Remote Learning: Phase 2 - Developing Pedagogy

"Capturing the Quality" – Trust Toolkit for School Improvement and Quality Assurance

Overview

Trust school improvement and quality assurance for remote learning at this time is based on **the principle of gaining an understanding of the experiences of children, families, school staff and other stakeholders and using this information to provide support to our schools.** It should be collaborative, relational and evidence-based.

Schools will have developed their own systems for quality assuring their remote learning offer and the impact that this might have on children and families. They should be encouraged and supported in this regard; and it should be complimented by the support provided by DDoEs.

Throughout spring term, DDoEs will support schools in relation to three key themes. This support is not intended to impose extra burdens, but rather to provide a supportive additional perspective to help school staff to reflect and evaluate further on their remote learning offer.

- **Theme 1: Uptake and engagement**
  - The uptake for remote learning
  - How the school is using information about uptake and engagement to plan future actions

- **Theme 2: The remote learning experiences of pupils**
  - Pupils' motivation to learn
  - The curriculum that pupils learn (sequencing and coverage)
  - Effective Pedagogy (teaching, modelling and interactions)
  - The use of formative assessment (and feedback)
  - Inclusion and SEND

- **Theme 3: The remote learning experiences of parents, teachers and other staff**
  - The experiences of parents
  - The experiences of teachers and staff (including workload and wellbeing)

'Capturing the Quality' – The Toolkit

Theme 1: Uptake and engagement

- The uptake for remote learning
- How the school is using information about remote learning uptake to plan future actions

Aspect of Theme	Possible Questions	What could the work with the school look like? (Possible Activities)

The uptake for remote learning	• Do schools have a system that readily provides them with at least the following information:
	   - *Number of Pupils who are accessing remote learning in any form*
	   - *Number of Pupils who are accessing the minimum number of hours of remote learning (3 hours in KS1; or 4 hours in KS2)*
	   - *Number of Pupils who are accessing online learning, but not including live lessons*
	   - *Number of Pupils who are accessing online learning, including live lessons*
		• Support the school, as needed, to have systems for collecting this information.
		• *See separate guidance document for further details.*
		
		Reminder:
		• Initial Collection of this Information: Friday 29th January (11am)
		• Thereafter, information to be routinely collected on the SOAP

	• Has the school identified who these pupils are? • Does the school have a clear system for engaging with families where there are concerns about uptake? • Is there an escalation procedure?	• Explore issues with school leaders (including any evidence records) • [Model escalation procedure available on REAchIn]
How the school is using information about remote learning uptake to plan future actions	• How is the school using this information to understand issues around pupil engagement with remote learning. For example: • Are there variations in different year groups? • Are there variations in different subjects? • Do pupils prefer some approaches to learning than others (eg, live lessons, work packs, online programmes etc)	• Explore with leaders what information they have and what conclusions they have drawn. • Explore with the school how they are using their information about uptake to plan further actions.

Theme 2: The remote learning experiences of pupils

- The curriculum that pupils learn (sequencing and coverage)
- Effective pedagogy (teaching, modelling, feedback and interactions)
- The use of formative assessment
- Inclusion and SEND

