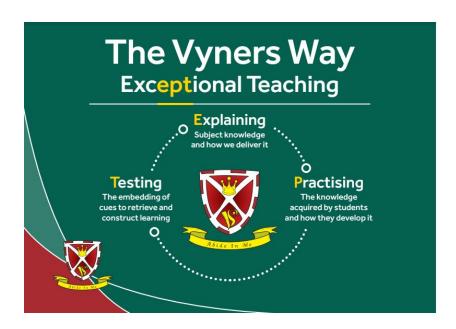
Vyners Rationale for Live Content

There are always going to be mixed responses to the benefits of delivering all lessons live. We are aware that practice differs between schools and invariably parents will share their experiences and wonder why we are not delivering live lessons in every lesson. We firmly believe in research based practice and our decision to deliver our remote learning strategy has been well considered and reflects our teaching and learning model of EPT; Explain, Practice, Test.



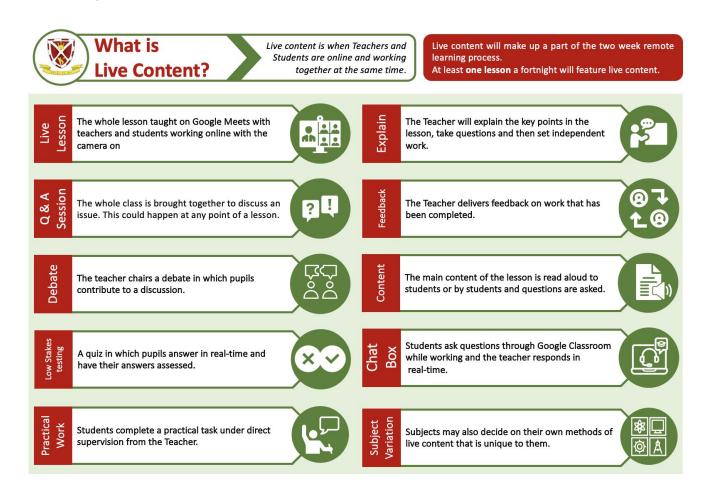
Our Policy

- Lessons will be set on Google classroom, following the Scheme of Learning and Curriculum.
- A plan for two weeks of learning will be shared.
- A range of activities will be used.
- At least one of those lessons will feature live content.
- Assessments will happen in line with Curriculum and Assessment Maps
- Pupil progress will be reviewed at the end of the two week cycle and a new plan will be sent for the next two weeks of learning.

We have taken the decision to use the approach to live content because

- The Government requirement is for 5 hours of remote learning provided every day
- Evidence from the <u>Education Endowment Foundation</u> shows that teaching quality is more important than how lessons are delivered and that there is no evidence live lessons are more beneficial to the learning of students.
- Their findings showed that the quality of learning was more important than how it was
 delivered. That is why teachers have spent time on their Blended Learning Plan which will be
 shared with students at the start of the remote learning process.
- It allows for maximising the potential of a range of remote learning opportunities that ensure explanations, scaffolding and feedback are of high quality.
- The use of video and audio recording software means that teacher explanation and instruction can be paused, repeated and rewound to improve student understanding.
- Interaction and collaboration between students can be facilitated through set tasks.

- Vyners teachers will also be available at lesson times to answer any questions which arise.
- Students will respond to the method of delivery in different ways. Whilst some students will
 prefer live lessons others will find it difficult. The variety of delivery ensures that no student is
 excluded in the learning process.
- If staff are off ill or test positive for Covid-19, we can still provide a lesson from other members of the staff team, rather than students missing out.
- Ofsted say live lessons have a number of advantages, such as making it easier to align the
 curriculum and keeping students' attention, however they acknowledge that live lessons can
 make it hard to build in interaction and flexibility which means feedback can be less effective
 than using recorded segments followed by interactive tasks. In short Ofsted do not feel that
 live lessons are the gold standard but advocate the variety of delivery methods that our
 rationale presents.



Live content is still mandatory in our practice for all classes and students will not go two weeks without live content.