



REMOTE EDUCATION OFFER

Nine Mile Ride Primary

Information for parents and carers

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.

January 2021



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Remote Education provision: What is remote education?

Nine Mile Ride is using the following definitions:

- Remote Education: a broad term encompassing any learning that happens outside of the classroom, with the teacher not present in the same location as the pupils.
- Digital remote education: often known as online learning, this is remote learning delivered through digital technologies.
- Blended learning: a mix of face-to-face and remote methods. An example would be the 'flipped classroom', where main input happens via a prerecorded video in school and at home.
- Synchronous education: this is live; asynchronous education is when the material is prepared by the teacher and accessed by the pupil at a later date.

Remote Education provision: information for parents

Remote education is a means, not an end. The aim of education is to deliver a high-quality curriculum so that pupils know more and remember more. Remote education is one way of doing this.

As Muji (2021) argues, *"Our brains don't learn differently using remote education, so everything we know about cognitive science and learning still applies. We don't have to make huge changes to the way we teach."*

The key is that pupils benefit from:

- Explanation of new content
- Interaction
- Scaffold practice
- Assessment
- Feedback

When planning our provision, Nine Mile Ride used government guidance as well as educational research from the Education Endowment Fund to plan a robust and successful online provision while schools are closed due to Covid-19. The summary points that were taken into account are noted below: ([Click here](#) to access the full findings.)

- Teaching quality is more important than how lessons are delivered
- Ensuring access to technology is key, especially for disadvantaged pupils
- Peer interactions can provide motivation and improve learning outcomes
- Supporting pupils to work independently can improve learning outcomes
- Different approaches to remote learning suit different types of content and pupils

At Nine Mile Ride, everything we know about what a quality curriculum looks like still applies. The remote education curriculum is carefully aligned to the classroom curriculum as much as possible. And, just like the classroom curriculum, it is carefully sequenced and will ensure that pupils obtain the building blocks they need to move on to the next step. Within school we are delivering a 'flipped classroom' approach where the pre-recorded main teaching input is used at school as well as home so that there is equity in learning.

Nicola York is the senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education.



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The quality of teaching is far more important than how lessons are delivered so the majority of sessions will be asynchronous with the chosen resources giving clear explanations, appropriate modelling, scaffolding and support via high quality recordings. This will be via teacher created or from resources such as Oak National Academy, BBC Bitesize Daily, PiXL resources or other similar modelling support.

Learning is not fundamentally different when done remotely and feedback is still as important as in the classroom. We will give feedback through:

- Three real-time synchronous sessions daily
- Daily 1-to-1 written or verbal responses daily via Google Classroom
- Real time intervention sessions for identified individuals and small groups which will continue to take place over the course of the week.

Synchronous v Asynchronous

Many think that a live lesson is the 'gold standard' of remote education. This isn't necessarily the case. Live lessons have advantages as they can make curriculum alignment easier, and can keep pupils' attention, not least as the teacher has more control over the learning environment. But live lessons are in no way more effective than asynchronous approaches.

We are offering synchronous intervention teaching sessions for individual and small groups of pupils and three real-time daily sessions for all children; however, there are some specific difficulties in doing live teaching lessons. Not all households within our school community are in a position to run the school day according to the school timetable means that many of our families will suffer from the 'digital divide' (Simon Cox 2021) and pupils who need to share devices will be at a disadvantage. We have families with limited devices who need to juggle competing needs in the household; families who do not have enough suitable devices for all children to log in to different lessons at the same time; pupils that can only view lessons on a mobile phone; and home internet data packages that do not have the bandwidth to successfully stream multiple lessons simultaneously.

Teacher-pupil interaction during a live lesson is not easily replicated and feedback can actually be less effective than when we use recorded lesson segments followed by live interactive chats and feedback. Evidence also suggests that concentration online is shorter than the length of a typical lesson, live classroom lessons may be less effective.

This is why at Nine Mile Ride, we are using a blended approach to deliver the best balance of synchronous/asynchronous lessons with the main focus being on effective teaching, flexibility and engagement. This blend enables new content to be taught via asynchronous resources that can be paused and watched again. Explanation, practice, tutoring and feedback are then delivered synchronously as appropriately.



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Through our blend of real-time and independent learning, we offer a balanced approach to focus effective teaching, flexibility and engagement so that we deliver a high-quality curriculum so that pupils know more and remember more.

Synchronous Learning (Connected)



LEARNERS

Asynchronous Learning (Guided)

Our curriculum offer is broad, balanced and encapsulated into four faculties.



