**Essential Elements and Indicators of Remote Learning at All Saints Upton**

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| **CURRICULUM** | | |
| **ELEMENT** | | **INDICATORS** |
| **1** | **The lesson content is appropriate to the age group, but allows for differentiation and does not lower expectations.** | * Learning outcomes are driven by key knowledge and skills * Learning objectives are clear and allow for effective remote assessment * Appropriate remote resources are provided * Learning activities can be achieved independently |
| **2** | **Teachers use their subject expertise to provide effective learning opportunities** | * Teacher makes links with prior knowledge and other curriculum areas * Teachers embed knowledge and skills through clear instructions and explanations (either verbal or written) * Tasks provide opportunities for learning and consolidation |
| **3** | **There is a logical sequence to the lesson** | * Simple coherent sequence of learning activities linked to the LO * Instructions and explanations follow an organised progression * Learning is appropriately paced |
| **4** | **The curriculum provides the learning time that has been identified by DfE** | * All children will be offered a curriculum of an average of 3 hours for KS1 and 4 hours for KS2. This will include time for teacher led sessions, independent work, reading, PSHE/RSE and research. |
| **TEACHING** | | |
| **5** | **Teachers demonstrate good communication skills** | * The purpose of the learning is clearly communicated by the teacher * Explanations, directions and instructions are simple, clear and purposeful * Technical vocabulary is explained where necessary * Modelling is used where appropriate |
| **6** | **Audio and video recordings ( where used)** | * The teacher ensures recordings are clear and of good quality (sounds and picture) * The background must be clear * The teacher clearly displays and states the LO at the beginning of the lesson * The teacher clarifies an expectation of what children will put on Seesaw * The teacher includes thinking pauses where appropriate * Use direct explanations and simple instructions |
| **7** | **Key phrases** | * Today we are going to learn how to/ why we/ the key facts about… * Let me show you… * The one most important thing to know is... * Now pause and think… * Now go to…. and complete…. * This is what I expect to see on Seesaw… |
| **8** | **Teachers give concise and constructive feedback** | * Feedback in comment by ‘liking’ * Individual concise and constructive feedback given for specific points * Whole class feedback could be given via a separate post on Seesaw * Future lessons adapted if misconceptions are high * On some occasions work will be used for assessment purposes and marked accordingly * SLT will support with comments and follow up phone calls |
| **BEHAVIOUR** | | |
| **9** | **Teachers create supportive remote ‘classrooms’ focused on learning** | * Teacher and student interactions are highly respectful, warm and friendly. Any negative online comments by pupils or parents are referred to SLT. * Teachers check all pupils are accessing the learning. This is followed up daily by SLT. * Communication is clear and precise. * Any ‘live’ sessions have a behaviour policy similar to that which would be seen in the classroom |