also note that, where they do occur, 'Live' lessons are unlikely to last a whole hour and will more likely form a part of the lesson with students working in other ways too.

Teachers will check that students have completed the work for each lesson on their next working day and will communicate with parents and carers for students who have not submitted their work to investigate the reasons why and to help remedy the situation.

Parents and carers can sign up to receive Guardian Email Summaries from Google Classroom for their children which will summarise what work has been completed. These summaries can be received either daily or weekly depending on preference.

Extension

If students would like to continue their learning for a topic, these additional resources are available for them to access:

- Oak National Academy - <https://classroom.thenational.academy/>
- BBC bitesize - <https://www.bbc.co.uk/bitesize/secondary>

Marking and Feedback

Feedback on student work may take many forms:

- a video or audio commentary by the teacher about the student's work

- written feedback or comment on Google classroom
- sharing exemplar work on Google Classroom
- comments and annotations on a student's work
- self-marking quizzes which provide immediate feedback to a student
- the provision of model answers in lesson resources for reflection purposes
- additional links or tasks to apply learning to, deepen understanding and move learning forward
- whole class feedback or tasks based on class needs

Students acting on the feedback they receive is crucial in the learning process and this is one of the areas that can make the biggest difference in developing students' skills, knowledge and understanding.

Improvement

We are constantly reviewing the effectiveness of our approach to remote learning and will seek to improve aspects when we can.

Questions

Any questions or observations about the policy or practice of remote learning at Testwood should be directed to Mr Webber (twebber@testwoodschoo.co.uk).