REMOTE LEARNING EXPECTATIONS

2020-2021

Wisdom - Service - Hope

GLOSSARY

AfL	Assessment for Learning	**KS5**	Key Stage 5 (Years 12 and 13)
AAP	Associate Assistant Principal	**LA**	Local Authority
AP	Assistant Principal	**LADO**	Local Authority Designated Officer
ASD	Autistic Spectrum Disorder	**LGBTQ**	Lesbian, Gay, Bisexual, Transgender and Questioning
BSIP	Barnet Schools Improvement Partner	**LDBS**	London Diocesan Board for Schools
C2L	Commitment to Learning	**LSA**	Learning Support Assistant
CAF	Common Assessment Framework	**MA**	More Able
CAMHS	Child & Mental Health Services	**MASH**	Multi-Agency Safeguarding Hub
CATs	Cognitive Abilities Tests	**NPQH**	National Professional Qualification for Headship
CEOP	Child Exploitation & Online Protection	**NQT**	Newly Qualified Teacher
CIAG	Careers, Information, Advice and Guidance	**PD**	Professional Development
CP	Child Protection	**PAM**	Pastoral Academic Mentor
CPD	Continuous Professional Development	**PEP**	Personal Education Plan
CS	Cover Supervisor	**PEX**	Permanent Exclusion
DfE	Department for Education	**PGCE**	Postgraduate Certificate in Education
DDSL	Deputy Designated Safeguarding Lead	**PM**	Performance Management
DSL	Designated Safeguarding Lead	**PSHCEE**	Personal, Social, Health, Citizenship and Economic Education
EAL	English as an Additional Language	**PSP**	Pastoral Support Plan
EVC	Educational Visits Coordinator	**PTA**	Parent Teacher Association
EWO	Education Welfare Officer	**SATs**	Standard Assessment Tests
EYFSP	Early Years Foundation Stage Progress	**SEID**	Self-Evaluation & Improvement Document
FFT	Family Fischer Trust	**SEMH**	Social, Emotional, Mental Health
FTE	Fixed Term Exclusion	**SEND**	Special Educational Needs & Disabilities
G&T	Gifted & Talented	**SENDCo**	Special Educational Needs & Disabilities Co-ordinator
GB	Governing Body	**SIAMS**	Statuary Inspection Anglican & Methodist Schools
HOD	Head of Department	**SIMS**	School Information Management Systems (Capita)
HOF	Head of Faculty	**SLT**	Senior Leadership Team
HOH	Head of House	**SMSC**	Spiritual, Moral, Social and Cultural
HOY	Head of Year	**SMSJ**	St Mary's & St John's School
IAG	Information, Advice & Guidance	**SO**	Safeguarding Officer
ICT	Information Communications Technology	**SOW**	Scheme of Work
INSET	In Service Training	**SPAG**	Spelling, Punctuation & Grammar
IYFA	In Year Fair Access	**LSA**	Learning Support Advisor
KCSiE	Keeping Children Safe in Education	**T&L**	Teaching & Learning
KS1	Key Stage 1 (Years 1 and 2)	**UCAS**	Universities and Colleges Admissions Service
KS2	Key Stage 2 (Years 3 to 6)		
KS3	Key Stage 3 (Years 7, 8 and 9)		
KS4	Key Stage 4 (Years 10 and 11)	**WEX**	Work Experience

Contents

INTRODUCTION

This guide outlines practice to help SMSJ staff meet our expectations for remote education.

We recognise that remote settings vary significantly in context. This may mean that what works well with one type of student may not be suitable for other students. However, the principles below apply in many contexts, and some approaches have worked well with a wide variety of our students.

The period since March 2020 has been one of great innovation in remote education at SMSJ. We have developed approach which we continue to develop, test and refine. We have also learnt from experience and innovated. Responding to parent, student and staff feedback will continue to inform and improve our provision.

Despite the challenges, remote education has made a significant contribution to enabling our students to continue to learn and progress, and to mitigate any widening of the attainment gap for the disadvantaged.

Where a class, group or small number of our students need to self-isolate, or local restrictions require our students to remain at home, we have the capacity to offer immediate remote education. This expectations guide for remote education provides clarity about what is to be taught and learned through our spiralling curriculum.

DEFINITIONS

For clarity, we have made the following distinctions;

- **Remote Learning**
  Students accessing structured Learning away from the school

- **Live Lessons**
  Students accessing lessons where the teacher will be present online

- **Independent/Distance Learning**
  Students accessing lessons/learning activities independently away from the school

REPLICATING THE CLASSROOM REMOTELY

Research shows, that although live lessons are an important part of remote learning, they are not always best and should not necessarily be used for every lesson during a week. The Education Endowment Foundation (EEF) has found that the effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of live classroom teaching. High quality learning happens when:

- explanation/instruction is clear;
- students have the time to really understand and learn new knowledge;
- students have the time to practise and embed skills;
- teachers systematically check understanding;
- teachers give timely and developmental feedback that helps students make progress.

