

The Approach to Remote Learning at QEGS

Following the first lockdown in the Spring Term of 2020, the **Education Endowment Foundation** commissioned research into the approaches used by schools during the period of closure. They had five key findings.

1 **Teaching quality is more important than how lessons are delivered.**

During both the first closure, and the current lockdown, we are committed to delivering 'high quality' learning rather than learning delivered in a particular way. We have increased and developed our use of 'live lessons', but we are still keen to promote the quality of learning, which does mean using varied methods of delivery just as we would in school.

2 **Ensuring access to technology is key, particularly for disadvantaged pupils.**

As a school we have done everything possible to support access to technology for our students. This has gone as far as lending out equipment that is normally used in classrooms to students who need it. Staff have delivered laptops to families, and the network support we have offered has been exceptional. The introduction of Edulink as a single point of reference was driven by feedback from parents and students earlier in the pandemic. The accessibility of this platform from mobile devices and from the web has offered much easier access to school work for all.

3 **Peer interactions can provide motivation and improve learning outcomes.**

As we develop our use of Teams and Zoom, more and more interactions are possible. The introduction of video in many lessons will increase this further in the weeks to come. The use of 'break out rooms' in Teams will allow students to interact in smaller groups within online lessons.

4 **Supporting pupils to work independently can improve learning outcomes.**

Fostering independence during the periods of school closure has been a fundamental in what we have tried to do at QEGS. We have offered a choice of activities in some subjects, and many of the tasks set have been longer projects designed to encourage students to develop their ability to work independently. This again is something that can only be achieved through providing a mix of delivery methods.

5 **Different approaches to remote learning suit different types of content and pupils.**

Whilst the trend among many schools is to deliver everything via 'Zoom' (or similar) we believe that different subjects are best delivered in different ways. Some subjects would simply not work in a Zoom style format. As an example art, music, and DT can all be delivered in more productive ways, although at times 'live teaching' does offer us chance to develop certain parts of the curriculum. Our efforts also try to account for a range of learners. Whilst some thrive on 'live online learning', others prefer to be set a task on which they can focus as an individual. Our job has been to support all students whilst school has been closed.

Finally, we recognise that regardless of how effective any one method of online delivery might be, the same method cannot be used all of the time. This will inevitably lead to boredom and a lack of engagement. In a normal school day students will get a variety of teaching styles, and a mix of delivery methods. Across a term in any one subject, staff will vary the tasks, approaches, and methods of delivery, we know that providing a similar mix of learning in the online world is just as important.