

Remote Learning at Balfour School

DFE Statement: *The Department for Education has set out exactly what schools are expected to deliver. In its updated guidance, it says the remote education provided 'should be equivalent in length to the core teaching pupils would receive in school and will include both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently'.*

What is working well in remote education: [Click here to read](#)

Our rationale

We have developed our remote learning offer after taking account of the following factors:

- Pupil progress during the last lockdown period as it became clear how pupils at Balfour best accessed their learning remotely and made good progress across subjects
- Education research from the EEF: [Click here to read](#)
- Pupil feedback and how pupils like to learn best
- Staff feedback based on successful strategies for learning
- Wellbeing of pupils working remotely
- Feedback from families
- Working across schools in the city and nationally to share approaches

Our remote learning offer will be available immediately as remote education launches for pupils and staff.

Our remote learning offer	Reasons
To provide an evidenced based programme to ensure all students regardless of their digital device can access the learning	Ensure our approach can be accessed at all times by all pupils with limited device access/poor internet access. Ensure there are a range of tasks on screen and tasks off screen to ensure pupils are not faced with a screen all day. The blended approach will support all families who have different circumstances at home to manage and will include at least 3/4 hours a day of directed remote learning through our blended approach.

<p>To deliver high quality lessons for all pupils in all subjects</p>	<p>As per the EEF report - it is the quality of the explanation / choice of tasks that has the biggest impact on learning. Ensure pupils have the time to complete tasks, read feedback given for tasks and act upon feedback during the school day.</p>
<p>To offer a blended approach of live webinars, set tasks in GC and recorded content</p>	<p>Recorded content or webinar format allows teachers to focus on the quality of the explanation / instruction. We have made <i>evidence-based</i> decisions about what should be delivered live, what should be recorded and what should be delivered in the GC based on the content we want to teach. We have also used feedback from pupils, parents and staff to review our remote learning provision and improve our offer.</p> <p>Offering pupils a range of approaches allows for more personalised interaction between pupil and teacher throughout the week and enables feedback on the tasks completed via GC.</p>
<p>To deliver high quality live webinars where appropriate</p>	<p>We have found that webinars and recorded explanations enable teachers to focus on high quality explanations, supported by appropriate visual content and materials rather than spend their time trying to engage pupils remotely. This is particularly challenging with younger pupils who would need support to engage with live lessons and older pupils can be reluctant to switch their cameras and microphones on and talk in front of their peers. In this format teachers therefore have much greater control over the material they want to teach and can make explicit links to previous and future learning, whereas live lessons can be more difficult to engage with due to fixed timings and potential frustration for pupils if there are connectivity problems or they are sharing devices which can result in lower levels of engagement.</p>
<p>To produce a daily outline for each year group created to support pupils to have a productive school day remotely</p>	<p>A daily outline of tasks, introduced each morning with a short video by their teacher, ensures coverage of all subjects and enables the blend between live interaction and independent learning following the curriculum plans of all subject areas with some adaptations.</p>
<p>To provide regular personalised feedback to pupils to enable progress</p>	<p>This ensures all pupils make good progress and that teachers can intervene where necessary to offer further support. Teachers are keeping records of learning that has been submitted by pupils.</p>
<p>To ensure there are opportunities developed for pupils to access small group support through clinics, tutorials and drop in sessions</p>	<p>Pupils can pause or re-watch the lesson video input to help 'unstick' themselves, they can also contact the teacher between 9-11 am each day to ask for any support.</p> <p>Pupils who need extra support or guidance are invited to attend additional sessions organised by the year team. This may be 1:1 sessions with the teacher or member of the support team; small group intervention sessions run in school or as part of a Zoom meeting; pastoral check-ins from the Inclusion Team; LSS has continued and pupils have been contacted by LSS teacher- work packs and recorded lessons have been provided</p> <p>Tailored learning has been provided for SEND pupils through work packs or work available on GC</p> <p>SEND pupils accessing daily live support from INAs/support team.</p>

