

Remote Teaching, Learning & Assessment

Introduction

The guidance and instructions in this document are designed to support colleagues with implementing the school's remote teaching strategy should individual pupils, classes, year group 'bubbles' or the whole school be required to learn from home. Where the guidance and instructions seem prescriptive the intention is to provide real clarity and continuity for families accessing 'online learning'.

The underlying principles to our strategy:

- to provide as ambitious and as broad a curriculum as possible to all our pupils
- to make efficient use of online resources blended with teachers' pedagogical expertise
- to provide as much teacher/pupil interaction as possible, to make learning a personal interaction
- to provide genuinely worthwhile tasks that benefit learning
- to provide feedback to pupils about some of their work
- to be assess how pupils' knowledge is increasing and to be able assess how well they are able to apply newly acquired skills
- to provide opportunities to revisit prior learning and assess pupils' retention
- to reduce the number of online sites that pupils (especially KS3) are asked to access

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1. Effective Remote Teaching

The following guidelines reflect what we already know about good practice in teaching and learning and how this can be adapted in a 'remote' scenario.

- Do not try to mimic the classroom but try to focus on the mental process. You will need to reflect on a balance of instructional and assigned tasks rather than focussing on keeping pupils busy
- Doug Lemov also offers some useful context for teaching online, which is to remind us that pupils already have established behaviours in an online context which involve skimming texts, switching between material, and limiting their attention. He cites research from Maryann Wolf who suggests the average time spent reading/watching something online is 2.5 minutes. Bearing this in mind, Lemov suggests we should provide plenty of opportunities for students to break up the online aspect of learning with offline activities and assignments, as well as ensuring our expectations of students are clear and we hold them to account for completing work.

Teaching / Delivery

Begin video content or online teaching with your head and shoulders large on screen and welcome students before sharing your screen with them and minimising the image of you. This enables a moment of human contact and motivates them through their relationship with you and the group

Consider using "fake feedback" (will probably be more suited to younger children, although may amuse older pupils if done tongue-in-cheek), for example asking students to participate in choral response or with an answer then responding as though you heard – think of Joe Wickes asking us if we are ready for the workout then saying, "I can't hear you – are you ready?" pause "Great!" This creates a positive feedback loop

Use a calm, warm and caring tone. Connect with pupils through a brief greeting. Create a sense of you all being part of a team/collective with your words

Build in habits and cues for students are expected to log on at x time and complete x. Habits and routines help to keep us motivated

Spend some time making explicit what equipment/resources pupils need to participate in the session. Be very clear and direct and tell them to pause the video and get what they need if they are not ready yet. This holds them to account.

Be very clear about what exactly you expect students to do. Sometimes non-compliance arises from confusion or lack of clarity
When greeting students or giving a specific instruction, look directly into the camera. They are socially conditioned to respond when you look at them!

Communicate well defined, concrete learning/achievement goals and frame material in the big picture – how does it link to the learning process and their long-term goals? How will this be built on when they return to school? This motivates by creating a sense of purpose

Begin with a task or recall quiz that offers a high success ratio for students. Beginning by feeling competence builds their intrinsic motivation.

Have set ways you initiate lessons/get students to show they are participating (consistent routines/Brighten Lines/100%). This creates familiarity and routine and cues up the behaviour you will reward

Create the impression that the collective behaviour you desire is the norm. Use phrases like, “All of you are expected to...”, “Everyone has been...”, “I’ve seen so many great examples...”, “More of you are doing this...” This is motivating because nobody likes feeling left out.

Celebrate success collectively – “As a class we are aiming to get 40 correct answers here”, “Let’s improve our class average on the tests to 85% this week”
This is their reward, and may work to pull in and motivate those individuals who aren’t feeling personally successful and are on the edge of disengaging

Be clear about what they are expected to do and how they will be held accountable – whether completing a quiz, sending a photo, filling in a worksheet, typing an answer in chat or submitting work on SMH. Make sure you can follow up. The message pupils should get is, “I care, I’ll know, and I’ll follow up”

Content

Stick to essential content only

Introduce regular “Pause Points” into instructive videos – set a task, clearly tell students what to do, make it clear how they will be accountable for doing the work, then tell them to pause the video so they can do it. This gives them a chance to apply knowledge and stay focused

