Remote Learning Guide

January 2021

Rationale

This guide has been developed because …

- Our pupils deserve quality first teaching, both face to face and remotely.
- We believe in delivering consistent, quality, equitable online learning experiences that enables pupil progress.
- We aim to minimise disruption and sense of loss through continuing delivery of our whole curriculum and providing opportunities for students to interact with their teacher and one another.
- We want to support staff with the development of high quality learning experiences, by adapting our expectations from researched principles.

According to the Ofsted Report, Jan 2021 these myths exist about remote learning:

"Remote education is fundamentally different to other forms of teaching/learning."

"Remote education is a different curriculum/offer to the content that would be delivered normally."

"The best forms of remote education are digital."

"The best way to deliver remote education is always through live lessons."

"The most important thing is pupils' engagement."

Remote Learning Expectations: Delivery

1. Staff provide at least 1 instance of direct instruction per week for each class they're responsible for. This may be delivered live, or be pre-recorded.
   - Live lessons must be recorded and posted for pupils to access later.
   - Direct instruction should either introduce a new concept and prepare pupils for blended activities, or consolidate pupil understanding.
   - Instruction must have appropriate scaffolds.

2. Departments to use a blended approach, or mixed model, that is appropriate for their curriculum delivery, so that learning is considerate of the amount of screen time/technological access for pupils.
   - Example – setting tasks that involve working on paper and/or engaging in other mediums than watching a video lesson/working through a PPT.

3. New knowledge should be delivered through asynchronous methods (not live), and live interaction used for clarifying misconceptions, modelling, and making pupils feel part of the school community.

4. Optional enrichment/extension activities are to be included each week.

5. Teachers must be available online for pupils <u>at the start</u> of their timetabled lessons.
   - This excludes Fridays, which is dedicated to feedback.

Remote Learning Expectations: Curriculum

1. The curriculum will be scaled and adapted to ensure not too much new material is covered at once, and key building blocks are delivered, then assessed for understanding.

2. Pupils at KS3 will follow a reduced timetable – approx. 4 lessons / day.
   - **Please refer to the new timetables**

3. Pupils at KS4 will follow their normal timetable – 3 lessons / day.

4. Lessons are to be **inclusive** and **considerate** of technological, access, and time barriers for pupils.
   - 30 mins of instruction (50 min lesson); 1hr of instruction (100 min lesson)

5. No home learning activities* are to be set while remote learning is the main method of curriculum delivery.

6. Enrichment and extension activities that provide opportunities to extend the curriculum, or develop disciplinary learning in different ways are encouraged.

* This refers to curriculum based activities. You may wish to set tasks that get pupils out of the house, doing exercise or being creative – these kinds of tasks are encouraged

Remote Learning Expectations: Feedback

1. Fridays are to be used to read, acknowledge, mark, assess, celebrate and feedback to pupils regarding their learning.

2. Teachers should set independent activities and not deliver instruction on Fridays, _unless absolutely necessary_, to give them time and space to provide feedback to pupils.

3. Time saving devices are encouraged
   - Google Classroom comment banks and rubrics;
   - Google Forms self-marking quizzes;
   - dictation software such as 'Mote';
   - coded comment banks using 'Text blaze'

4. Teachers should publicly celebrate pupils' learning, effort and progress on their class streams and with HOYs.

Remote Learning Expectations: Behaviour

In live interactions, students should:

- Be muted at all times until asked to unmute by the teacher

- Be on time

- Have the correct screen name (their full name)

- Where appropriate, we encourage the use of cameras for safeguarding purposes, but understand that some pupils may not want to use them.

If at any point a student becomes disruptive or is not behaving correctly or has not done the above:

- Exit them from the classroom

- Log the behaviour on sims.

- Call the parent

- Log the call with a comment/date it was made onto the student tracker spreadsheet

Please remember, if you see anything that presents a safeguarding concern to you during a remote lesson, please always log on CPOMs and report to Marta Hotez if it is urgent.

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Further Guidance:

1. Ofsted's full report on what's working well in remote education is available to read HERE

2. There is no need to continue posting the link for students to register – registration, engagement and work completion data is now being collected behind the scenes.

3. If completing live teaching, please consider switching to using Zoom and make the Google Meet on your classrooms invisible. You can do this in the settings for each classroom.

