

Remote Learning will not be the same as face-to-face. Alistair Hamill<sup>1</sup> says “*there’s a reason we all commute to our schools every day and stand in our classrooms with our pupils. That face to face interaction; the use of voice, tone and intonation; the reading of the body language of the pupils to assess engagement and how well they’re grasping things; the to and forth of questioning that allows you to assess how well pupils are grasping and assimilating the new information you’re presenting; those, and the myriad other things, large and small, that are possible through the interactions with human beings in the same room at the same time will be hard to replace.*”

We know that it is different trying to replicate this experience through Remote Learning. The place to start when thinking about Remote Learning **is not with the tech, but with the pedagogy**, in exactly the same way we would with any planning. So, we should begin by asking what our pedagogical goals will be, and then asking how tech might help us achieve those.

**Start with what you already know: what does an effective teacher do to communicate well to the pupils and help them in the process of grasping and making sense of the new material? That is still what you are going to aim towards, even as you start to consider tech use.**

- How can we deliver course content?
- How can we interact with pupils & ask questions digitally to ensure understanding?
- How can we ‘add value’ to our explanations beyond simply providing notes?
- How can we effectively model application and worked examples?
- Is there any way to enhance interactivity through videoing or “live” response?

**Turn over for a reminder of the remote learning techniques we are recommending**

*If you have not really used Google Classroom or Firefly much before, you may be daunted at the prospect of what appears to be a steep learning curve. My advice? Have a clear pedagogical outcome in mind and start with a simple use of the tech. By all means, as you grow in confidence, expand your use. But start manageably.*

**Motivating distant learners: How can we ensure students keep learning when schools are closed? Harry Fletcher-Wood offers some thoughts**

**1. Prioritise fundamental goals; turn them into habits. Initially only two things matter:**

- Are students turning up?
- Are they completing assigned tasks?

**So the two habits to develop are that every student:**

- Attends every online lesson (health permitting)
- Completes (specified) independent tasks daily/weekly

**2. Show students the value of participation:** The crucial message should be: “Don’t miss out. Don’t miss your friends. Don’t miss school.” Online lessons/forums are a chance to talk to their friends and make sense of events. Most importantly, we can convey to students that the school community still exists, and by attending they don’t miss out on being part of it.

**3. Plan when and how:** We have told the students that the expectation is that they will follow their normal timetable as closely as possible and that for each lesson a post will be made on the relevant RLP in time for the beginning of the lesson, with details of the work and “homework” to be completed.

**4. Make it easy:** Don’t let the technology get in the way of good teaching

**5. Make it a habit:** People feel like things are working when they see them working: when they achieve small wins. In our first few lessons and tasks we can focus on ensuring students achieve small successes by setting simple tasks

<sup>1</sup> Virtual Learning Support A Guide for Teachers in these Perplexing Times

## Pedagogical Goals

1. What are the objectives for this lesson?

2. How can students best achieve these objectives independently?

3. How will you know that your students have understood the lesson?

4. Is it absolutely necessary to collect work for this lesson to assess understanding?

5. What type of feedback is going to be most effective?

6. How can you effectively model worked examples?

7. How can you enhance interactivity?

**Why bother?** Does it really matter, with exams cancelled, schools closed, life on hold? Distance learning can allow students to keep learning and can be a source of stability, normality and meaning. Students may be stuck at home for ages, worried, lonely and lost. Distance learning may help them to make sense of what's happening, and may widen their horizons beyond the four walls in which they're stuck. Many of these principles apply to us. A semblance of normality and the online staffroom are crucial.

### Setting Work

#### Google Classroom

1. Post an announcement on the 'Stream' with details of the work students should complete.
2. Use the 'Classwork' tab to share material with your class, such as PDFs, videos, or Google Docs / Sheets / Slides, then include details of the work students should complete.
3. Use the 'Classwork' tab to set an assignment for your class.
4. Use the 'Classwork' tab to set a self-marking Google Form Quiz.

#### Firefly

1. Set a task for your class using the 'Set a New Task' button at the top of the page.
2. Create a page with materials such as PDFs, videos, or Google Docs / Sheets / Slides, then include details of the work students should complete.
3. Set a self-marking quiz using the 'Question' tool in the toolbar when setting a task.