STEM



HUMANITIES



LEARNING for LIFE



THE ARTS

Share new knowledge and ideas: Teachers will use Google Meets to engage with students, explain the learning, set clear expectations, answer questions, offer feedback and enable the student to work independently.



Connect and Collaborate: Teachers use Google Classroom to foster collaboration and connected time with students.



Provide Feedback: Teachers use real-time Google Meet sessions to provide appropriate feedback for the class to act upon.



Interventions: Teachers use Google Meets to deliver learning content, offer support and collaborate with students 1:1 or in small groups.



Review: Teachers use a range of high-quality resources to deliver new content, give clear explanations, scaffold practice and model learning.



Feedback: Students reflect and act upon written and verbal feedback from their teachers.



Study Time: Students will consolidate their learning during independent work and low-stake testing.



Independent Work: Students will develop essential skills and nurture curiosity through independent learning opportunities.

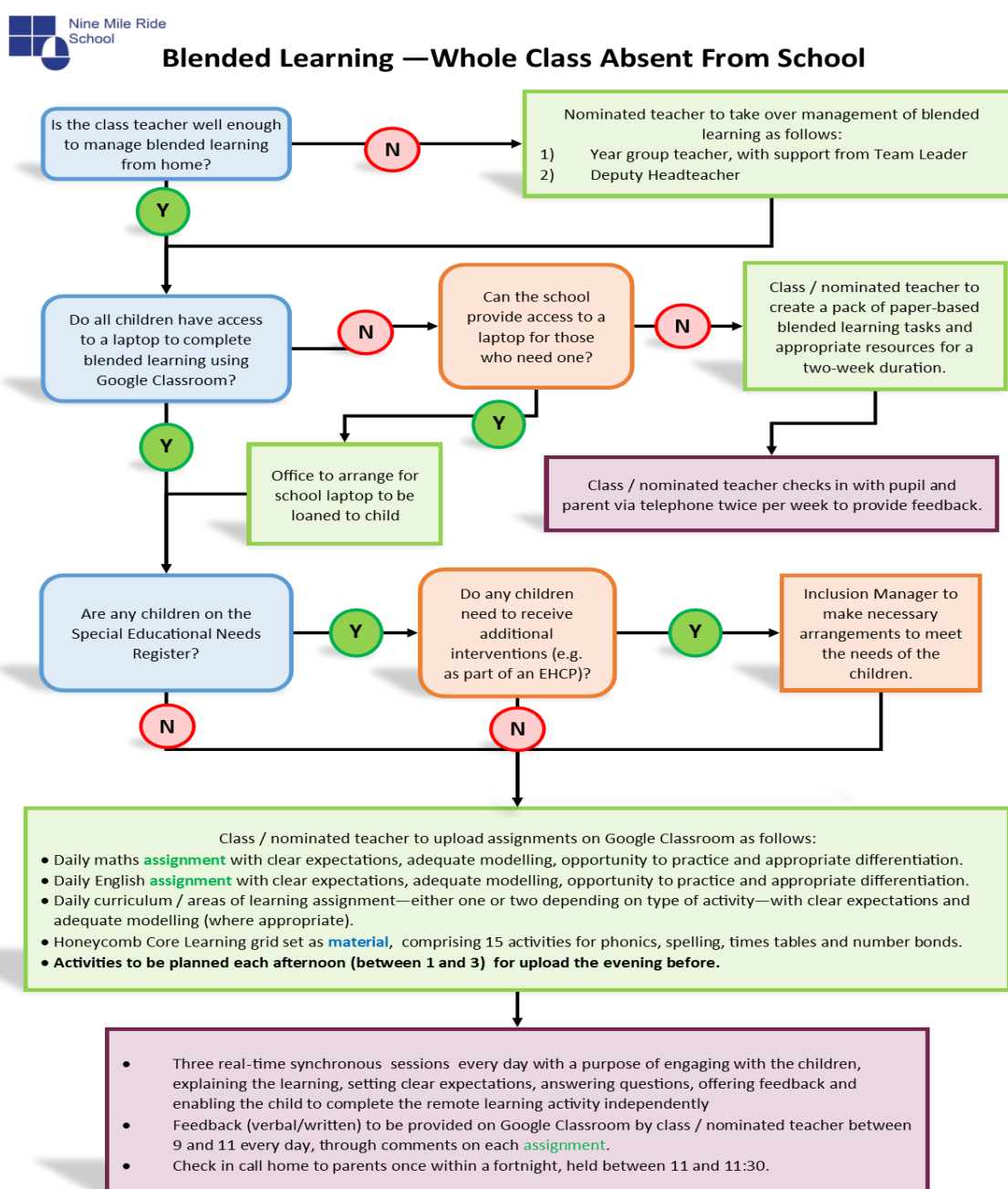


The remote curriculum: what is taught to pupils at home

Nine Mile Ride Primary can offer remote education instantly, and there will be a seamless transition between high quality in-school and at home education available whenever it is needed. Each year group has access to core skill grids appropriate for the age and stage of learning immediately and additional resources available within 24 hours. There is also immediate access to an online library full of reading books and low-stake quizzes.