	Possible Questions	What could the work with the school look like? (Possible Activities)
Pupils' motivation to learn (and relationships)	• How do pupils feel about Remote Learning? (The impact of the schools approaches on their motivation to learn?) • Do pupils enjoy remote lessons? Are there particular types of remote learning that pupils enjoy more (or less)? • How do pupils feel about the contact they have with staff? • How do pupils feel about the feedback they are given? • How does the school ensure pupils are not 'stressed' about the demands of remote learning?	• Discussion with a group of pupils over Teams (could be following a live lesson) • Review pupil questionnaires (if completed) • Discussion with Remote Learning Lead about the school's approach to feedback. Explore the evidence about how pupils are given feedback. • Explore the schools own evidence
The curriculum that pupils learn (sequencing and coverage)	• Does the school teach a broad range of subjects? • Is there a balance between core and foundation curriculum subjects? • Have they identified the aspects of the school curriculum most easily transferable to remote teaching/learning? • What subjects are covered (or not covered) as part of your remote learning offer? Why have these choices been made? • Does the curriculum pupils experience at home match the curriculum being taught to pupils in the same year group in school? • How well is content sequenced so that pupils build on what they already know?	• Observation of online lessons and discussion with curriculum leader / classteacher • Discussion with subject leader (or other) about how the remote learning curriuclum is planned. Is there a clear rationale for the choices that have been made? • Explore curriculum planning (for pupils both at home and at school) • Review of a series of lessons with leaders/teachers to consider how well they are sequenced.
Effective pedagogy (teaching, modelling and interactions)	• *(See Appendix - "Indicators of Effective Remote Learning Pedagogy")* • What is the quality of teaching like? How does the school know?	• Explore the school's own evidence • If appropriate, be involved in joint monitoring of the remote learning provision with the school's SLT • Observation of live lessons.

	- Does the school have a clear approach to checking on the quality of teaching, including lesson delivery in live or recorded lessons? - Are children given learning opportunities, or just tasks to complete? Is the work they produce (and the recording expected of them) meaningful? - Are high quality resources used for both online learning and other approaches? - Has the school thought through interactions with pupils accessing remote learning in different ways?	- Discussion with a group of pupils over Teams about their learning (could be following a live lesson) - Pupil Questionnaire - Discussion with Remote Learning Lead about the school's approach to feedback. Explore the evidence about how pupils are given feedback. - Supporting schools to ensure that the message is given to and understood by all staff that the expectation of high quality provision remains.
The use of formative assessment (and feedback)	*(See Appendix - "Indicators of Effective Remote Learning Pedagogy")* - What approach has the school taken to formative assessment and feedback? (During lessons and between lessons) - How often do pupils receive feedback about their work? - What approaches has the school taken to giving pupils feedback about their work? - Is this approach used consistently across all year groups?	- Explore examples of pupils' work and the feedback they are given. - Discussions with pupils about how feedback helps them to learn and improve their work - Discussion with teachers about how they carry out formative assessment and give feedback
Inclusion and SEND	- How does the school work collaboratively with families to ensure SEND pupils can access remote learning? - Are additional support and resources are provided to support pupils with SEND, where appropriate, including: - 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 - What specific arrangements are in place for any pupils with EHCPs who are receiving remote learning?	- Discussion with SENDCo (any monitoring done by SENDCo has done of the 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. *[Consider Phoenix training on using Office 365 Tools to support SEND pupils]*

Theme 3: The remote learning experiences of parents, teachers and other staff

- The experiences of parents
- The experiences of teachers and other staff (including workload and wellbeing)

	Possible Questions	What could the work with the school look like? (Possible Activities)
The experiences of parents	• Does the school have a clear approach for gaining and acting upon the views of parents? • Does the school know parents views about their remote learning offer, including: o How clear is the information they are given? o How they can access support when they need it? o Whether parents are clear about what is expected of them and how they can help their child? • Does the school specifically have a clear approach for gaining and acting upon the views of parents of SEND pupils?	• Discussion with school leaders about how they are obtaining feedback from parents, including parent survey/questionnaire. Explore the evidence. • If appropriate, discussion with a group of parents from the school (over Teams) • Discussion with parent governors from schools across the cluster
The experiences of teachers and other staff	• Have leaders ensured arrangements for remote learning are mindful of workload and wellbeing? • Is there a process for ongoing consultation and discussion with staff about the impact on workload? • How well teachers and other staff understand and implement the school's expectations for delivering remote learning? Are they clear what is expected of them? • How well are they supported by leaders to deliver remote learning? Have they received high quality CPD? • The implications for staff workload and wellbeing.	• Discussions with groups of teachers / staff • If available, explore outcomes of any staff questionnaires • Explore schools own evidence about this

Appendix: Indicators of Effective Remote Learning Pedagogy

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.

Developed and adapted from DFE guidance and EEF research as well as OFSTED's review of remote learning provision during Autumn 2020