



# Learning during Lockdown

Spring 2021

*Getting the most out of remote!*

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## Our main aim:

**For quality-first remote education to align as closely as possible with our in-school provision in allowing learners to continue mastering the curriculum and make good progress**

## Mode of online delivery:

Research conducted in assessing the short, medium and long-term impact of school closures in the spring of 2020 consistently highlights that while some young people experienced few (if any) difficulties at all in adapting to the demands of home learning, others did not fare so well, both academically and in terms of mental health. Both students and parents have voiced very clearly that meaningful contact with teaching staff made a tremendous difference in going some way to mitigate the impact of school closure. With this in mind, live lessons through Google Meet is our preferred mode of delivery wherever this is possible. **Thank you** very much for the high-quality, live lessons that you have been delivering to date!

Please continue to use the 'stream' in Google Classroom to provide students with the **Meet code** that they will need in order to access live lessons. Certain devices that they may use from home do not allow them to simply click on the permanent link.

Where a live lesson is not delivered, please ensure that work sufficient to cover the duration of the lesson is posted on Google Classroom **in time for the start of the lesson**. The stream is a useful means of communicating to students here.

Please continue to **log attendance** to online lessons. Where these are delivered from school, SIMS can be used directly. From home, please use the SIMS App.

Remember, the usual **safeguarding** processes remain at the heart of remote, live learning. If you have any concerns, please do log these on CPOMS.

## Internet etiquette:

The virtual classroom ought to mirror traditional, bricks & mortar classrooms as much as they possibly can. This is captured in the phrase '**dissolving the screen**'. Establishing clear protocols with each class is an essential component in ensuring that live, online teaching and learning are successful and as stress free as possible! Online classrooms which demonstrate great practice in this way are uncompromising in insisting upon etiquette. This might include:

**\*Welcoming students to the room.** Let's not underestimate the positive, 'can-do' vibe that is created among learners in the virtual classroom when they feel that their teacher is pleased to see them! This helps to set a positive tone, underpinning the learning that takes place and helps to promote engagement in learners.

\*Clarifying with students as to whether cameras/microphones must be switched on, and how they will go about informing you of any difficulties that they have in this way, is important. Explaining to students that, in the absence of face-to-face teaching, how essential it is that you can see/hear from them, especially in helping to inform your ability to monitor progress and gauge pace and learning, can be warmly received as students are reminded that we are in this together through these difficult circumstances.

\*Reminding students that **punctuality to live lessons** is expected, just as it is to traditional, face-to-face lessons.

\*Establishing **clear ground rules** as to how the 'chat' function is to be used, is worth re-enforcing every lesson. You have control over whether this is enabled/disabled throughout different points in the lesson.

\*Reminding students that you not only **expect**, but that you all very much **need**, them to be forthcoming in contributing to the flow of the lesson, is important. Providing a choice as to whether learners should 'un-mute' or use the 'chat' function reminds them that they can use whichever facility they feel most comfortable with, but that they must use one or the other. When using target-questioning, remember to leave additional '**wait time**' in between asking a question and receiving a response. Students take time to type; don't be afraid of silent intervals and stand firm in waiting for a response and resist the temptation to fill silent voids yourself. Recognising effort in acknowledging each response that flows through the 'chat' can be a great motivator and can encourage less forthcoming learners to take part.

\*Making it clear to the group that poor behaviour/disruption will be followed up using the **school behaviour management policy** can serve as a reminder to those who might otherwise do exactly these things, not to bother. Remember that it is possible for you to remove a student from the room, but be sure to follow this up by contacting the parent when possible and keep the Head of Department in the loop.

\*Building in a little time towards the end of the lesson to take final questions, or to acknowledge the progress made and how good it has been to see the class, ensures that the lesson ends on a positive note. Continuing to nurture healthy, positive teacher/student relationships in this way can help maintain momentum and an enthusiasm in learners to join promptly next time.



## Quality-first Teaching & Learning via the virtual classroom:

Quality-first remote learning experiences are activated with the end in mind! Our resolve to ensure that every single one of our learners thrives in their progress and attainment outcomes begins with an approach to planning that allows learners access to **meaningful** and **ambitious** work in all of their subject areas. As per DfE guidelines, *long-term project work and internet research activities should not be overly relied upon.*

The very best virtual classrooms model themselves on what quality-first, face-to-face instruction delivers. The **sequencing** underpinning the delivery of teaching and learning across the curriculum may need to be **appropriately adapted** to enable remote learning to be effective, but it should not need to fundamentally change.

