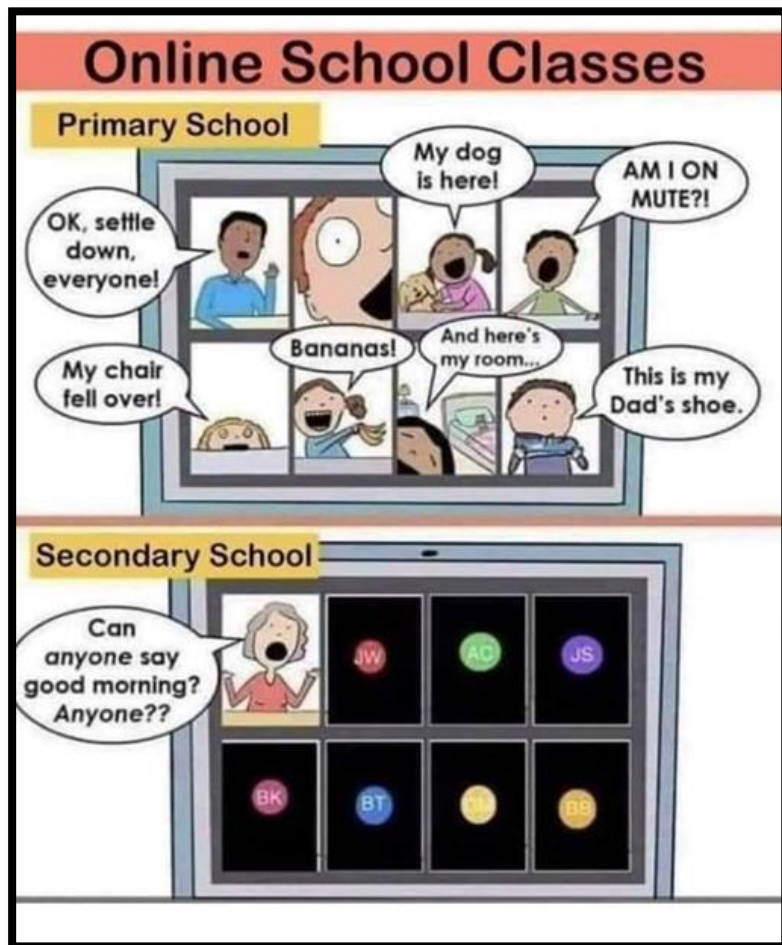




Review of Online Learning



Polite Reminder



Mute
microphone
until you wish to
speak



Camera on if
you can



Use the hands
up button if you
want to
comment

Paul Parslow-Williams

Aims of Session

Recap on latest Government reports on home learning

- New expectations (as of 14th January 2021)
- Report on best practice and myth-busting

Responding to specific staff requests for support with home learning including:

- How to use visualisers
- How to be visible whilst presenting
- Working with documents e.g. pdfs
- Integrating online teaching such as Oak Academy and White Rose
- How to make tasks more interactive
- Sharing of best practice

Government Expectations

The remote education provided should be equivalent in length to the core teaching pupils would receive in school and will include both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently.

The amount of remote education provided should be, as a minimum:

- Key Stage 1: 3 hours a day on average across the cohort, with less for younger children
- Key Stage 2: 4 hours a day
- Key Stages 3 and 4: 5 hours a day

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Government Expectations

We expect schools to:

- teach a planned and well-sequenced curriculum...
- select a digital platform for remote education provision...

Overcome barriers to digital access for pupils by:

- distributing school-owned laptops...
- providing printed resources, such as textbooks and workbooks...
- ...pupils who have difficulty engaging in remote education may be considered to be vulnerable children...

Government Expectations

- have systems for checking, **daily**, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern...
- identify a named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education...
- publish information for pupils, parents and carers about their remote education provision on their website by **25 January 2021**



Review your remote education provision

Schools

January 2021

Remote education context and pupil engagement

The school understands the remote education context of pupils, and plans its provision to ensure pupils can remain engaged in education.

Scoring

1. Identify	2. Develop and plan	3. Implement	4. Embed	5. Sustain
Not yet in place or there are major gaps.	Identified gaps but a plan is being developed to address them.	In the process of implementing systems and practices to address this.	Practices and systems are in place with minor gaps.	Practices and systems are fully embedded, and there are examples of best practice.