Where a class, group or small number of individuals are unable to attend, the school will deliver learning and inclusion opportunities to pupils remotely, using Google Classroom or by other means. The curriculum objectives accessed at home mirror those taught in school and are taken from our curriculum document. [Click here to access.](#)

Process Flowchart for whole class absent from school-what is taught?





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Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

The remote education provided will be equivalent in length to the core teaching pupils would receive in school and will include both recorded teaching time and real-time sessions, and time for pupils to complete tasks and assignments independently. The amount of remote education provided should be, as a minimum:

- Key Stage 1: 3 hours a day on average across the cohort, with less for younger children
- Key Stage 2: 4 hours a day

Younger children in Key Stage 1 and Reception often require high levels of parental involvement to support their engagement with remote education, which makes digital provision a particular challenge for this age group. We therefore do not expect that solely digital means will be used to teach these pupils remotely.

We also recognise that some pupils with Special Education Needs and Disabilities (SEND) may not be able to access remote education without adult support and so the school will work with families to deliver an ambitious curriculum appropriate for their level of need.

Study time will include NMR:

- providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources
- providing opportunities for interactivity, including questioning, eliciting and reflective discussion
- providing scaffolded practice and opportunities to apply new knowledge
- enabling pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate
- using assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge

Accessing remote education

How will my child access any online remote education you are providing?

Please [click here](#) to access information on how to access Google Classroom and for more information on how to use Google Classrooms for Home Learning, please read our [Google Classroom Parent Guide](#). All information can be found on our school website by [clicking here](#).

If my child does not have digital or online access at home, how will you support them to access remote education?

We know that some of our pupils do not have suitable online access at home. We take the following approaches to overcome barriers to digital access for pupils by:

- Distributing school-owned laptops accompanied by a user agreement



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- Providing printed resources, such as paper packs, textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work. Organised via the school office
admin@ninemileride.wokingham.sch.uk
- We can provide internet connections through free mobile data increases for students who cannot afford additional data for their devices and is experiencing disruption to their face-to-face education. Drop-off organised via the school office
admin@ninemileride.wokingham.sch.uk

How will my child be taught remotely?

This from Ofsted's Daniel Muji (2021), is a great summary of how we need to think about remote curriculum:

"Everything we know about what quality curriculum looks like still applies. The remote education curriculum needs to be aligned to the classroom curriculum as much as possible. And just like the classroom curriculum, it needs to be carefully sequenced and ensure that pupils obtain the building blocks they need to move on to the next step. Curricular goals should be made explicit remotely as they would in the classroom."

To this end, NMR will use a range of different remote learning approaches to suit different content and pupils. Google Classroom is the main digital platform that provides online education; however, there will be occasions where the use of a textbook or worksheet is more effective.

Class teachers will assume responsibility for uploading assignments and material for the individuals or groups of individuals within their classroom. This will include daily assignments in English, maths and one or two other curriculum activities based on the planned curriculum, allowing for adjustments of pace or level of work in response to online assessment of children's work.

The quality of teaching is far more important than how lessons are delivered so the majority of sessions will be asynchronous so that resources give clear explanations, appropriate modelling, scaffolding and support via high quality resources. This will include:

- Video/audio recording made by teachers
- Textbooks
- Online reading books
- Oak National Academy recorded teaching
- PiXL resources and other similar modelling support
- Printed paper packs produced by teachers
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences, such as BBC Bitesize Daily

Learning is not fundamentally different when done remotely and feedback is still as important as in the classroom. We will give feedback through:

- Three real time sessions led and run by a member of the year group team every day. Children in school and at home are accessing the same lesson so the purpose of each session is for staff to engage with the children, explain the learning, set clear expectations, answer questions, offer feedback and enable the child to complete the remote learning activity independently. A member of staff will remain online to assist any children who may need additional support with accessing the independent learning. 1-to-1 written or verbal responses daily via Google Classroom.
- During independent work, children can at any point use the private comment facility on any assignment and a member of staff will be able to respond as soon as possible.



