



Pre-recorded Remote learning Rationale

Our starting point for remote learning was always, 'What has the most educational benefit?'

Since September 2020 the staff at SFA have dedicated much of their INSET time to researching and honing a purposeful remote learning approach. Our work was based on a number of factors with the aim of ensuring what would allow for the greatest holistic educational experience if students had to work remotely again. Our aim is to leave nothing to chance and we were certain that we would be ready to mobilise in the event of another national lockdown.

Live lessons were extensively researched and there is no doubt that they might 'feel' like the right thing to do, but beneath the surface there are issues. For example, safeguarding concerns, the variability of cameras on/off and microphones being on/off, accessibility concerns where there may be multiple people online in one household and the broadband may not be able to cope, or the hardware being shared in a household and only one student therefore being able to access what is live.

When researching pre-recorded lessons, we deduced that it allowed many of the barriers to be broken down and this is why we take this approach and I have bullet pointed below a number of the reasons:

- We set Tasks on Firefly but this is just the title of what is set. In fact, we set pre-recorded phases of the learning which are supplemented by the knowledge rich workbooks. We do not just set 'activities', we set rich explanations and learning.
- Pre-recording means that staff can purposely script expert information and record demonstrations and model work that could not be done live. Using our Visualisers, teachers can show worked examples which would not be done live.
- We are committed to cutting back on screen time which is not physically or mentally good for young people and is not representative of their normal school day. Instead, our approach encourages some screen time and then working in the supplementary workbook.
- We want students to be able to digest the important information at a pace that works for them. Our approach means that students can pause the learning, rewind it, relisten to it, revisit whenever and then progress.
- We are very conscious that in any household there may be acute pressures on people's broadband and on the physical devices if there are multiple siblings and parents working at home. Our approach means that siblings can access the work at a time that works for their household. If there are only two devices in a house but three students, we don't want anyone to be in a situation where they miss out on live learning. We instead have a system that is always accessible and removes the pressure that you could be there.

- With pre- recorded learning we can quality assure what our teachers deliver. We are checking daily the diet that students are receiving, and where there is a query we can coach as appropriate.
- We do follow up with students who are not engaging with work the same day and we use the Firefly system as a roll call daily and students submit work for us to assess progress via quizzes, homework and assessed pieces.

In delivering a holistic experience we have assessment points, students can ask questions of staff linked to a specific lesson on the Firefly platform, we upload daily faith activities, extra-curricular challenges, daily mental health resources, are heavily promoting rewards, are sending birthday cards to anyone celebrating their birthday during lockdown and making weekly calls to every household for personalised interaction.

Our methods are always under review and will always be research and evidence based.

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