

READY YET STEADY...

For primary settings looking to improve their remote education provision, key choices need to be made to keep matters accessible and realistic for your diverse range of family and tech-access circumstances.

While it's useful to be allocated a Microsoft or Google account, that doesn't mean all children should use the online platforms suggested by these major tech players - or use lengthy, typed, prohibitive logins. Many of the youngest children will find QR codes an easier route for streamlined access.



EdTech Demonstrator Programme

ENGAGE

Use recorded audio or video in your provision - an impressive, personalising touch that engages a school community.

Do consider: surveys to understand tech access at home; a balance between on-screen and print; on-demand lessons that are complemented with live contact; realistic feedback approaches that work for all.



REMOTE EDUCATION FOR PRIMARY SETTINGS

TIMELY USE

Do use pre-existing resources such as the National Oak Academy and BBC Bitesize as needed: one off children who isolate or immediate closures need swift, simple resourcing.

STAY SAFE

Live video contact will always be vulnerable to safeguarding concerns. Do: always have a second member of staff included; set and maintain clear expectations for children and relatives; be prepared with actions in case something goes wrong; use any limiting features built into your chosen platform.

PICK YOUR PLATFORM(S) CAREFULLY

Different age groups will probably require a different platform: requirements for Reception children are very different to Key Stage 2.

Consider the options carefully and always ask: **will parents and children find the system as easy to use as possible?**

EXPLORE

Teachers may wish to explore other EdTech tools to add additional learning experiences to your provision.

Don't shy away from such opportunities to inject variety and fun into the learning.

Seesaw

