

Expectations for Remote Teaching and Learning

Following government legislation surrounding remote education, these expectations for teachers are designed to ensure consistency in the school's approach to remote teaching and learning in order to continue to provide a high-quality education for all pupils. Expectations for remote learning remain high and as aspirational as they are at any other time. We acknowledge that pupils learn in many ways and, when planning and delivering remote lessons, teaching will continue to motivate and inspire pupils by setting work that is engaging and personalised.

1 ENABLE – provide opportunity of access

- Lessons (or links to live lessons) will be available on Class Charts & Classrooms **before** pupils' timetabled lessons
- Google Calendar invites will be issued for live lessons and signposted to pupils in Class Charts/Classrooms
- For live lessons, pupils will have sufficient notice (on the Google Classroom Stream for Monday morning each week)
- Consideration will be given to the resources available to pupils at home; i.e. can they print if asked to?

2 ENGAGE – create a dialogue with pupils

- Ensure teachers are available for conversation and help via Google Classroom and School Gmail during lesson time.
- Staff will use, monitor and respond to requests for help
- Staff will issue rewards via Classcharts and make use of in-school rewards system to praise/encourage.
- Staff will provide feedback, especially where possible giving voice feedback to give next steps (especially for assessed work)

3 ENTHUSE – engender a love of learning

- Create a dialogue with classes and make pupils feel welcomed to the learning in order to provide a seamless transition from remote learning to a return to in-school learning
- Provide high quality extension work to support and enthuse the most able
- Use a range of resources – PowerPoint, video, PiXL, GCSE Pod, Kahoot, Whiteboard Fi other online platforms

4 ENCOURAGE – a supportive environment

- Maintain conversations, particularly with feedback
- Acknowledge work that will be marked by the class teacher, or groundwork that will be developed later, including clear instructions of what is expected to be uploaded by pupils
- Each class has mixed needs: lessons must have supportive, staged instructions and differentiated tasks.
- Understand that each child's circumstances are different. Have tolerance and compassion, **and** high expectations

5 ENDEAVOUR – be accountable for learning

- Monitor the quality of online learning to ensure it is high
- Be aware of pupil engagement.
- Monitor pupils' progress and intervene if necessary.
- Enable pupil achievement in challenging circumstances.
- Contribute to pupils' 5 hours of high quality learning each day.
- Safeguard pupils- restricted access to live lessons and online safety protocols in place to ensure pupils' learn in a safe environment

6 ENSURE – a high quality experience for all

- Departmental staff are engaging with each other
- 'Champions' who are able with software are sharing their expertise within the school
- Share videos/resources across departments.
- Ensure practices are used for shared classes to minimise planning and enable high quality provision
- Use of high quality video resources for those who can not attend live lessons- pre-recorded Looms or recorded segments from live lesson.
- Employ department marking policy