



SLF statement on remote education

All SLF schools are committed to delivering the highest possible standard of remote education they can for their students.

We are united in our understanding that a combination of different experiences for students is best. These experiences include pre recorded lessons, set tasks to be done away from the computer screen, commercially produced material and live lessons to name but a few.

This approach is supported by the latest Ofsted report into remote learning which takes pains to bust several myths, including the emphasis on live lessons:

“Live lessons aren’t always best

Some think that a live lesson is the ‘gold standard’ of remote education. This isn’t necessarily the case. Live lessons have a lot of advantages. They can make curriculum alignment easier, and can keep pupils’ attention, not least as the teacher has more control over the learning environment. But live lessons are not always more effective than asynchronous approaches.” (Ofsted : What’s Working Well in Remote Education” January 11 2021)

Media reporting, and statements in Westminster that suggest anything other than live lessons is not good enough, have led to some misunderstanding of what good remote provision is and schools are having to deal with a range of views on this from their communities, especially, but not exclusively, around the issue of live lessons.

It is important for parents to understand that each school in the SLF is dealing with its own unique context and this makes comparisons between our schools unhelpful. Factors affecting the combination of remote learning experiences a school can provide include:

- the numbers of children attending school each day – this ranges from single figures to 200+ depending on levels of vulnerability, critical worker numbers and school capacity. In some schools staff can be wholly focussed on remote provision, in others teachers are having to supervise students in school for substantial parts of their working week.
- the digital access issues in the community – some areas have better connectivity and less digital poverty than others. Schools with higher levels of digital poverty cannot rely on live lessons to the same extent as schools with digitally advantaged students.
- the capacity of staff which can vary from school to school based on health issues, caring responsibilities and the availability of childcare for younger children

Should parents have any concerns about the provision on offer at their child’s school then they of course need to contact the school to discuss them, but it is important to avoid making comparisons with other schools whose contexts will be quite different.