Prioritise retrieval, review and application of what has already been taught otherwise you risk them forgetting what you’ve covered already

Provide plenty of opportunities for independent practice and application of knowledge alongside regular quizzes

Use a combination of multiple-choice quizzes and free text when asking questions. Both aid learning and provide you with useful data

Provide models and detailed worked examples to students before setting tasks. Get them to review the model and, if possible, provide alternative models for them that are matched to their learning needs

Ask students to elaborate and offer reasoning for their responses to questions. This reinforces their understanding

Anticipate the problems students may have with a process and provide adequate scaffolding to help them

If introducing new content or building on knowledge, refer to relevant prior knowledge. Remember new knowledge relies on the foundations being secure. Provide scaffolding in a series of steps. If using video, introduce pause points and a checking for understanding point (see FEEDBACK below) after each step. Gradually remove steps as they progress and gain competence

Remind students of content, concepts or skills they may have forgotten. If they have forgotten, tell them where they can find the information they need

If you are live or video modelling, ensure you narrate what you are doing and why you are doing it.

Break learning down into shorter sessions spread across longer periods of time than usual. Spacing like this should aid retention whilst schools are closed. Provide clear success criteria for tasks. Return to review concepts and content regularly. This should aid retention. If you are using Teams, use it to support students through independent practice

Feedback

Use pause points to enable quick formative feedback – eg get pupils to do a quiz then provide the answers for them to self-assess, or ask them to complete a task then provide a model answer that directs them through the process they should have applied

When giving teacher feedback, focus on shaping their actions for next time. Draw their attention to their success against the criteria you provided. Make sure you follow up in their next task in seeing they have taken the desired actions.

Try to establish check for understanding points, which involved asking them to check their understanding because you can't (unless teaching via Teams). If they got something wrong can you direct them to cycle back to an earlier point or a revision resource? Then can they come back and pick up or try again?






If you are using Teams, check for understanding using hinge questions or whole class response. Use Cold Call and ask students to build on one another's responses to hold them accountable for keeping track and doing the work. If at all possible encourage discourse about feedback – can their next activity be to tell you where they went wrong and why?

Assign work that pupils can submit electronically through FileDrop so that you can offer feedback on line.

Curriculum Questions

- What should we choose to teach and why? What does this mean we leave out? Are our current/proposed choices appropriate? What might we be missing?
- How should we sequence the content? How will we arrange and signpost to pupils the links and coherence between content in order to build effective schema?
- How will different colleagues be involved in the development of the curriculum? What expertise can we draw on? What professional learning needs do we have and what development is available in our subject? Is anything available online whilst schools are closed? Can we arrange anything amongst ourselves to deliver whilst schools are closed?
- Who will create the curriculum resources and how will we ensure curriculum resourcing and materials are of a consistently high standard, and work to make the composite parts of the curriculum work as a whole?
- How will we assess the curriculum? What should formative and summative assessment look like in our subject? What records should we keep and what should we focus on in our DDI/Pupil Progress meetings?
- What would good quality teaching of our curriculum look like?
- What would good quality pupil books look like?

2. Online resources

Resource	Uses
 FrogVLE frog.noadswood.hants.sch.uk School network login	Using MarkBook to set all assignments to pupils Use of department sites for hosting resources and signposting pupils to other online resources Use of Self-Isolation page for setting work to X-coded pupils Providing feedback and assessment using the feedback feature in assignments
 ePraise www.epraise.co.uk SSO with Office 365	All contact with pupils and parents outside of setting learning tasks Some use of the Quiz facilities
 Oak National Academy www.thenational.academy no sign in necessary	Use of online video lessons that fit in with the continuity of the Noadswood curriculum
 MathsWatch vle.mathswatch.co.uk username@noadswood tangent	Mathematics taught tutorials and online self-marking exercises
 Microsoft Teams SSO with Office 365 Use Client or App Download Here	Use for delivery of lessons through meetings or live events Can be used for sharing documents



Office 365
Link through Frog
School network log in

Allows pupils/staff access to:

- Email
- Calendar (Teams invites)
- Access to Teams App
- Office apps online
- OneDrive storage