These characteristics of good teaching are more important than the medium of delivery, be it in the 'live' classroom or through remote provision (whether or not that remote provision is live or pre-recorded).

Live classrooms enable important interaction between teachers and students through, for example, questioning, eliciting and reflective discussion. These complex teacher skills in the live classroom are not always easy to recreate in a remote environment, but where remote education recreates at least some aspects of this interactivity and intentional dialogue, teaching is likely to be more effective, support student motivation and lead to better progress.

Students in the early stages of their formal education are likely to have particular needs which cannot easily be addressed in the same way as those of other students. Likewise, some students with SEND will require specific approaches tailored to their circumstances.

With the introduction of a full online timetable for Primary and Secondary students, we want to move towards a blended approach to teaching. Not all lessons should involve the teacher delivering the content. There should be a strong emphasis on students completing independent work giving teacher time to give quality feedback. Lessons should include a combination of 'teaching' and independent learning.

Therefore, live lessons need to be a part of this process, but if all lessons are live, they can be too passive and students don't get the time away from the screen to complete tasks independently, or practise and embed the skills they need to make progress.

STUDENTS AND STAFF WELL-BEING

Students spending four hours in front of a screen in live lessons, may experience the following:

a) have to complete hours of work after this and find themselves overloaded and up late completing tasks to meet deadlines.

or

b) *do not complete the independent work needed because they are too tired*

Staff:
- Need to pace ourselves for the stretch ahead
- Protect your voice and conserve energy so it can be redirected effectively e.g. giving feedback

## REMOTE LEARNING EXPECTATIONS

Therefore, to protect our staff and ensure high engagement and progress over a sustained period we propose the following;

- 50% of all learning (be that across a lesson or across all lessons that week) should involve the teacher being 'active' in the class

- The other half could be online supervision while pupils complete a variety of independent task, whilst you are present for any questions and simultaneously reviewing students work online via assignments/note book

- Registers should be taken at the beginning of all lessons and the teacher remains online at all times (regardless of the nature of the lesson)

- **All classes must receive some feedback (a combination of written or verbal) at least every four lessons - see Assignments and feedback document**

- Home Learning for years 1-9 should not be set unless you feel it may be detrimental to their learning if they do not receive (eg test revision)

- KS4 and 5 home learning should be minimal and only consolidating work they have already done

- Absence – Edit or create lesson on Teams stating 'this lesson will not be live, please find resources on Classcharts'

GOOD PRACTICE
EEF recommend the following structure (although this can occur across multiple lessons;
Structure
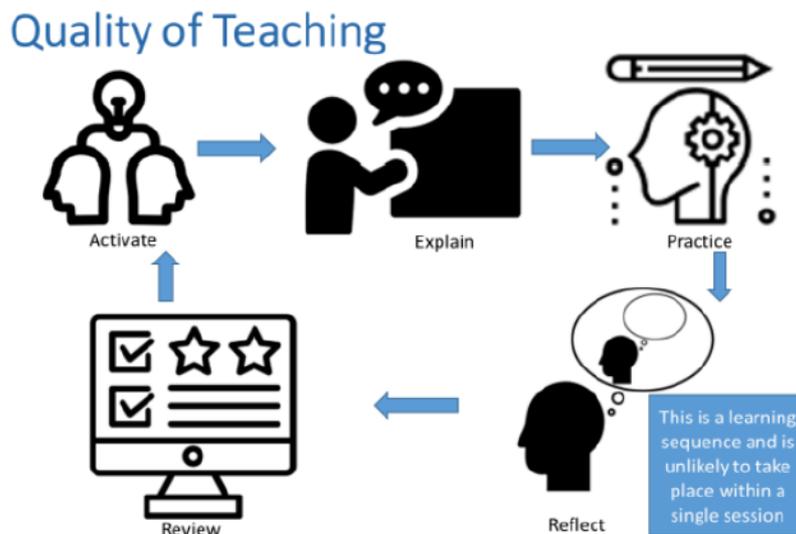
- Activate – stimulus/image with questions/recap quiz or questions
- Explain – recap activation, introduce learning, dispel misconception from previous learning, introduce topic/modelling
- Practice- activity/exam question
- Reflect- feedback/AFL
- Plenary – summarise learning

2. Differentiation
- Provide writing frames/sentence starters
- Provide model answers/examples
- Provide word banks or start with key vocabulary
- Use immersive reader or subtitles
- Write in the chat so students don't forget instructions
- Avoid blocks of copying