Framework	6
Leadership	6
Scoring	6
Remote education context and pupil engagement	11
Scoring	11
Curriculum planning and delivery	15
Scoring	15
Capacity and capability	19
Scoring	19
Communication	23
Scoring	23
Safeguarding and wellbeing	26
Scoring	26

Monitoring and evaluating The school has systems in place to monitor the impact of remote education. This includes: <ul style="list-style-type: none"> understanding the impact on staff workload and how to mitigate against it staffing changes having access to appropriate management information (such as staff and pupil sickness and absence data) to help the school respond to changing contexts 				GOV.UK provides the following guidance: <ul style="list-style-type: none"> recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year actions for schools during the coronavirus outbreak remote education good practice
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<https://www.gov.uk/government/publications/review-your-remote-education-provision>

Government Expectations: Website

Template for schools: share information about your remote education

This optional template is designed to help school leaders share relevant information with pupils and parents or carers about how they will provide remote education. The information should be published on school websites by 25 January 2021 to support understanding of what pupils, parents and carers should expect during periods of school closure or pupil isolation relating to coronavirus (COVID-19).

This is intended as an example template and school leaders can choose to use the most appropriate format for their setting. We recognise that not all questions will be relevant to your particular school and there may be additional information you wish to include. For example, special schools may want to include additional questions around access to wider support services that children and young people would normally receive in school, such as therapy sessions.

Schools can find further help and support on how to meet the expectations for remote education via the remote education good practice guide and school-led webinars.

Consider how to transfer into remote education what we already know about effective teaching in the live classroom by:

1. providing frequent, clear explanations of **new content**, delivered by a teacher or through high-quality curriculum resources
2. providing opportunities for **interactivity**, including questioning, eliciting and reflective discussion
3. providing scaffolded practice and opportunities to apply new knowledge
4. enabling pupils to receive timely and **frequent feedback** on how to progress, using digitally-facilitated or whole-class feedback where appropriate
5. using **assessment** to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge
6. avoiding an over-reliance on long-term projects or internet research activities

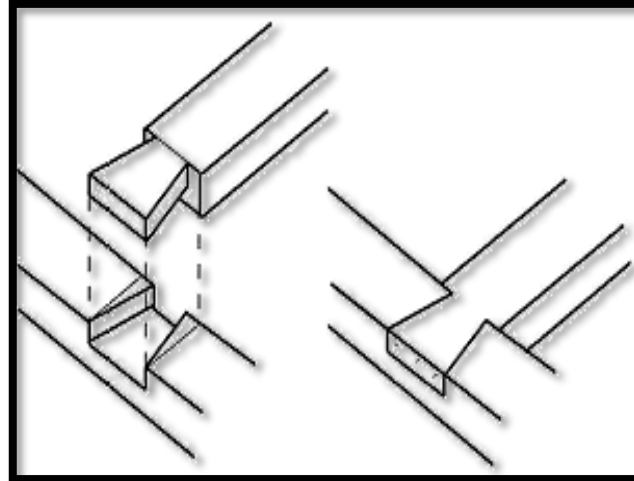
Myth Busting

1. remote education is fundamentally different to other forms of teaching/learning
2. remote education is a different curriculum/offer to the content that would be delivered normally
3. the best forms of remote education are digital
4. the best way to deliver remote education is always through live lessons
5. the most important thing is pupils' engagement

What does Ofsted Say..

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

The Ironbridge Analogy



Feedback, retrieval practice and assessment are more important than ever

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:

1. chatroom discussions
2. 1-to-1 interaction tools
3. interactive touch-screen questioning in live recorded lessons
4. adaptive learning software
5. assessment is built into some online platforms and most textbooks.
6. low-stakes quizzes can be built in to remote education, as can written assignments and retrieval practice activities

Warm Ups and Icebreakers

- It can be helpful to make sure pupils are 'warmed up' and 'readied' for content through an introductory task or scene-setting.
- This can be online or through an active game with younger children e.g.
 - Scavenger hunt-find me something beginning with..
 - Emoji games
 - Boggle
 - Countdown
 - Riddles