Curriculum teams should reflect upon and identify where **appropriate alterations** to their sequences of learning **might**, and **can**, take place, but with a view in mind to enabling students to fully complete their learning journey in a way that minimises the impact that school closure might have. Effective remote learning should seek to seamlessly link 'pre' and 'post' lock-down classroom experiences; **the journey should be smooth.**

Quality-first remote learning seeks to provide a personalised experience to each learner as they study from home. Curriculum teams should ensure that planning carefully considers the difficulties that younger learners, and those with **SEND**, might experience in attempting to complete work without adult support. This will help to minimise the risk of progress gaps emerging and widening.

Depending on the length of a lock-down experience, curriculum teams may need to consider what the **priority areas** in what is taught and learnt are, as well as what is most/least appropriate for students working remotely to cover. Considering how any gaps in knowledge and skills are identified and tackled once back in the classroom, should continue to be planned carefully (see **'Gauging the Miles:** <P:\Staff Resources\LEARNING TEACHING & ASSESSMENT\Blended Learning\Gauging the Miles.docx>)

Students' recognition of how what they are learning remotely links to what they have covered previously, and what is to come next, are key to ensuring **continuity** in **progress over time.**



## Structuring the online lesson

suggestion

Teach

5 minutes – welcome, register and reminder of online etiquette
25 minutes – direct instruction, modelling, guided practice
20 minutes – independent work, deliberate practice, application of knowledge/skills
10 minutes – reflection, review, submission of work, questions/queries

Live, on-line teaching could begin with a thoughtful **review** of what students learnt previously. Can learners 'connect the dots'? How will you know that they can/cannot do? How will this guide what is covered today?

New material should be introduced in small, **sequential steps**, with a range of appropriate examples **modelled** along the way. Learners should be absolutely clear about what they must **know** and what they must be able to **fluently do**. Open-ended, closed-ended, high and low-order questions should be used to keep students participating and most importantly **thinking** and **learning**. This is particularly crucial in preventing students from passively observing live, on-line lessons, rather than actively engaging in them! Gauging how well learners **progress through the curriculum** is fundamental here.

Considered use of resources can help spark interest, promote deep thinking and secure learning in **long-term memory**. Images, clips, extracts of text and diagrams are obvious winners if used in an engaging way. 'Breakout rooms' and the online 'chat' function can also serve as useful tools. Always keep the question '**what do I want the students to get from this?**' in mind so that time is used productively to promote learning.

Might pairs or groups of students take the lead in on-line lessons by explaining and prompting discussion of work that they have collaboratively produced via google files including Docs and Slides? The 'share' function of such features can help to enable students to work together on the same document very effectively, possibly during the live lesson itself!

**Application** of knowledge and skills in addressing increasingly complex problems is fundamental. How might time during live on-line lessons be spent allowing students to participate in examples of **guided practice**? How might this then take students forward in enabling **deliberate practice** to occur in developing **fluency**? Providing students with structured **opportunities to write** remains key during periods of remote, computer-based learning, where this can all too easily be missed.

### SEND learners:

**Adaptive teaching** (or differentiation where this is required) during remote learning experiences will help to ensure that progress and attainment outcomes for SEND learners remain ambitious and achievable. Google

Classroom can allow teachers to post work to individuals or groups of learners, therefore enabling instructions, resources and tasks to be adapted and modified accordingly. Posting work to the class could be followed by the 'reuse post' option selecting essentially the same work, but with the ability to suitably edit this.