<p>To ensure on-going progression of our offer on a bi-weekly basis</p>	<p>Ensure that our offer is leading to good pupil progress and teachers and support staff continue to explore the best ways of delivering content remotely in line with research.</p> <p>Staff training includes making use of different technologies to provide more personalised feedback such as voice notes using Mote software. Feedback from different stakeholders is collated and reported back to staff on a regular basis to continue to develop our offer. Pupils will receive regular feedback on work completed in the Google classroom.</p>
<p>To offer pastoral support through small group Google Meet/Zoom and on-going work of support staff and learning mentors to support children with individual needs</p>	<p>Our offer goes beyond the classroom, replicating some of the important pastoral elements of school at Balfour. This includes regular small group Google Meets/Zoom with their teacher where pupils are able to interact with each other as well as their teacher. We have shared the EEF learning checklist to help families build structure around the school day: EEF resource</p> <p>Support staff and Learning Mentors are in regular virtual contact with key vulnerable children and those who require additional pastoral support.</p>
<p>To ensure the relevant pastoral and learning staff working closely with SEND & more vulnerable pupils that have been identified as requiring more support</p>	<p>Pupils who need further support are given support and resources, which are tailored to meet their needs. Staff can support families where adaptations to the timetable are needed. Where it is appropriate, students are signposted to other online resources such as Oak National Academy and BBC resources.</p>
<p>To continue to collaborate with colleagues across the city and beyond to share best practice and offer support</p>	<p>Staff continue to network across their departments and schools to ensure we are delivering the highest quality lessons to all students. Staff continue to access high quality training in remote learning strategies.</p>
<p>To ensure there are enrichment offer to ensure pupils have experiences outside of the curriculum</p>	<p>Pupils are provided with virtual assemblies each week which follow our whole school programme of themes on social responsibility, rights, special days/weeks and religious festivals.</p> <p>Where trips and visits have not been able to take place due to school closure, teachers have proactively looked at virtual alternatives to enrich pupil learning.</p>
<p>To ensure all students have access to a device for their remote learning</p>	<p>Through pastoral check ins and regular communication with families, we will ensure all pupils have access to a digital device for their remote learning. We will take advantage of the DfE free mobile data initiative for all pupils who do not have access to broadband at home. Where a pupil needs to work on paper, we will ensure they access high quality resources to avoid any learning gaps.</p>

All families have different approaches and needs when it comes to remote learning. If you feel your child needs further support, please make contact with their teacher. We will continue to regularly seek feedback from pupils about their remote learning and from families to ensure our approach is effective. We ask that you trust our approach as we believe this approach ensures pupils are well supported academically and pastorally, which will lead to the desired pupil outcomes we all share.

Rosenshine's principles

How our teachers will be delivering Rosenshine's 'Principles of Instruction'.

Rosenshine's Principles of Instruction	Format of delivery	Value of delivery
Daily, weekly and monthly review	Pre-recorded video	Pupils able to pause, rewind, re-watch key content. Teachers have a clear understanding of what pupils know/need to re-learn.
Present new material using small steps	Pre-recorded video	Quality of explanations is higher when sole focus is on planning and recording. Pupils able to pause, rewind, re-watch key content.
Provide models, provide scaffolds for difficult tasks	Lesson resources/pre-recorded video	Pupils able to use models when working independently. Pupils are supported with scaffolding as needed so that they can all access the learning.
Ask questions, check for pupil understanding, obtain a high success rate	Daily individual GC interaction and weekly group Google Meets.	Teachers able to check understanding before pupils spend time on longer tasks. Teachers are able to give feedback to help pupils improve. Peer interaction helps pupils feel motivated.
Guide pupil practice	Daily individual GC interaction and weekly group Google Meets.	Teachers are able to support pupils through questions/tasks. Teachers are able to give feedback to help pupils improve.
Independent practice	Pupils working independently	Pupils are able to put learning into practice by working at their own pace. Pupils have all the resources they need to complete their work and feel confident in doing so because their understanding has been checked, they've completed guided practice and have had the scaffolding when needed.