When using zoom ensure you familiarise yourself with the settings:

-   Enable the waiting room function, so you start the video lesson on your terms.
-   Click the option to mute all participants on entry to the zoom meet.
-   Use the options during a meeting to stop students from annotating or sharing their screen
-   Turn off the chat functions.

If using google meets:

-   Be the first person in the meeting to have control over the settings.
-   Do not share the meeting code with students until you are already logged into it.

Tips for Successful Remote Learning:
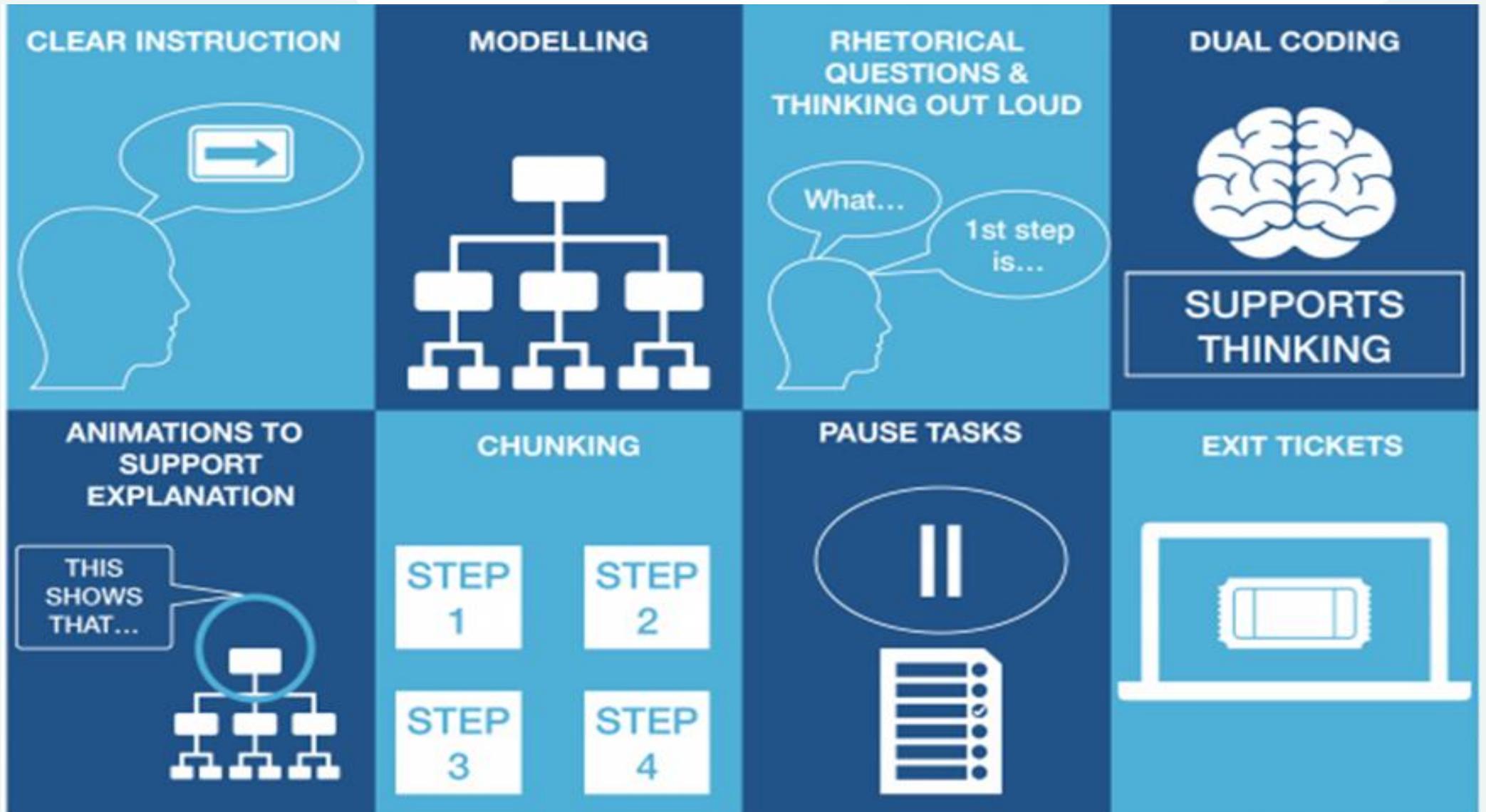
Checklist for Live/Recorded Lessons:

- Slides are not content heavy
- Teacher's pitch is clear and concise
- Teacher makes clear connections from previous learning and future learning
- Teacher does not talk for too long
- Teacher models key concepts with clear explanations using animations if necessary
- Teacher asks big questions rhetorically and thinks out loud demonstrating the thinking of an expert
- Pause tasks are focused on recalling of content and thinking about meaning, not overcomplicated tasks
- Pause tasks have appropriate scaffolds for pupils
- Opportunities are created for peer-peer interaction

Planning and Delivering Remote Learning
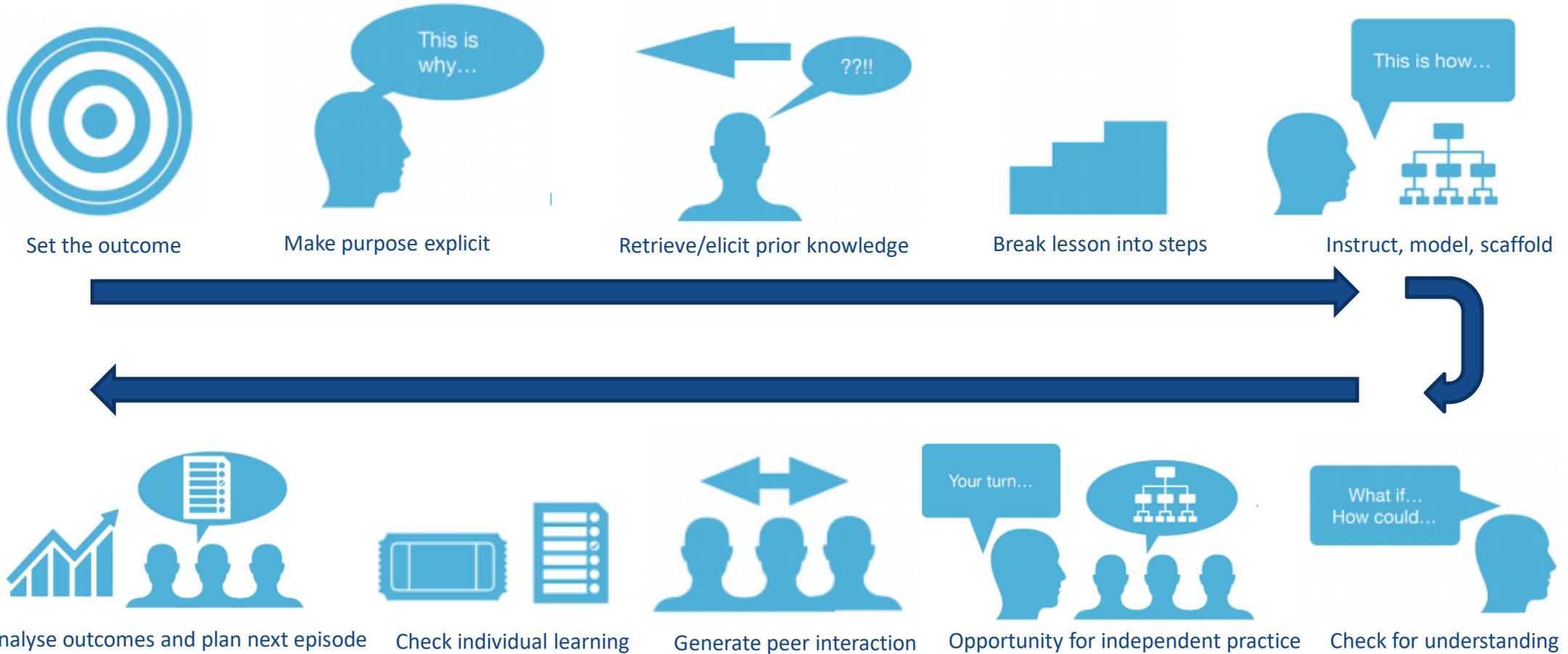
Useful questions to ask when planning:

- Can I follow the flow of the lesson easily?

- Have I made the students think about the learning?

- Are the pause tasks simple to follow, modelled and scaffolded appropriately?

- Have I made it clear after the pause tasks why it was correct or wrong?

- Has the relevance of the learning been made clear by linking to prior learning and/or future learning?

- Does the learning to be submitted as evidence assess accurately the learning from the session?

