

THE CASE FOR RECORDED TEACHER INPUT FOR REMOTE LEARNING

Information for Parents

Research Findings

According to the Education Endowment Fund's evidence review, there is "no clear difference between teaching in real time ('synchronous teaching') and alternatives...ensuring the elements of effective teaching are present – for example clear explanations, scaffolding and feedback – *is more important* than how or when they are provided."

Routines for learning are very important in remote learning circumstances.

Online lessons are not always desirable for primary children as the Teacher-Pupil interaction is not easily replicated.

Teaching through 'Live' Video in Real Time

Practical considerations:

- It is unsustainable for Teachers who are also spending a full day teaching in the classroom (if live online tuition follows best practice, 2 members of staff should be involved)
- Trying to teach via a video link supports a more didactic approach to education that is not in line with our Trust's vision for teaching and learning

Engagement of All

- Many households have a limited number of devices (often sharing with a parent working from home) so live broadcasts will be missed by children who don't have access at specific times of the day
- Parents who are supporting their children with learning at home need flexibility in timetabling the day
- Some children are naturally not as willing to engage on live sessions due to shyness or embarrassment. A live video lesson environment does not provide a level playing field

Behaviour for Learning

- Behaviour for learning of a class when they are all live on video, but not in the same room as each other, can be challenging - each child works at a different pace

Pre-recorded is Best

Recorded Teacher videos can be very effective and don't present the same problems identified above.

Bear in mind that research on attention span and cognitive overload shows an absolute maximum engagement time of 20 minutes with primary aged children.



Recorded inputs:

- have no Safeguarding issues, provided staff follow recording protocols
- can be watched several times if need be - they can be paused when longer time is needed (e.g. to understand a concept or sharpen a broken pencil!)
- enable learning opportunities to be organised for times of day that fit in with family needs, therefore reducing stress
- can still be used alongside personal social interaction/feedback, maintained through SeeSaw, Marvellous Me, Class Dojo, Tapestry, phone calls or Class Catch-Up time
- can be adapted for the next day in light of children's learning and progress
- are more readily facilitated by another Teacher or LSA if the class Teacher is unwell. Live sessions are not.

In Summary

Recorded lessons may be edited for content, can be recorded whenever suits the Teacher, watched whenever it suits the pupil, and they are permanent, so can be watched again and again.

For primary school children, by far the most effective are bite-sized chunks of learning *in a variety of formats*. Recorded sessions prepared by organisations beyond the academy are also of great value e.g. Oak Academy, White Rose etc.

