Remote Learning expectations

The DfE's expectations

The DfE's guidance on opening schools sets out the quality expected of both remote curriculum planning and remote teaching.

When planning your remote learning curriculum, the DfE suggests schools:

• Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and is linked to the school's curriculum expectations

• Give access to high quality remote education resources

 • Select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use

• Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access

• Recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum.

When it comes to teaching remotely, the DfE suggests that schools:

 • Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects

 • Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject

• Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos

 • Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work

• Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding

 • Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers. Obviously, this has huge implications for the planning and delivery of the curriculum this year, especially when schools are legally required to provide this immediately for individual pupils, while some or a majority of pupils remain in school.

North Ridge Community School Remote learning code of conduct.

Parent/Guardian Responsibilities

- Give permission for virtual lessons to take place (verbal or via seesaw)
- Understand personal email addresses can be seen during team's lessons
- Parents are able to attended sessions with Camera off to maintain privacy
- Parents will not screen record or take pictures of teams lessons, in order to maintain all attendees' privacy.
- Parents to use appropriate language and be considerate of others in the group
- Will provide a distraction-free learning environment where possible.
- Will ensure students attend virtual lesson at the assigned time daily where possible.
- Supervise and monitor their child's progress throughout home learning
- Support Academic Integrity.
- Communicate with the teacher concerns about the child's performance or behaviour

Student Responsibilities

- Will attend and participate in virtual lessons during the assigned time. Teachers will be providing specific details for their individual classes.
- Will attempt to complete task set by teacher
- Will respect teachers and classmates, and will not engage in cyberbullying or bullying of any kind.
- Will dress appropriately for class time where possible (as if you were attending in person class sessions).

School Responsibilities

- The school will keep the parent/guardian notified of any changes to remote learning
- Will support parents in home learning

Teacher expectations:

Planning and resourcing

- Teachers are to plan and resource personalised and well-structured lessons in order for learners to access high quality learning at home.
- A simple and clear planning guide should be sent to parents on format provided.
- Weekly support via phone is offered to parents
- Teacher to ensure regular marking and feedback of work assigned.

Below is the rational of what teachers are expected to do whilst offering virtual lessons

- Teachers to go through session agreement at the start of each session
- Teachers to use their school email address only
- Teachers to only accept agreed email addresses
- Teacher will record attendance and email to appropriate member of SLT
- Teachers must remain professional at all times as they are representing the school
- Teacher will start virtual lessons and wait 15 minutes for attendance. Leaving at this point if no learners attend.
- Teachers to be in a quiet environment at home (blank wall where possible) or school
- Teachers to not have background on as it can detract from visuals presented.
- Teachers will be the last person to log off each virtual lesson.