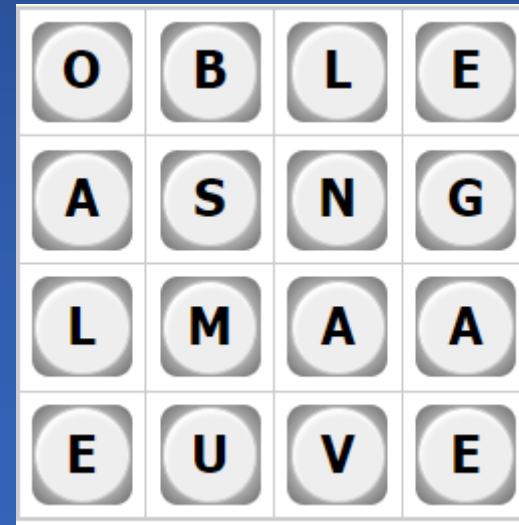
Welcome to Mr Williams' Online Lesson



Whilst you are waiting

How many words can you make
on the boggle?

What is the longest word you
can make?



Reminders



Mute
microphone
until it is your
turn



Camera on if
you can



Use the hands
up button if you
want to
comment



Social Interaction

- It is important for teachers to stay in regular contact with pupils. If necessary, they can even do this by using technology to automate communication...
- 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.

What have we found works so far...?

1. A clear and coherent structure for each day and the week.
2. Daily meetings with pupils to mark work and go through the next set of tasks which are staggered between classes
3. Some learning really is best taught live such as phonics
4. White Rose and Oak Academy are really useful to supplement learning
5. Parents will complain due to lack of understanding of expectations and different family circumstances

Occold Typical KS2 Model

900am

Maths (offline)

- 1st lesson is posted which consists of White Rose video and linked worksheet/workbook activities

1015am

Live Lesson

- Maths and work from previous day marked.
- English and other lesson 'goes live'.
- English and afternoon work introduced.
- Some live teaching related to one or both of these.

11/1115

English (offline)

Complete English work which may consist of an Oak Academy or pre-recorded supplementary introduction.

Afternoon

Science/Topic (offline)

Complete online work which may consist of an Oak Academy or pre-recorded supplementary introduction.