### Assessing progress:

Assess

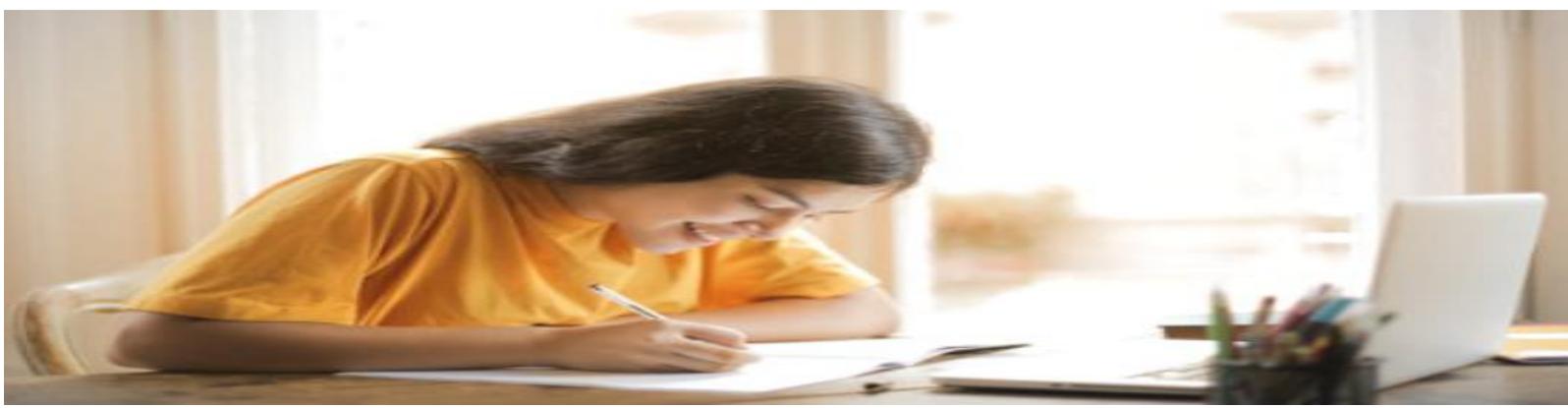
Effectively '**gauging the miles**' in what students have actually **learnt** during lock-down experiences forms our ultimate criteria of success in what has been planned and taught. Effective use of assessment can help to secure this aim.

**Questioning** is an extremely useful live, remote learning tool. The 'chat' or 'microphone' function are obvious features here. Remember to consider the following when thinking about your use of questioning:

- how can each question provide evidence of learning, rather than remembering?
- how can **challenge** be built into the questions that are asked?
- can a question be answered correctly by mistake?! How can this be avoided?
- can a question prompt students to recognise the **interleaving** of their learning?
- how might the response I get be used as the basis for the next question? And the next?
- have I provided enough of a foundation of knowledge to ask this question?
- do students' responses provide an **evidence base** in allowing me to confidently push on?
- does this question promote learning as well as stimulate thinking?

Written and verbal feedback can be just as effective via remote learning delivery as it is in face-to-face classrooms. Curriculum teams should continue to follow their agreed protocols for providing students with teacher assessed feedback. Opportunities for students to **think** and **reflect** upon the feedback they receive, before working to **improve** upon it, should continue to be provided in exactly the same way as they would be in classrooms. The use of online features such as Mote may well be a useful substitute for teacher written feedback. Feedback must ultimately allow students and staff to recognise what learners do and don't yet know; what they can and can't yet do. **Adjusting pace** in response to feedback is critical in ensuring that learners across the ability range do not stagnate. The main principles which underpin **adaptive teaching** apply to remote learning experiences in exactly the same way that they do in classrooms.

Curriculum leads will work with you in deciding what core, written assessment will take place during this period of lockdown, and how students should complete and submit this work. An agreed protocol for feedback and DIRT will also be discussed in your teams.



## Homework:

Please continue to plan and set homework for learners during this period of lockdown. Striking the balance in allowing learners to progress through homework without adding to your own workload is crucial, however. The four Rs should continue to underpin what is set:

**Reading Research Revision Re-call**

Be careful to avoid requesting that all homework is submitted to you! While there is certainly a place for this with regards to key pieces of work, homework tasks might involve students:

*Preparing for a re-call style, low-stakes test at the start of the next lesson...*

*Drawing upon some investigative work that they have completed as a means of summarising what has been covered so far, or as a means of instigating what learning will take place next...*

*Highlighting 5 key points from a source of text that particularly stood out to them as significant in underpinning the topic area that is currently being explored. This provides a great spring-board for discussion...*

The key here is that students see the **value** in what they have been asked to do; they can see how their homework has helped to inform the delivery of the next lesson. Strong homework deepens thinking, extends and builds upon existing knowledge and in placing the onus on the learner, avoids adding to your own workload!

