



Remote Learning Definition

Spring 2021

Definition of Remote Education

Remote learning is the process of teaching and learning performed at a distance, where pupils learn remotely from each other and their teachers, rather than in person. The learning experience provided to pupils mirrors as closely as possible that of a lesson taught in the classroom environment when the teacher and pupils are in the same place. Remote Learning by definition does not require technology or necessarily to take place online; we recognise, however, that online learning will in most cases better support the delivery of the curriculum. By this definition, remote learning can involve a blended approach of live (synchronous), part-live, pre-recorded (asynchronous) and digital/written/paper-resourced lessons; the balance of which will depend on the learning, subject, pupils' age and needs, with schools mindful of their access to hardware/Wi-Fi.

Principles of Remote Education

The underlying principles of remote learning share many of the same principles as for live in the classroom teaching, as determined in the individual school policies, requiring teachers to develop the new skills necessary to transfer what they know to be the characteristics of quality first teaching and apply to delivering the curriculum remotely, and providing pupils with feedback. Best practice will likely include a balance of synchronous (live) and asynchronous teaching and learning that will vary by age group and by subject to meet the needs of all learners. Typically, the same groups that would normally receive teaching and learning will access remote learning i.e. it will not give rise to a shift to small group or individualised learning.

Provision of Remote Education (England)

The Provision of Remote Education, Temporary Continuity Direction, came into effect on 22 October 2020, placing a legal duty on schools in England to provide remote education for statutory school-aged children who are unable to attend school due to coronavirus.

This includes where:

- Whole year groups are being directed to stay at home for fully remote learning (FRL)
- Individuals or smaller groups are self-isolating for fixed periods (SI).

In the event of either of the above situations, the DfE state that schools must ensure:

- Contingency Plans for Remote Education are in place
- Access to remote education for pupils of compulsory school age and pupils who are below compulsory school age but usually taught in a class with compulsory school aged children (most commonly in a reception class)
- Expectation for schools to have the capacity to offer immediate remote education

- Pupils are assigned 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 KS1: 3 hours, on average, across the school day, with less for younger children
 - primary KS2: 4 hours a day, on average, across the school cohort.