### Collecting Work

**Google Drive** - students can produce work using Google Docs or Google Slides, and share it with you.

**Google Classroom** - students can share work with you as an attachment of their choice, or a shared Google Doc, or 'Hand In' work electronically if set as an assignment.

**Firefly** - when creating a task, you can choose the option under 'Assessment' to require students to submit a file before they can mark the work as done.

**Photos / Screenshots** - students can take photos or screenshots of the work they have completed, websites they have visited, or apps they have used, and send them to you or share them with you.

**PicCollage** - all students have this collage making app on their iPads which allows them to quickly make a collage of photos, text, images, and annotations to summarise a topic or produce a piece of visual work.

### Providing Feedback - remember that **feedback** can be in many forms.

**Whole class feedback** and carefully selected **self and peer feedback** are wholly appropriate. This can be achieved by sharing mark schemes, success criteria or model answers with your classes.

**Google Drive** - you can add digital comments to all of the different types of Google files, or use the 'Suggest' tool in the top right corner of Google Docs to provide feedback that only the student can see.

**Google Classroom / Firefly** - if work is set as an assignment or task you can respond when the work is handed in, and provide individual written feedback that only the student can see.

**"Live" Marking** - you can use your iPad as a camera to record yourself marking students' work, then share the video with the individual students, or with the whole class, as appropriate.

**Quicktime / Screencastify** - you can record your screen with audio showing you explaining or answering a question, or demonstrating a technique, then share the video with individual students or the whole class.

**EdPuzzle** - allows you to add voiceover, comments or multiple choice questions (that mark themselves) to Youtube videos or your own videos, and then share with your class.

Try not to get bogged down in students sending in work to and fro for teacher marking

- Stress that students will have some 'how did you get on' check-ups when things get back to normal – so they are definitely expected to do the work and learn the stuff
- One neat idea is for students to compile all their work into a folder – students need to know that it matters to you that their work is done at the same time as moving away from only doing it to get feedback

# Remote Learning @ Channing - Takeaways from the first week

## Keep It Simple

Lean on your expertise & what you know about how children learn

Identify the outcomes: what does success look like?  
Communicate this through your instructions, using excessive clarity

Balance online and offline tasks, and a core of structured, directed tasks with open-ended activities

Try to include an element of retrieval practice, or a link to a previous lesson

Think about the moments in a regular lesson when you would step in to help, and plan for this - are there common misconceptions?

[Click here for a link back to the last edition of Spotlight on Remote Learning](#)

[Click here for a five minute read on virtual learning](#)

## Aim for Interactivity

The longer we are Remote Learning, the more important some personal teacher-student interaction becomes for everyone

Continue building the fantastic student/teacher relationships you already have with your classes

Recording videos, responding to posts and being online during the lesson are the most effective ways Channing staff are doing this

Create a positive culture of FOMO (Fear of Missing Out): *"Many of you submitted some superb pieces of work today - well done"* will elicit a response from those who haven't submitted

[Click here for videos showing you how to record your screen to provide interactive feedback.](#)

## Manage Your Workload

Be realistic: you are doing an amazing job keeping students engaged with learning

Do NOT spend hours adapting work you already have - use it as is, and give clear instructions, or record your voice doing so

Think about sharing the workload by reusing other teachers' assignments - lots of departments and year groups at Channing are already doing this successfully

Don't collect in additional work - only collect the same amount you would in a normal school week

Try using Google Hangouts to have those back and forth chats with colleagues

[Click here for a video showing you how to reuse posts from your own Google Classroom, or someone else's Classroom](#)

## Look After Yourself

Appreciate this enforced downtime - turn off your notifications over Easter

Lean on the Channing community - get help from colleagues or the Remote Learning Team

Don't be too hard on yourself, and don't try to achieve the impossible

Set start and end times for your working day, and make sure you take a lunch break

Pace yourself - we don't know how much of the next term will involve delivering Remote Learning

Remember your own family and prioritise as needed

[Click here for a link to the Junior School Staff Wellbeing area on Firefly](#)

[Click here for a one minute read on mindfulness](#)