Remote learning protocols

For synchronous lessons and asynchronous recordings

1. Planning for remote learning

Planning:

- How are you planning for your students to be supported and challenged in this remote learning activity?
- How is student data used to inform planning and to ensure inclusivity for all?
- Where does this learning activity fit in the students' learning journey - do they know?

Student access:

- Do all students have the necessary skills to learn remotely?
- Can all students access the technology and resources necessary for learning to happen?
- How do you ensure that students who can't access the planned learning are still able to learn?

2. Managing remote learning

Expectations:

- Do students know what is expected of them when working online
  - eg1 - in a synchronous lesson - do they know the protocols when asking for help, mute facilities, sharing desktop and use of the chat box?
  - eg2 – in an asynchronous recording – is it clear what students are meant to be doing at each stage of the recording?
- How do you aim to ensure student behaviour is respectful and professional?
- How do you foster a sense of community within and between your students?
- How do your students know what they must do and by when?

Safeguarding:

- How are students made to feel safe and secure when working online?
- Are you sure students know how to report any issues or concerns?

3. Communication

- Are your explanations and instructions well-structured and easy to understand:
  - During a synchronous lesson?
  - In an asynchronous recording?
- How do you know students understand what has been asked of them? How will you check in with them?
- How will you ensure that the communication of your students, is clear - speaking and listening?

4. Knowledge and skill development

Knowledge:

- How do students know where this learning activity links from prior and to future learning?
- What activities are students asked to do to build their knowledge and consolidate learning?

- How do you ensure cognitive overload is avoided?

Skills:

- How are students provided with the opportunity to develop their subject specific skills?
- How are students provided with the opportunity to develop and wider skills including literacy and numeracy?
- How are students provided with the opportunity to develop meta-cognition?
- How are students encouraged to participate in independent study?

5. Feedback, assessment and progress

AfI:

- What scaffolding and modelling activities do students experience to support their learning?
- How do you use questioning strategies to check and promote learning?
- In synchronous lessons how do you invite and manage students' verbal and text-based questions?
- In an asynchronous recording do students know where to go if they get stuck?
- How is formative assessment including homework used to promote progress?
- How is feedback given to individuals?
- Did students achieve the intended learning outcomes?

Progress:

- How do you know if your students are making expected progress?
- How do students know what they are doing well?
- How do students know what they need to do to improve?