Rationale for NDHS e-learning strategy

Our approach to e-learning is a balance between:

- **'what evidence suggests are the best bets for effective remote teaching'**
- **Safeguarding regulations** and
- **'a phased and sustainable approach for pupils, teachers and parents'**

What evidence suggests are the best bets for effective remote teaching
Research evidence provides 'best bets' for how to approach challenges in education, but does not represent a 'silver bullet' or give 'one size fits all' answers. Our partners the Education Endowment Foundation (EEF) have published a review of the [most reliable evidence specific to remote teaching](). Here is how our strategy aligns with that evidence:

Key finding	Aligned aspects of NDHS e-learning strategy
Teaching quality is more important than how lessons are delivered: - no clear difference, from research and in terms of impact on learning, between teaching in real time ("synchronous aka live teaching") and alternatives ("asynchronous teaching"). - For example, teachers might explain a new idea live or in a pre-recorded video, but what matters most is whether the explanation builds clearly on pupils' prior learning or how pupils' understanding is subsequently assessed.	**Our strategy**, known as 'what makes great *remote* teaching at NDHS', **prioritises**: - High quality explanations of new information. - Assessing learning via google quizzes, assignments and other suitable resources which we can align to our Curriculum.
	We recognise that **relationships are key**: - We have developed training for staff on recording themselves when delivering explanations, as we recognise this aids a sense of 'connected-ness'. - Recorded explanations by teachers are not an expectation, as there will often be high quality alternatives already available which align with our curriculum. Teachers will use their professional judgement in creating recording where this is not the case.
Peer interactions can provide motivation and improve learning outcomes	We have form group google classrooms in which a sense of togetherness can be maintained. Live sessions will also create a sense of participation and group involvement.
Supporting pupils to work independently can improve learning outcomes	Our remote teaching strategy is therefore also focussed on ensuring that: - pupils have all the resources they need in order to complete work set. - resources also include items that aid pupils when they can stuck: e.g. checklists. - all work can be either self-marked using answers provided, or teacher-assessed with whole-class feedback given.

Safeguarding regulations

You may have seen calls in the media for schools to offer 'live teaching' over video conferencing. Part of our reason for not offering live sessions back in summer 2020, aside from the evidence (above) and sustainability (below), was a safeguarding concern.

During the summer 2020 we were able to pilot a parent-pupil 'live teaching' protocol, which we now feel addresses our earlier safety concerns.

Sustainability
Everyone wants our young people in school, and yet we face an unknown period of time until 'normality' returns. Ensuring that, when required, we can sustainably deliver remote provision is crucial during this time. Our strategy for e-learning aims to be sustainable for:

- **Pupils and Parents:**
    - by delivering content in weekly chunks, with total working hours planned to be realistic for pupils working at home:
        - A majority of this work will delivered though **asynschronous teaching**, with activities posted via Google classrooms. This creates the necessary flexibility for pupils, parents and teachers as to when work in a given week is completed;
        - A minority of this work will be delivered through **live sessions** in certain subjects. Such sessions will occur within existing school timetable slots for those subjects. Use of live sessions will represent a minority of the weekly in order to ensure a balance in terms of accessibility, flexibility and sustainability.
    - by offering a 'streamlined' model for Years 7 to 9. We recognise that the total volume of work being set can overwhelm younger pupils particularly. We will therefore focus the full extent of our strategy – notably teacher assessment and feedback –on only certain subjects. In the other subjects, we will direct pupils towards suitable activities to provide cultural capital, whilst continuing to encourage healthy lifestyles.

- **Teachers:** adapting lessons and resources for remote teaching creates additional workload for teachers, which we need to carefully manage as a school so as to serve the need of our pupils.

The ongoing review and evaluation
We will (continue to) periodically evaluate our e-learning strategy, taking into account new evidence as it emerges, our overall capacity to deliver and the views of everyone in our community. This includes our position regarding 'live teaching'.

We recognise that this means ensuring that e-learning provision must be coherent with any on site provision, to cater for the possibility of all following scenarios running at the same time:

- Pupils attending school full-time;
- Pupils attending school part-time, as well as learning remotely part-time;
- Pupils not attending school and so entirely reliant on learning remotely.