NQT Training Session 7

Remote Learning- Getting it Right

Early Lessons Learnt

Session Aims

What?

- Definitions
- Overarching effective principles
- Lesson structure, remote Rosenshine, feedback

Why?

- Remote learning is firmly rooted in effective teaching
- Rationale behind our pedagogy
- Demonstrate progress against Teachers' Standards during periods of remote learning

How?

- Through the engagement of effective research and evidence by Rosenshine
- Through sharing examples of approaches currently use in remote learning

Remote Learning

It's early days...but there are signs we are starting to get it right

DfE Good Practice

Replicating the classroom remotely

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. For example:

- ensuring pupils receive clear explanations
- supporting growth in confidence with new material through scaffolded practice
- application of new knowledge or skills
- enabling pupils to receive feedback on how to 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). It is important that schools consider how to transfer into remote education what we already know about effective teaching in the live classroom.

https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice

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What's Working Well in Remote Education
(Ofsted, January 2021)

- Published 11th Jan 2021

- Collated by Ofsted over recent months from interim visits, research and literature review

- Definitions

- Myths

- 7 key findings

https://www.gov.uk/government/publications/whats-working-well-in-remote-education/whats-working-well-in-remote-education

What is remote education?

There are different definitions out there, but these are the ones we will use here:

- Remote education: a broad term encompassing any learning that happens outside of the classroom, with the teacher not present in the same location as the pupils.

- Digital remote education: often known as online learning, this is remote learning delivered through digital technologies.

- Blended learning: a mix of face-to-face and remote methods. An example would be the 'flipped classroom', where main input happens remotely (for example through video), while practice and tutoring happen in class.

- Synchronous education: this is live; asynchronous education is when the material is prepared by the teacher and accessed by the pupil at a later date.

Common myths…

- 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

It's still a lesson…

Lesson needs structure

- 4 parts (SMART, LO, activation etc)
- Give students time away from screen/work independently
- Establish good routines- greetings, register, homework, completion of assignments
- Code of conduct?
- Use lobby time to set up
- Think about output, engage and interact

Remote Learning Live Lesson Structure

Starter

1. **Teacher Input** – Greet students, display date and title
2. **Student Task** – Recall activity from previous learning (5/10 question quiz, give me 5, points based quiz etc..)
3. **Feedback** – Ask students to feedback using hands up or in the chat

Main

1. **Teacher Input** – Short explanation and / or video clip
2. **Student Tasks** – Fill in the missing gaps, short questions, categorise into a table, ranking activity etc..
3. **Feedback** – Ask students to feedback using hands up or in the chat
4. **Repeat** – Steps 1-3 can be repeated multiple times depending on the content of the lesson or further input may be needed if students haven't understood.

Models / scaffolding / challenge tasks can be provided here!

End

1. **Teacher Input** – Explanation of longer task / independent learning / homework
2. **Student Tasks** – Extended writing, exam style questions, summary questions. Direct to Microsoft Forms quiz, SMHW quiz or Seneca Learning
3. **Feedback** – Via SMHW / Microsoft Forms quizzes

Miss Dodgson 🌍
@SarahDodgsonGeo

Created a little guide for planning live lessons based on the following @EnserMark article to try and help our trainees out a bit! If this would be useful to anyone.

> **Mark Enser** 🌍 @EnserMark · Jan 10
> Revisiting Rosenshine for remote learning.
>
> How can we use principles of effective instruction in a remote world?
>
> tes.com/news/remote-le... via @tes

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Remember Rosenshine…

- **Short review-** SMART, vary retrieval, keep it short, use MS Forms/quizzes, use chat function

- **Small steps with student practice after each step-** keep it simple, avoid overload, dual coding, upload/feedback to you before moving on

- **Ask large number of questions & check responses of all-** use MS Forms with self-marking, use chat function, use shared files

- **Provide models/scaffol**ds- use webcam if detachable, available on any resource given

- **Weekly/monthly reviews-** still delivering the curriculum as a whole, plan them in, use MS Forms, shared files

https://www.tes.com/news/remote-learning-how-apply-rosenshines-principles

MAYER'S PRINCIPLES
of video learning
@ImpactWales

From: 'The Cambridge Handbook of Multimedia Learning' R.Mayer 2005

The most effective content includes only visuals & narration. Additional written text on slides reduces impact & efficacy of learning.
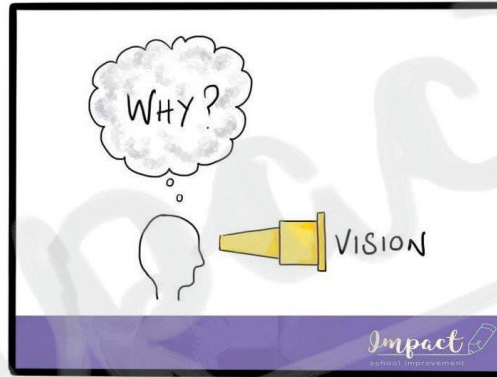
VISUALS + NARRATION

VISUALS
- Should be dual coded e.g. include both text & pictures.
- Organise the visual space carefully. Keep related words & pictures close together.
- Include organisational cues such as arrows to direct attention.
- Keep visuals static do not animate.