BEST PRACTICES FOR TEACHING ONLINE

INSTRUCTOR PRESENCE

Establish teaching presence early & often:

- Post announcements, appear on video, & participate in discussions
- Show your personality, passion & expertise

CLEAR EXPECTATIONS

Help students dive straight into the content by providing them with:

- Detailed syllabus
- Due dates & schedule
- Clear assignment directions

LEARNING OBJECTIVES

Alignment matters! Be sure that:

- Course content aligns with objectives & assessments
- Extra content not directly supporting the learning objectives is removed or made optional

REAL WORLD APPLICATIONS

Motivate students by making a real world connection:

- Show students how they will apply what they are learning

PROMPT FEEDBACK

Provide feedback to improve student outcomes:

- Reinforce important materials, concepts, and skills
- Provide timely feedback students can apply during the course

TEACH FOR ONLINE STUDENTS

Orient students to the online course:

- Break learning into smaller chunks. Establish a pattern of activity & due dates
- Describe expectations for online participation, communication & netiquette
- Provide technical support information
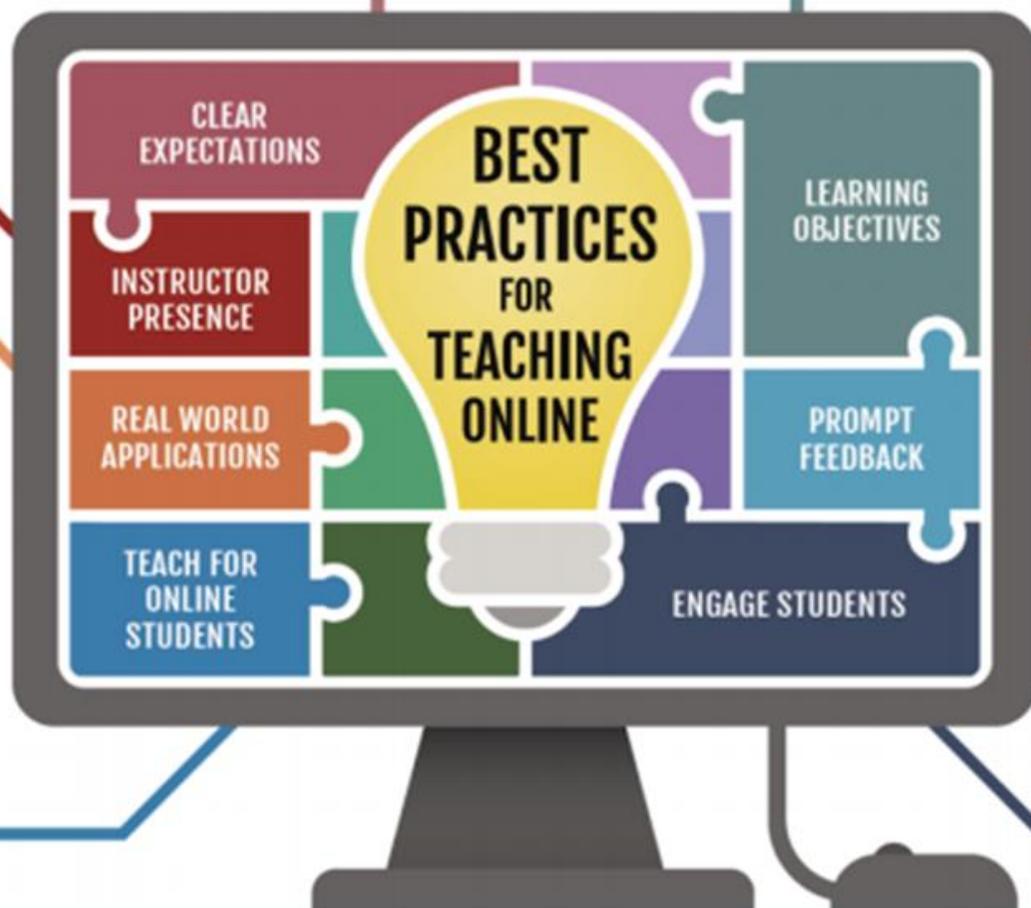
ENGAGE STUDENTS

Quality interaction between students is a sign of a successful class:

- Create educational experiences for students that are challenging, enriching and that extend their academic abilities
- Provide students with opportunities to interact with peers, such as through discussions & group work