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- The first real time session will be used to set the scene for the day and be led from the classroom so all children will be able to see their peers in school and at home. This session will set the expectation for the day and it has been slightly staggered to help support pupils who are sharing devices to attend:
 - 8:45am-Years 5 and 6
 - 9:00-Years 2, 3 and 4
 - 9:15am-Foundation Stage and Years 1
- A further two real time sessions that follow the same process as above will be scheduled at some point over the course of the morning and afternoon with times published on the appropriate Google Classroom weekly timetable.
- Foundation Stage will be offering two real time sessions a day with additional story times on a Monday, Wednesday and Friday.

Engagement and Feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

The fact is that it is harder to engage and motivate pupils remotely than when they are in the classroom. There are more distractions, and teachers are not physically present to manage the situation.

We will aim to make online education more engaging by making sure different types of tasks and activities are alternated and we will build in smiley rewards and incentives to make learning more fun. Engagement increases when pupils feel part of the school community so we will continue with live whole-school digital assemblies, events and weekly newsletters.

Peer interaction provides motivation and can improve learning outcomes so three daily real-time Google Meets sessions will help pupils maintain their social skills as well as give opportunities to address misconceptions in learning.

We would ask parents and carers to:

- Encourage and support their children's work, including finding an appropriate place to work, checking that any work started, is completed and ensuring they have some structure to the working day: start and finish times and appropriate breaks. Each year group will publish a weekly timetable to help support children at home.
- Encourage children to join daily real-time drop-in sessions;
- Encourage pupils to use the feedback function if children have questions about their work;
- Where possible, help set up a good study environment as your child will need a quiet place to work without distractions from things like television, siblings and family;
- Avoid games. Consider uninstalling any computer games to avoid temptation. Or keep the games on a different computer in the house;
- Consider ergonomics. Adjust the height of the chair, keyboard, and screen so that your child is comfortable. Forearms and thighs should be level and parallel to the floor. Wrists should not be bent while typing;
- Set up good lighting. Lighting in the room should be at least as bright as the computer screen to avoid eye strain;
- If a live streaming event is happening, parents and children will adhere to the Remote Education guidance.
- Encourage persistence as it is the biggest key to success in online learning. Pupils who succeed are those who are willing to tolerate technical problems, seek help when needed, work daily on every class, and persist through challenges;



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- Help your child set up a manageable daily schedule and stick to it. Pupils who succeed are those who log in and make progress every day;
- Effective time-management skills don't just happen, they must be learned. Encourage your child to make a daily or weekly timetable and have fun checking things off the list as they are completed.
- Support meeting assignment deadlines:
 - Foundation Stage and Key Stage 1 are Friday at 3pm at the latest.
 - Key Stage 2 are at the end of each day to enable feedback to be timely and relevant.

We do understand that juggling work around home schooling will be a challenge so if an activity is not going well or the deadlines are causing additional concerns, please do not hesitate to contact the class teacher to discuss further.

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

Class teachers will be regularly reviewing engagement with remote learning via Google Classroom work submissions as well as monitoring the completion of paper pack work that is given out. If there is a concern about engagement, the class teacher will contact the parent and carer to see how the school can help to support.

How will you assess my child's work and progress?

Effective teaching depends on making sure curriculum, pedagogy and assessment are aligned. The DfE's requirement that schools are:

- Enabling pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate
- Using assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge

A great deal of feedback and assessment is essentially about drawing inferences so teachers will think explicitly about what they want to find out and how they will do it. Some examples that will be used can be seen below:

- Google Classroom Assignment functions which enables teachers and pupils to talk, either verbally or through messages and we will use these tools for assessment and feedback.
- Daily real-time Google Meets drop-in sessions
- Retrieval practice
- 1-to-1 written or verbal feedback responses daily
- Low stake quizzes
- Diagnostic assessment results (as appropriate)
- Individual and small group intervention evidence

This evidence will give us enough feedback so that subsequent teaching can be adapted. Borrowing the term 'responsive teaching' from Dylan Wiliam, Fletcher-Wood (2018) argues that *"awareness of exactly what students need, and responsiveness to this – rather than indiscriminately providing support – is therefore critical."*



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Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

For pupils with Special Educational Needs, their teachers are best-placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school due to self-isolating. Nine Mile Ride Primary will use their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place.

We shall work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.

Where a pupil has provision specified within their Education and Healthcare Plan, the school will do all that it can to deliver the objectives clearly stated on the plan.

Virtual and in-school interventions will be planned and delivered for identified children, this includes speech and language therapy.

Each child is unique and needs will be considered on a case by case basis, avoiding a one size fits all approach.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, please follow the flow chart for how remote education will be provided.



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Process Flowchart for individual / groups of pupils absent from school-what is taught?



Nine Mile Ride
School

Blended Learning —Individuals Absent From School

