

Remote Learning: Capturing the Quality – Toolkit for Schools



This is provided to exemplify possible approaches school leaders might like to take when evaluating remote learning

QA / Reflective Activity	Key Issues Covered	Examples / What it might look like
Observation of lesson delivery (live online lessons)	<ul style="list-style-type: none"> Effectiveness of Remote Learning Pedagogy* (see indicators below) 	<ul style="list-style-type: none"> Observation of an online lesson through a digital education platform (eg, MS Teams) This may be followed up with a brief discussion with some pupils who were part of the lesson.
Observation of lesson delivery (school recorded online lessons)	<ul style="list-style-type: none"> Effectiveness of Remote Learning Pedagogy* (see indicators below) 	<ul style="list-style-type: none"> Observation of an online lesson through a digital education platform (eg, MS Teams) This may be followed up with a brief discussion with some pupils who experienced the lesson; or where pupils carried out learning tasks a scrutiny of their recorded work/feedback.
Observation of lesson delivery (externally resourced lessons, eg: Oak Academy)	<ul style="list-style-type: none"> Effectiveness of Remote Learning Pedagogy* (see indicators below) 	<ul style="list-style-type: none"> Observation of an online lesson through a digital education platform (eg, MS Teams) This may be followed up with a brief discussion with some pupils who experienced the lesson; or where pupils carried out learning tasks a scrutiny of their recorded work/feedback.
Exploration of remote learning curriculum planning	<ul style="list-style-type: none"> How well remote learning lessons and activities match the planned school curriculum. The extent to which the curriculum is covered (and what is missed) Whether lessons and activities in a logical sequence to build on prior learning. Consistency between cohorts in school and out of school. 	<ul style="list-style-type: none"> Exploring with other leaders in the school the Remote Learning Curriculum and how it matches the normal school curriculum Meeting with subject leaders to understand their input and oversight over their subjects (do they carry out any checking or monitoring?) Meeting with classteachers – how well do they understand how the remote learning curriculum is matched to the school curriculum Review of a series of lessons with leaders/teachers to consider how well they are sequenced.
Exploration of the quality of resources used to deliver remote learning: <u>Online</u> (Eg, learning programmes such as MyMaths / Mathletics)	<ul style="list-style-type: none"> Effectiveness of Remote Learning Pedagogy* (see indicators below) The extent to which leaders/teachers carefully consider the appropriateness of resources that are chosen to support learning. 	<ul style="list-style-type: none"> Exploration of the resources, including matching the content of the resources against curriculum plans to ensure they are appropriate Discussions with leaders about how the resources are chosen and used. Discussion with teachers to ensure their understanding of how to use the resources matches the assertions of leaders Explore how resources are adapted to support SEND pupils Discussions with pupils who use the resources.

<p>Exploration of the quality of resources used to deliver remote learning: <u>off-line and paper based</u> (Eg, Work-packs)</p>	<ul style="list-style-type: none"> • Effectiveness of Remote Learning Pedagogy* (see indicators below) • The extent to which leaders/teachers carefully consider the appropriateness of resources to support learning. 	<ul style="list-style-type: none"> • Exploration of the resources, including matching the content of the resources against curriculum plans to ensure they are appropriate • Discussions with leaders about how the resources are chosen and used. • Discussion with teachers to ensure their understanding of how to use the resources matches what leaders have asserted • Explore how resources are adapted to support SEND pupils • Discussions with pupils who use the resources.
<p>Exploration of the quality of remote learning for SEND pupils</p>	<ul style="list-style-type: none"> • Additional support and resources are provided to support pupils with SEND, where appropriate, including: <ul style="list-style-type: none"> ○ Routines for learning at home ○ Modified (or additional) resources and materials ○ Effective use of accessibility tools within the schools online platform to support SEND pupils • Specific arrangements are in place for any pupils with EHCPs who are receiving remote learning? 	<ul style="list-style-type: none"> • Discussion with SENDCo (including review of any monitoring the SENDCo has done of the remote learning of SEND pupils) • Explore the resources and materials used by SEND pupils • Carry out ‘deep dive’ for selected SEND pupils to explore their learning experience • Observation of live or recorded lesson, with specific consideration given to appropriateness of the approach for any SEND pupils who are part of the lesson • Explore the arrangements (including communication with families) for any SEND pupils learning at home.
<p>Capturing Staff Voice / Staff Interviews</p>	<ul style="list-style-type: none"> • How well teachers and other staff understand and implement the school’s expectations for delivering remote learning • How well they are supported by leaders to deliver remote learning (including the training and CPD they receive) • The implications for staff workload and wellbeing. 	<p>Staff Interviews (with a group of staff)</p> <p>Staff Survey using Microsoft Forms</p>
<p>Capturing Pupil Voice / Pupil Interviews</p>	<ul style="list-style-type: none"> • Pupil attitudes about how well they can access learning and how they enjoy remote learning • Pupils views on how well they are helped to learn • How well pupils are learning (and remembering) the curriculum being taught remotely. • Whether the intentions of the school are reflected in the responses of pupils 	<p>Pupil interviews (with groups of pupils)</p> <p>Pupil Survey using Microsoft Forms</p>
<p>Capturing Parent Voice</p>	<ul style="list-style-type: none"> • Attitudes to the school • How the school has supported them to access remote learning • How clear they are about what is expected of them • How well their child is learning through remote learning • What other support would help them 	<p>Parent interviews (with groups of parents)</p> <p>Parent Survey using Microsoft Forms or other means</p> <p>(Example parent questionnaire available on REAchIn)</p>

Indicators of Effective Remote Learning Pedagogy (what to look for)*

When delivering remote learning consideration should be given to the extent to which lessons and learning activities are successful in relation to the following indicators:

- The teacher has good subject knowledge and gives clear explanations of curriculum content.
- Opportunities are provided for interactivity, including questioning, eliciting and reflective discussion
- Lessons are part of a clear sequence. They build on pupils' prior knowledge and are sufficiently challenging to move them on in their learning.
- Opportunities are provided for scaffolded practice and to apply new knowledge.
- Key vocabulary is well chosen and clearly explained to support pupils to understand and remember the content they are learning.
- Using assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge
- Ensuring teaching and resources are adapted to meet pupils' needs, including pupils with special educational needs.
- Pupils receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate.
- Pupils are given opportunities to demonstrate that they remember and understand their learning by talking about it and/or recording it.

**Based on EEF research, DFE guidance and recent publications by OFSTED following Autumn term visits to schools*