

LPGS Remote Teaching Plan Updated January 2021

3 Key principles under pinning DfE advice:

- Education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.
- The curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.
- Remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.

EEF Rapid Evidence Assessment of Remote Learning

- 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 pupil

		Ingredient	Exemplification for LPGS
Curriculum	Planned, well-sequenced. Knowledge and skills build incrementally. Clarity of what is taught, practised.	2,3	Pre-learning/teacher input/practice, exploration, consolidation/independent application Lessons available on Firefly and appropriately amended in case of further lockdown Head of Subject – grid of teaching responsibility
Assignments	Students receive meaningful, ambitious work every day in a range of subjects	3	Curriculum content remains largely unchanged with minor amendments where necessary
New Content	Clearly explained by the teacher using high quality resources, videos.	1,3	Range of tasks including differentiated tasks, extension tasks, scaffolded learning, optional tasks, variety of tasks, inclusion of non-screen based tasks, live lessons, feedback
Progress	Regular AfL, work checked regularly. Curriculum planning informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment	5,7	Knowledge Quizzes, ongoing formative assessment, half termly summative assessments. Feedback.

Adapting work	Students educated at home are given the support they need to master the curriculum and so make good progress. Adaptations made in response to questions, formative and summative assessment.	3	Differentiation is a clear thread in all lessons. Brisk pace, no loss of learning time
Programme of Study	No reduction. Daily contact with teachers	2	Live lessons, All lessons available on Firefly.

Effective Teaching

Component of high quality teaching	Description	Example
Explicit teaching	Explicit instruction refers to a range of teacher-led approaches focused on teacher demonstration followed by guided practice and independent practice. Several reviews of the research on effective support for pupils in mathematics and reading have provided support for explicit instruction. One popular approach to explicit instruction is Rosenshine's 'Principles of Instruction'.	A teacher might teach a pupil a strategy for summarising a paragraph by breaking up the strategy into small steps. The teacher would initially 'think aloud' while identifying the topic of the paragraph to model this process to the pupil. They would then give the pupil the opportunity to practise this skill, perhaps giving the pupil one paragraph at a time to support them to focus on the information that is essential to the task.
Scaffolding	'Scaffolding' is a metaphor for temporary support that is removed when it is no longer required. Initially, a teacher would provide enough support so that pupils can successfully complete tasks that they could not do independently. This requires effective assessment to gain a precise understanding of the pupil's current capabilities. Support could be visual, verbal, or written. The teacher will gradually remove the support (the scaffold) as the pupil becomes able to complete the task independently.	Task checklists as a visual scaffold to support pupils to independently complete a task
Cognitive and meta cognitive strategies	<p>Cognition is the mental process involved in knowing, understanding, and learning. Cognitive strategies are skills like memorisation techniques or subject-specific strategies like methods to solve problems in maths. Cognitive strategies are fundamental to learning and are the 'bread and butter' of effective teaching.</p> <p>Metacognition refers to the ways in which pupils monitor and purposefully direct their thinking and learning. Metacognitive strategies are strategies we use to monitor or control our cognition, such as checking whether our approach to solving a mathematics problem worked or considering which cognitive strategy is the best fit for a task.</p>	Graphic organisers represent a cognitive strategy that has been extensively researched with pupils with SEND. Graphic organisers are used to organise knowledge, concepts, and ideas. Examples include Venn diagrams, T-charts of pros and cons, mind-maps, cognitive maps, semantic maps, and chronologies or event chains. They can be effective tools for supporting learning.

Flexible grouping	<p>Flexible grouping describes when pupils are allocated to smaller groups based on the individual needs that they currently share with other pupils. Such groups can be formed for an explicit purpose and disbanded when that purpose is met. It may be that a small group of pupils share the need for more explicit instruction to independently carry out a skill, remember a fact, or understand a concept.</p> <p>Allocating pupils to temporary groups can also allow teachers to set up opportunities for collaborative learning; research has indicated, for example, that collaborative learning can be effective in helping pupils to read history texts</p>	<p>A teacher may be exploring the chronology through a local history text, using images on cards. The teacher subsequently regroups pupils, to work with those who weren't able to draw upon any background knowledge to identify the images and form an adequate chronology. This small group can then seamlessly be supported to quickly initiate the subsequent writing task assignment</p>
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