

drb Ignite Trust Remote Education Expectations

'all pupils achieve the highest standard of educational outcomes regardless of circumstance or background'

drb Ignite Trust schools have worked collaboratively to establish the expectations for remote education that all drb pupils will receive. This document is intended to be used by teachers across the Trusts to ensure pupils receive the highest possible level of remote education that can be practicably achieved.

Please use the drb Ignite Trust - Remote Education Policy and drb Ignite Trust - Guidance for Parents alongside this document.

To achieve the 'gold standard' in remote education that drb pupils are entitled to, it is important that schools meet their statutory obligations in providing a full, broad and balanced remote provision. In achieving this, it is important that the provision closely matches the provision that would be offered within school. Whilst the minimum expectation is set at 3 hours a day, it is important to remember the DfE expects work provided to be equivalent to a full school day, typically 5 ½ hours.

This is a dynamic document that will be updated and improved as we learn more about how we can best support pupils with their remote education.

EEF Evidence on supporting students to learn remotely

The Education Endowment Foundation (EEF) has found that the effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of live classroom teaching. For example:

- **ensuring pupils receive clear explanations**
- **supporting growth in confidence with new material through scaffolded practice**
- **application of new knowledge or skills**
- **enabling pupils to receive feedback on how to progress**

For further information please see: [Best evidence on supporting students to learn remotely | Education Endowment Foundation | EEF](#)

Key DFE Guidance notes:

- set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum:
- EYFS and KS1: minimum 3 hours a day, on average, across the school cohort
- KS2: minimum 4 hours a day, on average, across the school cohort
- provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos
- gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate
- 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
- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that 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 - for pupils with SEND, their teachers are best placed to know how to meet their needs

For further information please see: [Remote education good practice - GOV.UK \(www.gov.uk\)](#)

Specific Expectations

All year groups:

All year groups should provide a weekly timetable to be shared with families to outline the upcoming week and model the daily learning.

A live or pre-recorded introduction to the day that contextualises the learning videos and resources will be shared each day. This introduction to the day may also include some whole class feedback from previous days, how the learning can be adapted with common resources in the home. Previous learning and conceptualisation will be included as necessary.

Any live lesson will be recorded so it can be shared with those unable to attend the live session.

Follow the school's clear progression routes and sequencing and learning with regards to the school's curriculum offer.

Resources for recording pupil's work at home will need to be provided for children – exercise books, pens and pencils, rulers. Catch-up funding could be used to support this. This needs to be at the earliest point.

English

Phonics inputs should be provided at the pupil's phonic assessment point, not by their class e.g. a phase 5 pupil should receive phase 5 input. Teachers could use English hub videos to support this.

Reading sessions will focus on an extract from a quality text – this could be scanned or photographed. Teaching of reading should focus on modelling domains, unpicking vocabulary and explaining tasks. Reading comprehension activities should be based on the focus domain and not random tasks from a reading comprehension book. A text and domain may be used over a week or more. The expectation is not to do this with a new extract every day or with a different domain every day.

Writing input should be based where possible on a quality text – this may be one that you are using already in school or had planned to use in your curriculum provision. Teaching should follow a clear sequence of learning. Online sites are less likely to meet the school's needs with the exception of some short videos that could support SPAG elements. As much as possible, the work should be contextualised around the text being studied. There should be opportunities to write at length and high expectations should be set for this.

Mathematics

Mathematics input will typically involve modelling a new piece of learning, potentially using online resources such as mathsbot or live modelling that is videoed. Input over the week should be used to provide teaching on fluency, problem solving and reasoning. Teaching should involve options that could involve concrete, pictorial, abstract at home e.g. I am using 10 cubes, but you could use 10 pencils or lego bricks or I am using place value counters, you could draw these on paper or use tiddly winks counters. Schools could print sheets of Dienes or place value counters that children can cut out and use at home – scissors could be provided if needed. It is perfectly acceptable to use White Rose or Oaks National Academy to provide input as long as the content is explained by the teacher or is entirely appropriate (teachers must have a full understanding of the content in a video and have watched it in its entirety to judge its appropriateness – if further exemplification is needed, teachers should provide this) – this should not be used where it is not appropriate, in these circumstances, the teacher should prepare the input themselves, as they would under normal circumstances.

SEND

Provision for pupils with very specific needs e.g. global delay should have tailored work as if they were in school (DfE expectation).

Feedback from children to be submitted daily through Dojo, Purple Mash or equivalent method.

Year Group Expectations:

High quality video lessons may refer to:

- Live lessons
- Pre-recorded Lessons by class teachers
- Sign posted sites such as Oak Academy, White Rose etc.

EYFS and Year 1:

- Daily, high quality video phonics lessons (length dependent on phase and school's phonics provision)
- Daily, high quality video maths lessons with prepared materials
- Daily, high quality video English lessons with prepared materials
- Daily, high quality video Story Time
- Foundation input and tasks to be set for the afternoon – this may include the use of online resources such as videos and powerpoints. The same number of foundation subjects should be taught as would normally be on the class's timetable

Year 2:

- Daily high quality video phonics lessons (length dependent on phase and school's phonics provision)
- Daily, high quality video English lessons with prepared materials
- Daily high quality video mathematics lessons with prepared materials
- Daily, high quality video/prepared input and modelling for reading domains with prepared materials
- Foundation input and tasks to be set for the afternoon – this may include the use of online resources such as videos and powerpoints. The same number of foundation subjects should be taught as would normally be on the class's timetable
- A minimum of 2 x weekly pre-recorded class story times

Year 3 – year 6:

- Daily, high quality video English lessons with prepared materials
- Daily, high quality video mathematics lesson with prepared materials
- Daily, high quality video reading lesson and modelling for Reading domains
- Foundation input and tasks to be set for the afternoon – this may include the use of online resources such as videos and powerpoints. The same number of foundation subjects should be taught as would normally be on the class's timetable
- A minimum of 2 x weekly pre-recorded class story times

Advice for enhancing and improving Remote Education and other considerations.

We suggesting the use of pre-recorded lessons as the opportunities for interaction in a live lesson may be restricted – particularly for younger pupils. You may wish to use a live platform to share pre-recorded materials (Teams). Use either live sessions or chat facilities for a class to come together and discuss their work at least weekly – This could be in small pre organised groups e.g. 10 children at a time. This would need to be staggered throughout the week to ensure laptops can be shared. If a child can't access teams, this can be done by phone call. Teachers in class are likely to have periods during the day when they are able to access chat functions or respond to emails.

With all pre-recorded videos, teachers do not have to be visible if they do not wish, instead for talking over: modelling, diagrams or Powerpoint for example could be used.