



Dear Parent/Carer,

As promised I would like to detail some key changes that have arisen from our recent staff strategy meeting, which was wholly focused on our Remote Learning provision. In explaining the changes I will attempt to explain our reasoning in conjunction with what I have already communicated.

First the rationale:

We have decided to adopt a **blended** approach that incorporates live elements, recorded sections from the pupil's teacher, feedback sessions and independent work accessible via our remote learning platform Class Dojo.

From research, and reading, *The Education Endowment Foundation Paper on Distance Learning*, and a recent Ofsted paper, we note that although live lessons can have some advantages such practice can make it "hard to build in interaction and flexibility". It is thought that it is better to divide content into smaller chunks and utilise recorded segments, followed by interactive tasks.

We also need to check whether pupils have actually learned the content we want them to, through assessment. Teachers work through Class Dojo with pupils to identify where they are with set tasks. This also communicates to pupils that their teachers are observing their learning remotely and provides feedback.

It has been suggested that tech could play an integral part in pupil check-ins. Ofsted have previously stated that it is important to stay in regular contact with pupils and this can be done by "using technology to automate communication". Ofsted has warned there is "only so much a teacher can do to engage pupils remotely" and told schools to "make sure that efforts to engage don't distract us from teaching the curriculum". It has even been mentioned that more formal methods via textbooks or instructional texts can sometimes be more effective as they certainly provide the curriculum content, the sequencing pupils need and might be more accessible for some pupils.

Supporting pupils to work independently can improve learning outcomes. Pupils learning at home will often need to work independently. Multiple reviews identify the value of strategies that help pupils work independently with success. For example, prompting pupils to reflect on their work or consider strategies if they get stuck. Research has also found that different approaches to remote learning suit different types of content and pupils. Approaches to remote learning vary widely and have different strengths and weaknesses.

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Ongoing approach:

Cloverlea will be offering a **blended** approach moving forward. Children will be invited to join a live daily registration session with their class teacher every morning. This will be implemented to increase teacher/pupil interaction and communication, to provide feedback on recent learning, tackle any misconceptions and signpost the pupils to the day's learning.

The Maths curriculum will be covered by White Rose, as we have already detailed. English lessons will be accompanied in most cases by a recorded teacher audio to provide further direction and clarity. In other cases the class teacher might direct you to Oak National academy materials with a link.

In the afternoon, there will be an uploaded recording available from your teacher reading your class novel or appropriate text. We have also contacted our external providers and PE challenges will be uploaded from our coaches, French lessons from our languages teacher and hopefully some music content from the Trafford music service. I will also be uploading a weekly assembly via the class dojo.

This new system will start from Wednesday 13th January. Key stage 2 Zoom time will be at 9.30am and KS1 will be at 10am, the invites for these will be sent on for each year group this afternoon. Times are different to accommodate the limit of appliances at home for pupils with siblings and to try to prevent an internet overload at school. EYFS classes will be putting up a message on their class dojo pages to explain their increased offer in relation to interactive feedback and face-to-face time. As a result of the introduction of daily zoom times there will now no longer need to be a weekly catch up zoom for each class and these sessions have been cancelled.

It is important to recognise that school may be impacted upon in the coming weeks with self-isolation implications for teachers or sickness and so some of this provision might be impossible. There might also be some technical difficulties either from school, or home, so please be patient. We will get there together.

Once again thank you for your correspondence and supportive emails - I have not had chance to reply to you all but I appreciate you supporting our staff in these challenging times.

Kind regards,

Mr C McConnell

Headteacher

Cloverlea Primary School

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