WHY?

VISION

A slide from our Research Bites Webinars

Impact
school improvement

NARRATION
- Pre-teach important vocabulary.
- Use conversational rather than formal language.
- Remove extraneous text, pictures and sound. Keep narration simple.
- Do not share your presenter video. It can be distracting & there's no evidence it improves learning

Break up continuous content into more digestible bite-sized chunks.

Impact
@ImpactWales

Mayer's Principles of Multimedia Learning. Use our sketchnote to perfect your live-streamed & recorded lessons!

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Feedback- 'elephant in the room'

Learning isn't fundamentally different when done remotely. Feedback and assessment are still as important as in the classroom. It can be harder to deliver immediate feedback to pupils remotely than in the classroom, but teachers have found some clever ways to do this.

This immediate feedback can be given through:

- chatroom discussions,
- 1-to-1 interaction tools
- interactive touch-screen questioning in live recorded lessons
- adaptive learning software

Peer interactions can provide motivation and improve learning outcomes. It's therefore worth considering enabling these through, for example, chat groups or video-linking functions. They will also help pupils maintain their social skills.

Looking at students' work/responses…

- Tom Sherrington (EduTwitter)

A	B
Platform	**Notes from twitter responses**
	Class notebook on TEAMS
	It will allocate all team members with their own private notebook which only the teacher can see. This is great for students who are reluctant to share their work with peers.
Teams /Assignments	@AbdulTeaches MS teams has a feature that allows you to link a spreadsheet with a form. students type their answers and submit, and you see the spreadsheet update live. It's great for live formative feedback. Best thing is all answers on 1 pg You can respond quickly to common errors too.
	On Microsoft Teams you can set an assignment during the lesson. Students can complete this live in the lesson and the teacher can even watch them type their answers. Students can then submit this and its very easy to give feedback
	The editable assignments in Microsoft Teams work brilliantly for this, and you can feedback to the class or in smaller groups verbally as well as adding comments on individuals' work as they write.
	Set assignments on MS Teams. Export answers to excel - so quick for scrolling through to pick out good answers and misconceptions. Break longer writing up into separate questions using your preferred writing structure (PEEL etc): You can quickly focus on intros, conclusions etc
	Chatbox on Live Teams lesson - put your question up, or a poll, students answer it - like the answers as you see them appear, or give verbal feedback where they went wrong/a follow up question - takes about five mins tops. Very satisfying and almost as good as in the classroom.
	If using teams, set up individual channels for each student, save the word doc/chart/template/essay title into each channel then instruct the students to write in their own channel - you can dip into each students channel like big brother...and either talk to them about what they're doing if you're in a live lesson or jump into their document and type questions. It's frighteningly like the classroom experience but remote. I Heart suitIt
	Teams assignments are great because they can upload a picture of their work and you can give feedback within about 30 seconds for each kid. I've been using it on every piece of work this lockdown and found it really manageable
	I create single blank PowerPoint slides as a teams assignment. Pupils can either type on to them or insert a photo of their writing. We use them for practice paragraphs, short answers for RUAE questions etc and I can quickly feedback via assignments.
Teams Forms	I use Forms for longer answers. In fact my Y11s are doing a whole 40 min timed essay on Forms with an unseen Q, so kinda exam conditions; I copy the link into the meeting chat then direct students when to open - you can do this in advance too (click on 'chat' on the meeting schedule)

https://teacherhead.com/2021/01/10/remote-learning-solutions-crowd-sourced-ideas-for-checking-students-writing/

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Use your platform well…

13 clever teaching hacks for Microsoft Teams

To help with online learning, we've rounded up the best tips for making Microsoft Teams work for you and your students

Grainne Hallahan
Yesterday at 12:00pm

Share this

Whether you're a live teaching veteran, or a newbie to the world of streaming your lessons, you're probably still learning new tricks every day.

We put a call out for your best Microsoft Teams hacks on Twitter and received loads of tips. Here are some of the best:

https://www.tes.com/news/schools-online-learning-13-clever-teaching-hacks-microsoft-teams?fbclid=IwAR0CNwYUKhsi5S-jxDvEbcga0LhNdW4fRQHrEd65E7Ck0hVyw63jFFJsqas

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