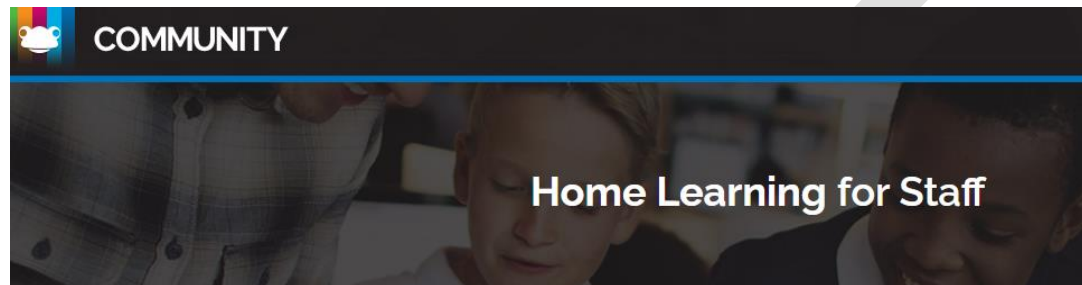
BBC Bitesize
Directed through FROG

Revision and learning activities

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3. Setting Assignments in FROG

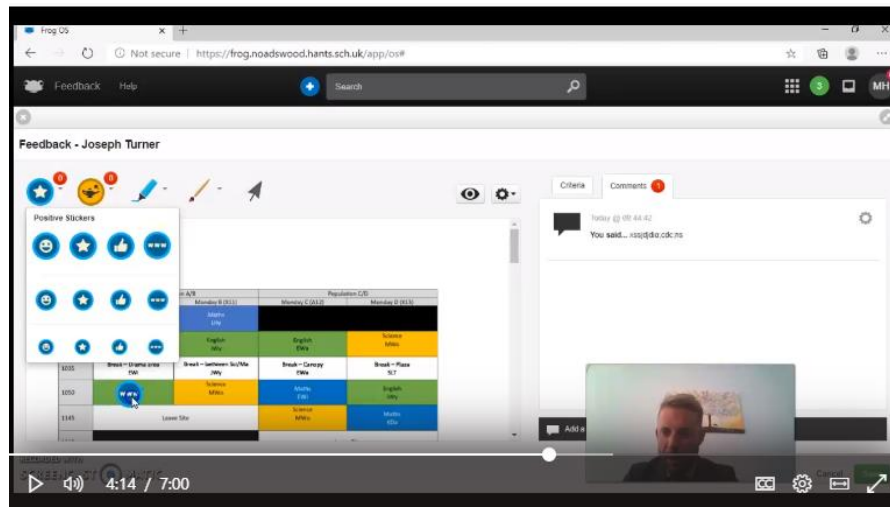
Please click on the link below which will take you to FROG's main help site



1. Set work in Markbook.
2. Activities.
3. File drop name – type in the name of the assignment.
4. Tick allow users to delete their own files.
5. Success Criteria – add criteria.
6. Type in criteria.
7. Next.
8. Next.
9. Mark required – on
10. Select percentage/ mark out of .../ custom markscheme (BASE = beginning, approaching etc).
11. Assign.

4. Using File Drop to provide feedback / assessment

Click on the link below to see the video on how to use the feedback aspect of MarkBook



Marking work submitted via File Drop

1. Click on the HW set.
2. Work submitted will appear on the RHS, with a green dot to show it has been converted into FROG.
3. Click on piece of work to be marked. Will highlight in blue.
4. Feedback.
5. Add a comment to success criteria/ a general comment.
6. Type in comment.
7. Add
8. Click on icons on LHS.
9. Drag the appropriate icon, from the dropdowns, to the appropriate place on the pupil's work.
10. For a written comment - type a comment in the comment box. Click on add, then save.
11. For an audio comment – click on the microphone in the comment box, click allow, click on the microphone, click on record, record message, click on stop, click on add, then save.

