

REMOTE TEACHING: LAKELANDS EXPECTATIONS

The government has set out a clear line on what it expects remote learning to look like during this lockdown. How we are achieving this is detailed below:-

Government Expectations	How we are achieving this
<i>Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects</i>	Our approach is that students will follow their normal timetable and curriculum as closely as possible. We will stick to our (already) ambitious and meaningful learning journey. There will be occasions where this is not possible. For example, in DT and Science, it will not be possible to do practical tasks learning remotely
<i>Set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum: 5 hours a day, with more for pupils working towards formal qualifications this year</i>	Our students will follow their normal school day as closely as possible accessing, where possible, 5 lessons each day. Each lesson may be slightly shortened to allow for attendance at the class to be recorded and for the teacher to record lack of engagement in lessons or to reward excellent attitudes to learning.
<i>Provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos</i>	Where staff feel able, they will deliver some lessons through Microsoft Teams, thus enabling teachers to present and explain new content. Even where staff are willing, we recognise that this may not always be reasonable, or even possible, for teachers who are also acting as parents and carers themselves or supervising pupils in school. This might alternatively mean: <ul style="list-style-type: none">• Shortened teacher input, e.g. short period of instruction and/or explanation at the start, then allowing the students to work independently for the rest of the lesson.• Setting work for that lesson purely via Show My Homework

<p><i>Have systems for checking, at least daily, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern</i></p>	<p>Subject teachers will:</p> <ul style="list-style-type: none"> • Monitor attendance at live lessons and check which students are accessing SMHW • Report to their Faculty Leader where there are concerns around students not engaging • Liaise with the relevant Head of Year to see if there are patterns of non-engagement • Contact parents via email/ phone when there are persistent issues of engagement <p>Heads of Year and Assistant Heads of Year will:</p> <ul style="list-style-type: none"> • Arrange for telephone calls to be made to parents and carers of students that are not accessing the learning • Prioritise disadvantaged pupils • Develop and implement reward systems for students showing excellent engagement with remote learning
<p><i>Gauge how well pupils are progressing through the curriculum. using questions and other suitable tasks, and provide regular feedback using digitally facilitated or whole-class feedback where appropriate</i></p>	<p>Subject teachers will:</p> <ul style="list-style-type: none"> • Set a regular formative progress assessment of the curriculum content being covered. This will be an integral part of that lesson. The duration of these assessments will vary depending on the curriculum/ timetable share of that subject. • Deliver whole class feedback following progress assessments. • Use these assessments to help inform progress grades on reports <p>Faculty Leaders will:</p> <ul style="list-style-type: none"> • Work with their teams to ensure that progress assessments are manageable and as impactful on learning as possible.

	<ul style="list-style-type: none"> • Monitor progress of students across their subject(s) and where identify individuals where weak progress is being made • Discuss and plan appropriate interventions with subject teachers <p>Head of Year and Assistant Heads of Year will:</p> <ul style="list-style-type: none"> • Intervene with students and engage with parents that are consistently showing weak/ little progress across a range of subjects during their remote learning
<p><i>Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding</i></p>	<p>Subject teachers will:</p> <ul style="list-style-type: none"> • Make use of the 'chat' within Microsoft Teams to develop questioning to assess understanding of the work being covered, and encourage students to contribute orally in Teams lessons