



## Remote Learning Provision at Wisborough Green Primary School: Rationale

During the Autumn term, I met with all the primary Headteachers in the Billingshurst locality to discuss possible remote learning provision in case it should be needed in the near future.

We all agreed that we wanted to provide quality learning combined with opportunities for staff to communicate with parents and children. At Wisborough Green we decided as a staff that we would facilitate this through Google Classroom, bi-weekly Google Meet sessions and check-in phone calls.

As a locality, we consulted any available research carried out during the first lockdown and the updated guidance from the Department for Education (DfE) for remote learning.

Since the last lockdown, the DfE have instructed the Oak National Academy to produce almost 10,000 lessons across the curriculum. These lessons are made and delivered by experienced, qualified teachers. Their guidance for schools explains that, 'Online video lessons used in teaching do not necessarily need to be recorded by teaching staff at the school – with use of Oak National Academy lesson a suitable alternative.'

The revised guidance from the DfE went on to say that, 'While many schools will want to retain the tried-and-tested education resources they already use, some may find it helpful to use resources such as Oak National Academy to offer lessons in most school subjects. Oak delivers a sequenced curriculum, with some elements of choice, which can be used flexibly by schools as their full or partial remote provision...Oak lessons are available from reception to year 11, are free to use, and can be integrated with platforms such as Microsoft Teams and Google Classroom.' At Wisborough Green we are mainly using Oak lessons, supplemented by White Rose Maths and some lessons bespoke to our school.

All the primary schools in our locality agreed that a flexible, 'non-live' approach to learning was the most appropriate for our schools for the following reasons:

- **Accessibility:** Recorded lessons can be accessed at a time suitable for each child/family (many of our families are sharing devices with siblings and/or parents working from home)
- **Explanations:** Misconceptions or lack of understanding can be addressed by pausing or revisiting part or all of the lesson (a live teacher would have to pause the lesson for the whole class if they needed to repeat part of it for an individual child)
- **Inclusivity:** One size does not fit all. Recorded lessons can be pitched to enable progress at an individual level (over 20% of our children have Special Educational Needs; we also have a significant group working above age-expected levels). The DfE state that, 'the teaching envisaged by the guidance would need to be adapted. SEND pupils have a wide range of specific needs. Their teachers and schools are likely to know these needs best, and how they can be most effectively met to ensure pupils continue to make progress wherever possible if they are not able to be in school.'
- **Research:** There is currently no research to back up any claim that live lessons are superior to recorded lessons. In fact, the Education Endowment Foundation (EEF) found that the effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of any teaching and concluded that these characteristics are more important than the medium of delivery, be it in the 'live' classroom or through remote provision (whether or not that remote provision is live or pre-recorded).
- **Recorded lessons are supported by the DfE.** They state that, 'Where lessons are recorded, they can be accessed later by pupils, making flexible use possible in the context of limited or shared device access. These and similar platforms can make it easier for teachers to monitor pupils' progress because work

can be viewed or submitted through a single system. This in turn may make it easier for teachers to adapt work in the light of pupils' progress.' Schools are expected to provide remote education that includes either recorded or live direct teaching.

- Contact is not reduced by recorded learning. The DfE indicate that frequent contact between pupils and teachers is crucial. This contact may be through presence in a remotely delivered lesson, questioning, feedback, or some other form of on or offline exchange about schoolwork (see the feedback section of our remote learning information sheet for parents).
- Independence: The three (KS1) or four (KS2) hours of learning provided each day is to include both direct teaching and time for pupils to complete tasks or assignments independently as well as daily physical activities which often take place outside. This need would not be met by full-time, live teaching.
- Safeguarding: Although, as our remote learning protocol illustrates, measures can be taken to keep children safe during live sessions, some primary schools are already finding that safeguarding issues in regular live lessons have resulted in all children having to turn their cameras and microphones off. Inevitably, this removes the opportunity to see and speak to their teacher and classmates in a live situation and to retain regular contact and visibility. We believe that, at Wisborough Green, our bi-weekly Google Meet sessions and daily teacher introductory videos provide these much-needed opportunities so vital to children's wellbeing.
- Consistency: All schools are required to provide consistent learning for those children attending school and those engaged in remote learning. By using recorded lessons each teacher is able to spend quality time preparing learning and providing feedback for those children at home, whilst still meeting their weekly teaching commitments in school. This way we can ensure that every class teacher gives equal time and attention to both groups of children, resulting in a solid foundation on which to build learning when we all return.

In accordance with guidance, teachers at Wisborough Green are continuing to teach the planned, sequenced curriculum indicated in our long-term planning (available on our school website: curriculum) so that knowledge and skills are built incrementally, and children can progress through the school's curriculum both in-school and at home.

We have selected Google Classroom, a digital platform for remote education provision, to be used consistently across the school in order to allow interaction, assessment and feedback. We have ensured that staff are trained and we continue to provide ongoing support to ensure confidence in its use.

I hope that this answers any questions you may have had. Please trust us, as professionals, to continue to provide the best education for all of our children, whilst taking every measure to keep everyone safe during this difficult time. Your ongoing support is greatly appreciated.

Caroline Bennett, Headteacher  
Wisborough Green Primary School