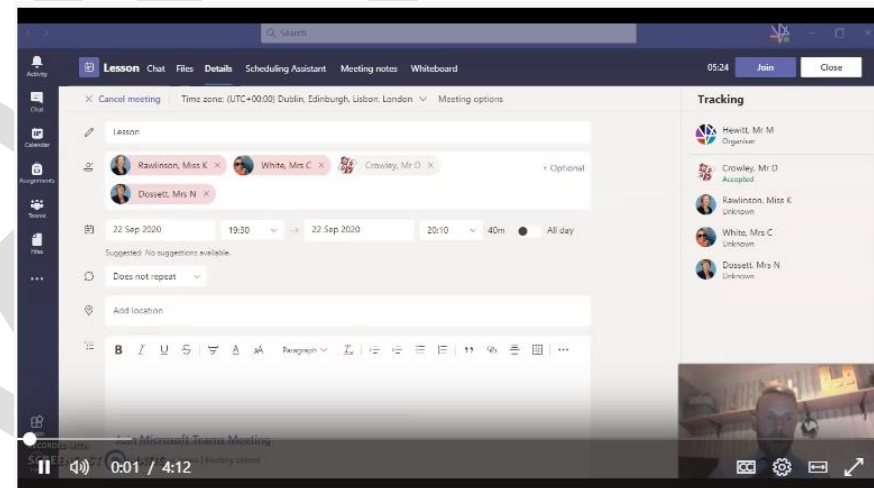
5. Using MS Teams to run an online lesson

[Download Microsoft Teams Here](#)

Part 1



Part 2



6. Setting effective cover

Please follow [this link](#) to deliver some or all of your cover lesson if you are self-isolating through track and trace and you are not ill.

Please always fill out your cover sheet as if addressing the pupils, it is much easier for the cover teacher to share the sheet on the screen.

Do share in the cover details what the pupils will be moving onto afterwards and why they are doing the tasks that you have set.

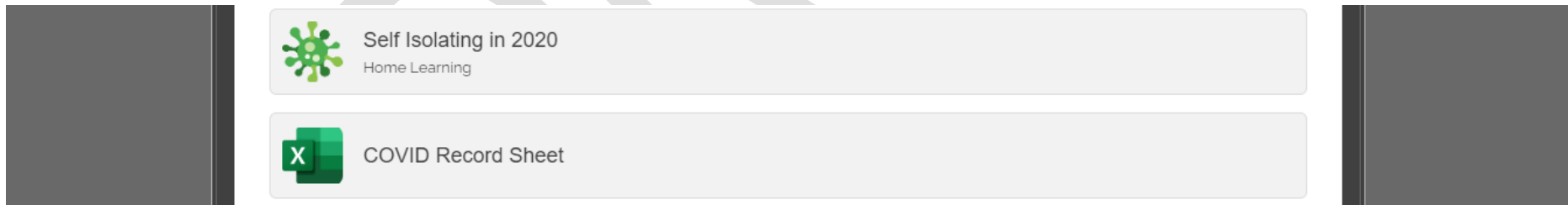
Try to ensure that as far as possible the lesson maintains as much continuity with the curriculum as possible. The pupils will complete far less work if they know that they are being occupied rather than moving forwards with their learning. Providing the cover teacher with the lesson's PowerPoint is helpful. Most cover teacher happy to deliver a few minutes of instruction if this means that the class is able to work productively for the remainder of the class.

7.X coded pupils, self-isolating or recovering from Covid-19 pupils



The screenshot shows a VLE interface. At the top, there is a navigation bar with an 'Edit' button on the left and year tabs for 'Year 7', 'Year 8', 'Year 9', 'Year 10', and 'Year 11'. The 'Year 7' tab is currently selected. Below the navigation bar is a large orange banner with a green virus icon on the left. The banner text reads 'Self Isolating in 2020' in large white font, with 'Home Learning' in smaller white font below it.

Please navigate to this site to upload resources for pupils who are self-isolating. It is under the Staff Room tab in the VLE and it has already been shared with pupils and parents. To check which pupils require work to be set please see the Covid Record Sheet which is the tab below. This will be kept up to date daily by House Leaders



The screenshot shows two resource cards in a VLE interface. The first card has a green virus icon and the text 'Self Isolating in 2020' with 'Home Learning' below it. The second card has a green 'X' icon and the text 'COVID Record Sheet'.

8. Oak National Academy: Teaching from my kitchen table, lessons learned



9. Pastoral contact with pupils and parents during prolonged closure

To manage communications effectively we will use ePraise to message pupils and parents during any prolonged lockdown

Frequency? Depending upon time? Helen what do you think? Tutors etc

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