Remote Learning - the strategic oversight
of governance in 2021

4th February 2021

better governor

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The aims of today's session:

to clarify what is meant by remote learning and the expectations of government;

to understand the level of knowledge that those in governance *should* possess;

to explore the role of governance in securing appropriate strategic overview and accountability.

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Remote learning:

- is not new;

- is now expected of all age groups;

- does *not* mean online – it means *remote* from the school;

- is subject, for the most part, to expectations and *not* statute

Clarity from Ofsted:

Guidance
What's working well in remote education
Published 11 January 2021
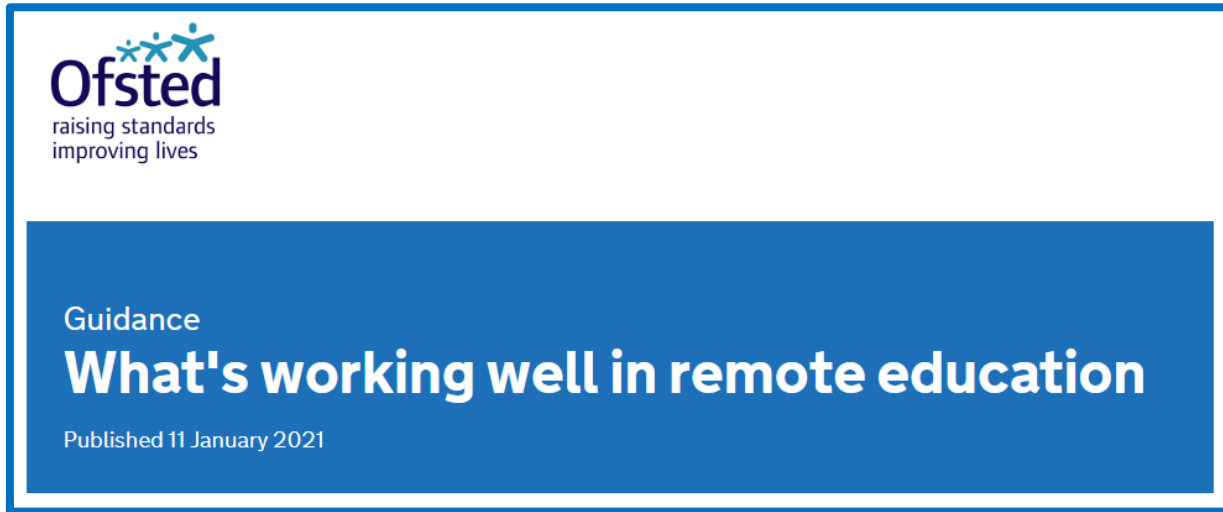
A broad term encompassing any learning that happens outside of the classroom, with the teacher not present in the same location as the pupils.

DfE Expectations:

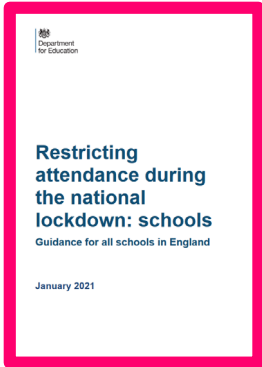**Restricting attendance during the national lockdown: schools**

Guidance for all schools in England

January 2021

- Replaces '*reopening of schools*' guidance

- *The temporary continuity direction makes it clear that schools have a duty to provide remote education for state-funded, school-age children*

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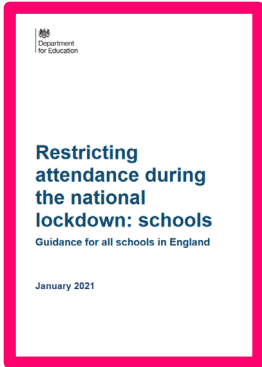
DfE Expectations:

The amount of remote education provided should be, as a minimum:

- Key Stage 1: 3 hours a day on average with less for younger children

- Key Stage 2: 4 hours a day

- Key Stages 3 and 4: 5 hours a day

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DfE Expectations:
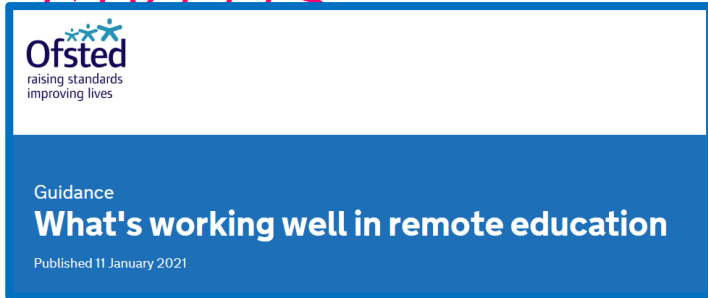
- teach a planned and well-sequenced curriculum;
- select a digital platform;
- overcome barriers to digital access for pupils;
- monitor engagement;
- SLT lead;
- publish on school website (by 25th Jan).

Restricting attendance during the national lockdown: schools
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Ofsted – Remote learning '*Common Myths*'

Ofsted
raising standards
improving lives

Guidance
What's working well in remote education
Published 11 January 2021

'None of these things are necessarily true.'

- Remote education is fundamentally different to other forms of teaching/learning

- The best forms of remote education are digital

- The best way to deliver is through live lessons

- The most important thing is pupils'

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Research Evidence

- 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 pupils

Latest Research Evidence (

Impact of March 2020 lockdown on KS1:

- pupils have **significantly lower achievement in both reading and maths** as a likely result of missed learning;
- **large and concerning attainment gap** between disadvantaged pupils and non-disadvantaged pupils.

Remote Learning – governors need

- it is happening;
- how it is being delivered, in broad terms;
- pupils have access to appropriate technology;
- the curriculum is as broad and balanced as possible and meets all needs inc. SEND;
- pupils are engaging;
- learning is being assessed & progress monitored;
- Safeguarding considerations are embraced.

What governors *don't* need to know!

- The detailed content of the curriculum.
- What is taught in each year group.
- The curriculum plan f~~~~ term/yea~~~~
- The tr~~~~

Governance over view is strategic – we are *not* expected to be experts on curriculum content or delivery

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Teacher workload questions

- How have staff been impacted by Covid?
- Are teachers teaching in school *and* providing remote learning?
- Have marking expectations been reviewed?
- How are support staff being deployed?
- Has cpd been provided on remote platform?

Evolving Governance

Governance needs to be informed on Remote Learning and other strategic aspects of school provision and performance but we can reduce impact on workload by:

- Reading all papers and previous minutes

- Researching

- Reflecting on what we already know

- Limiting questions to strategic

Evolving Governance:

- ensure I use these guides to inform and develop individual knowledge within my board;

- use as recruitment and induction resources;

- use with other tools to inform/support review of board structures and delegation;

- encourage the clerk to utilise as a practical, first- level tool for advice and guidance;

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Any further questions?

Further information

- DfE Guidance
  https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/952443/210114_School_national_restrictions_guidance_FINAL_14012021.pdf
- Ofsted
  https://www.gov.uk/government/news/ofsted-publishes-short-guide-to-what-works-well-in-remote-education
- Education Endowment Foundation
  https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely/
- NFER

  https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Impact_of_school_closures_KS1_interim_findings_paper_-_Jan_2021.pdf

What you need to know, when you need to know it

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