In Lesson Support from the Inclusion team
- Welcome support staff in lessons
- Send resources to LSA/HLTA before the lesson so they can support students effectively
- Direct students into small groups/one to one with LSAs where appropriate
- Ask support staff to differentiate resources if required
- Plan for students who may need additional help in a small group with an LSA/HLTA

3. AFL
- Microsoft form
- Use of live documents in Class Notebook
- Cold calling
- Fastest finger first
- Polls
- Rating understanding 1-5 etc.
-

4. Feedback (*see supplementary document*)
- Assignment feedback
- Verbal feedback based on assignment content of students
- Returned feedback with rubric

5. Do not '*reinvent the wheel*'
Condense your PowerPoints to ensure instructions are clear and differentiated. Please find a link below for creating clear PowerPoints

https://mrsgeographyblog.wordpress.com/2021/01/11/what-makes-a-good-ppt/amp/?__twitter_impression=true

6. Use the Learning Journal
- Ask students to attend lessons with a specified page number every lesson
- Give students time to read through the required LJ pages for your lesson as a starter
- Retrieval Activities: Quiz students on previously covered LJ content (Microsoft forms/Brain Dump/Mind Map)
- Ask students to self-quiz (Look/Cover/Check)
- Reference the Assessment Criteria on a weekly basis

TOP TIPS
- Aim for the lessons to start **punctually** but finish 5-10 minutes early to give everyone mini breaks from screen

- Check your register

- Double lessons to have 5 - 10 min break in the middle

- Create opportunities for students to do more thinking, talking, using chat facility, working rather than teacher 'presenting' for the whole lesson

WHERE ELSE CAN I GET SUPPORT AND IDEAS?

CPD   CPD on giving feedback during live lessons   21/01/21
             CPD on whiteboard   4/2/21 (*TBC*)

Use of Assignments to create work in class and give verbal and written feedback while pupils are working:
https://geographiauk.wordpress.com/2021/01/06/live-editable-assignment-on-teams/

Use of OneNote to set classwork and homework:
https://www.youtube.com/watch?v=JEJZbjcMkeU

Tips on how to structure an online lesson:
https://geographiauk.wordpress.com/2021/01/11/structuring-a-virtual-lesson/

Retrieval Practice with the Learning Journal:
https://smsjlondon.sharepoint.com/:p:/s/SMSJ_Staff_Area/ESiuYTZ53tVHkJDaFxXr_PkBcNSx3Uwsy5 6F1TW4M1aDWA?e=NGVRu4

Generative Learning with the Learning Journal:
https://smsjlondon.sharepoint.com/:p:/s/SMSJ_Staff_Area/EeSTkYFcf2tEkfOiNuGgvvUBFPhBvy2LH Mhhh4GiocFnCA?e=HZM4cs

Quizzes and online flash cards: Using Kahoot/ Microsoft Teams
(Creating self-marking quizzes in Microsoft Teams for Education - YouTube) /Anki - powerful, intelligent flashcards (ankiweb.net)/ Learning tools & flashcards, for free | Quizlet

What's working well in remote education - GOV.UK (www.gov.uk)

Best evidence on supporting students to learn remotely | Education Endowment Foundation | EEF
(published during Spring lockdown but still relevant)

47 Ideas: How To Teach Online | TeacherToolkit

VIDEOS
Microsoft Teams Quick Tip Videos
https://www.youtube.com/playlist?list=PLdHjJccRYryNlNxlFJO7XiHVdr8ah5c_7
(Mike Tholfsen)
Microsoft Teams
https://www.youtube.com/playlist?list=PLlKpQrBME6xJ4Mxv00syl8iOSgL-GVLMG
(Kevin Stratvert)
Microsoft Teams Education Playlist
https://www.youtube.com/playlist?list=PLiluTszfwwMKicAo6agloFALEB5WvYNYs
Twitter Feeds Some useful Twitter Feeds for TEAMS / ONLINE LEARNING
@MicrosoftTeams Microsoft Teams (@MicrosoftTeams) / Twitter
@MicrosoftEDU Microsoft Education (@MicrosoftEDU) / Twitter
@mtholfsen Mike Tholfsen (@mtholfsen) / Twitter
@kevstrat Kevin Stratvert (@kevstrat) / Twitter
@msonenote Microsoft OneNote (@msonenote) / Twitter
@teachertoolkit

Hashtags to follow: #onlinelearning #microsoftteams #remotelearning #teamseducation

Links with other policies and documents

• Data Protection Policy
• Internet Policy
• Home School Agreement
• Behaviour Policy