

# EMMANUEL COLLEGE

## Excellence in the Remote Curriculum: January 2021



### Introduction

Ensuring excellence in our remote learning environment is essential to the successful delivery of our curriculum this term, in a context in which students are learning remotely. Our approach to the remote curriculum is to enable students to:

- Access the curriculum **fully** at home; no students should be left behind due to their individual circumstances.
- Make exemplary progress **through** the curriculum remotely, gaining both *substantive* and *disciplinary* knowledge to support their understanding of threshold concepts.
- **Gain** new knowledge in line with what they would be learning in the classroom.
- **Apply** this knowledge through a range of tasks and activities that to ensure new knowledge is embedded, and which students can then receive appropriate feedback.
- Easily **contact** teachers in a secure environment to ask for guidance and support.

**Our aim is that students make as much progress learning remotely as they would if they were learning in College.**

### DfE Expectations

The Department for Education (DfE) have asked that every school plan for exemplary remote education. Updated statutory guidance by the DfE on January 4 2021 made the following clear:

*When teaching pupils remotely, we expect schools to:*

- *set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects*
- *set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum:*
- *primary: 3 hours a day, on average, across the school cohort*
- *secondary: 4 hours a day, with more for pupils working towards formal qualifications this year*
- *provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos*
- *have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern*
- *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*
- *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.*

Further details, including a best practice guide is found here: [Get Help with Remote Education - GOV.UK](#)

Guidance from Ofsted on the evidence behind exemplary remote learning is found here: [What's working well in remote education - GOV.UK \(www.gov.uk\)](#)

### Emmanuel College expectations

Therefore, the College is committed to ensuring that all students who are working remotely have access to:

- An ambitious, knowledge-rich curriculum that allows all students to acquire and apply knowledge and expertise, with a clear *intent* shared between staff and students.
- A straightforward *delivery* of said curriculum, prioritising expert teacher instruction and student retrieval and, and exemplary teacher feedback as well as,

- The expert use of reliable assessments that accurately gauge students' progress through the curriculum and serve the purpose for which they were created.

Our expectation is that *all teachers* ensure that *all* remote lessons have elements of **instruction, practice** and **feedback**.

Teachers should also ensure that lessons, utilising our online learning platform, ITSLearning, do the following:

- **Reflect accurately their department's curriculum intent and be implemented as effectively as if the lesson was being delivered in the classroom.** Students should be making progress through the same curriculum as if they were at College. Students should follow their timetable lesson by lesson, for which there should always be an expertly planned lesson.
- **Make the work clear and simple, with explanation, so that if students follow numbered steps, they will make progress.** Teachers should take account of the difficulties all students face while working at home without direct staff input, and adapt resources appropriately, clearly explaining the work that students need to complete in simple and delineated steps on ITSLearning that reflect best practice. This will enable students to make progress by acquiring knowledge, and embedding this knowledge via questions, extended pieces of work and assessments. Teachers should build in elements of retrieval practice.

Teachers should ensure that all lessons are 'linked' to on ITSLearning via tree links (ie, *Monday 4<sup>th</sup> January*) and should consider a simple year group and class landing page for each subject on ITSLearning with different links on the pages to different sections.

There should be an emphasis on **simplicity** and **clarity** so that students are able to make progress by following the numbered steps laid out in each lesson.

- **Make work accessible and appropriate for students with SEND** and ensure that these students are supported expertly in accessing the lessons so that they can make exemplary progress through the curriculum.
- **Have a set structure as to how work will be given feedback that can aid learning and correct misconceptions.** All work that students complete should be given feedback.
- **Build in regular assessments** that enable 'gaps' to be identified and teaching to therefore consequently take this into account so that students make greater progress through the curriculum. Teachers should consider, with support from the academic leadership team, how they can embed effective online assessment tools.
- **Utilise instructional videos.** Exemplary instruction is vital in enhancing student understanding. Teachers are encouraged to put on ITSLearning recorded instructional videos alongside instructional PPTs as appropriate.

These videos could be created by the teacher or could be high quality resource from external sources such as such as the [teacher hub from Oak National Academy](#) or the [Greenshaw Learning Trust](#).

To aid student understanding, staff could also utilise videos for short sections of the lesson. For instance, a lesson could consist of a recorded video at the start of the lesson, giving an overview of key concepts or constructs. Videos can also be utilised to give whole class feedback.

Teachers should consider the challenges students have in logging in remotely. They should consider the following questions from the point of view of a student:

- If I logged on, would I know where to go and how to find and complete the work?
- Is there enough clear *instruction* for me to succeed and make academic progress?
- Are difficult concepts and constructs explained?
- Are there clear deadlines and extended pieces of work set?
- Are there elements of retrieval practice?
- Are there clear steps to guide me through the lesson?

All departments should also consider utilising ITSLearning as a platform in which curricula resources, including knowledge organisers and curriculum maps, can demonstrate to students and parents the next step in their learning journey.

### **Research and support**

Remote lessons should be grounded in the latest evidence as to what makes great teaching and assessment.

Evidence Based Education's [Great Teaching Toolkit: Evidence Review](#) is central to how we seek to improve our teaching at Emmanuel.

Here is a [helpful summary](#) of some of the main points.

The Education Endowment Foundation has found that the effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of live classroom teaching. This includes, but is not limited to:

- ensuring students 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.

Staff development at Emmanuel during this time will be geared towards supporting staff in enabling exemplary remote learning.

### **Practicalities**

All students are expected to contact their tutor during AM registration, before 9am via ITSLearning. Students who have not messaged via ITSLearning will be followed up appropriately.

Students must keep up to date with all work set, as this is a critical learning phase for all students in College. Students should endeavour to make the same academic progress through the curriculum as when they are in College, using ITSLearning, 'live' lessons as appropriate and with the support of their teachers.

Engagement with learning is *essential*, and it will enable students to attain the best possible grades in the summer (Yr11 and Yr13), make exemplary progress through their GCSE or A Level courses (Yr10 & Yr12), or exemplary progress through their broad and challenging curriculum (Yr7-9). Students should follow their timetable as much as possible after 'checking in' with tutor and watching GME.

For students in KS3-4, the content of lessons will consist of tasks that will be set and shared on ITSLearning, recorded instruction and 'live' feedback and input from the teacher, which would mostly involve interaction via ITSLearning messenger.

There will be no 'live' lessons in KS3.

The only 'live' lessons in KS4 will be in subjects in which live interactive video content is absolutely essential for assessing students' progress through the curriculum. Any Head of Department that seeks 'live' lessons for this purpose should request this via Mr Ogborn.

For students in the Sixth Form, the vast majority of lessons will be 'live'.

All staff will follow guidance provided to them relating to safe practices for online learning, including 'live' lesson expectations and the highest standards of engagement and conduct are expected from all students.

The practicalities of live lessons, including safe practice for students and staff is detailed in [Safe online learning guidance for staff: January 2021](#).

Staff will be available to message students and respond to messages from students during the College day (8:30 – 16:00). Teaching staff are responsible for ensuring engagement in learning and as such may contact students who are not engaging by phone or via ITS Learning.

Each week, teachers will be completing an engagement report for every student that they teach. This will be shared with parents. Teachers will indicate levels of engagement with learning as follows:

- 1 = Exceptional levels of engagement with everything that has been set in every lesson*
- 2 = Good levels of engagement where most of the work set has been completed*
- 3 = Limited engagement where a student has done some, but far from enough work*
- 4 = No evidence of engagement at all*