2pm

Storytime (TA) Assembly

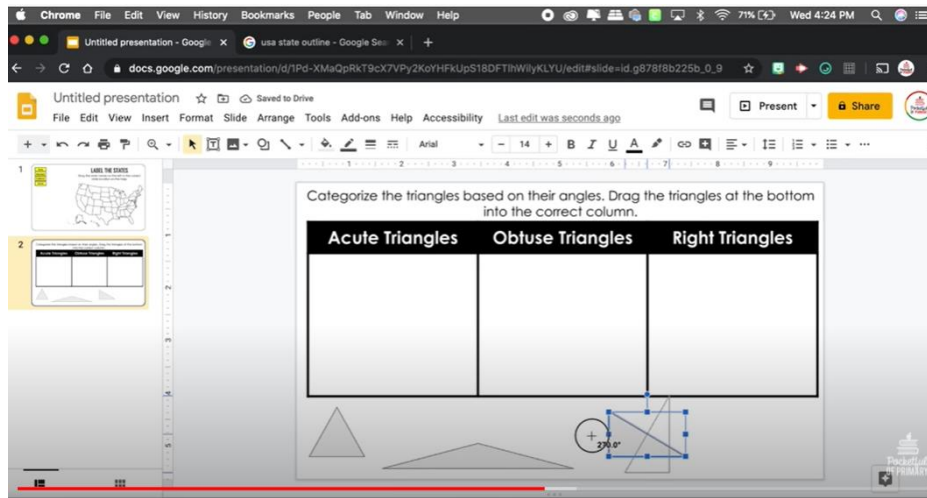
Charsfield KS1 Model

Timetable for week commencing 18.01.21

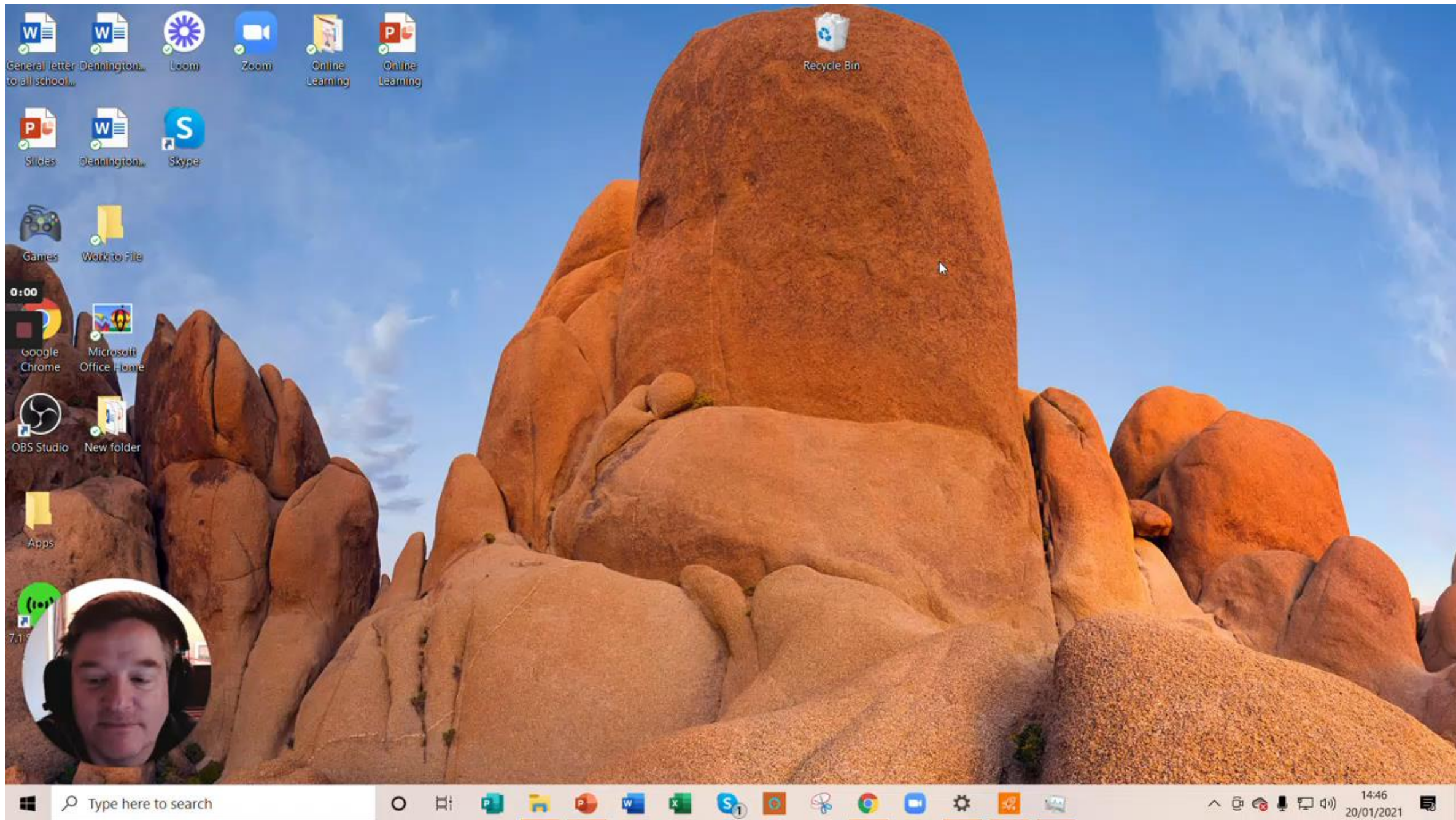
Monday	Tuesday	Wednesday	Thursday	Friday
	9.05am SPaG for yr2	9.05am SPaG for yr2	9.05am SPaG for yr2	Handwriting/spellings. <i>Please use this time to complete any work from during the week.</i>
9.55am Red group phonics	9.50am Red group phonics	9.50am Red group phonics	9.50am Red group phonics	10am Yr2 guided reading
10.30am everyone literacy	10.30am everyone literacy	10.30am Yr2 maths	10.30am Yr2 maths	
		11.15am Red group	11.15am Red group	11.15am Red group guided reading
		1.30pm whole school Zoom Share a biscuit, share a story.		

Making PDFs interactive

- DocHub ← To be explored
- Using GoogleSlides
- Sorting activities



<https://www.youtube.com/watch?v=-byn2YTVeWU>



Improving Presentations



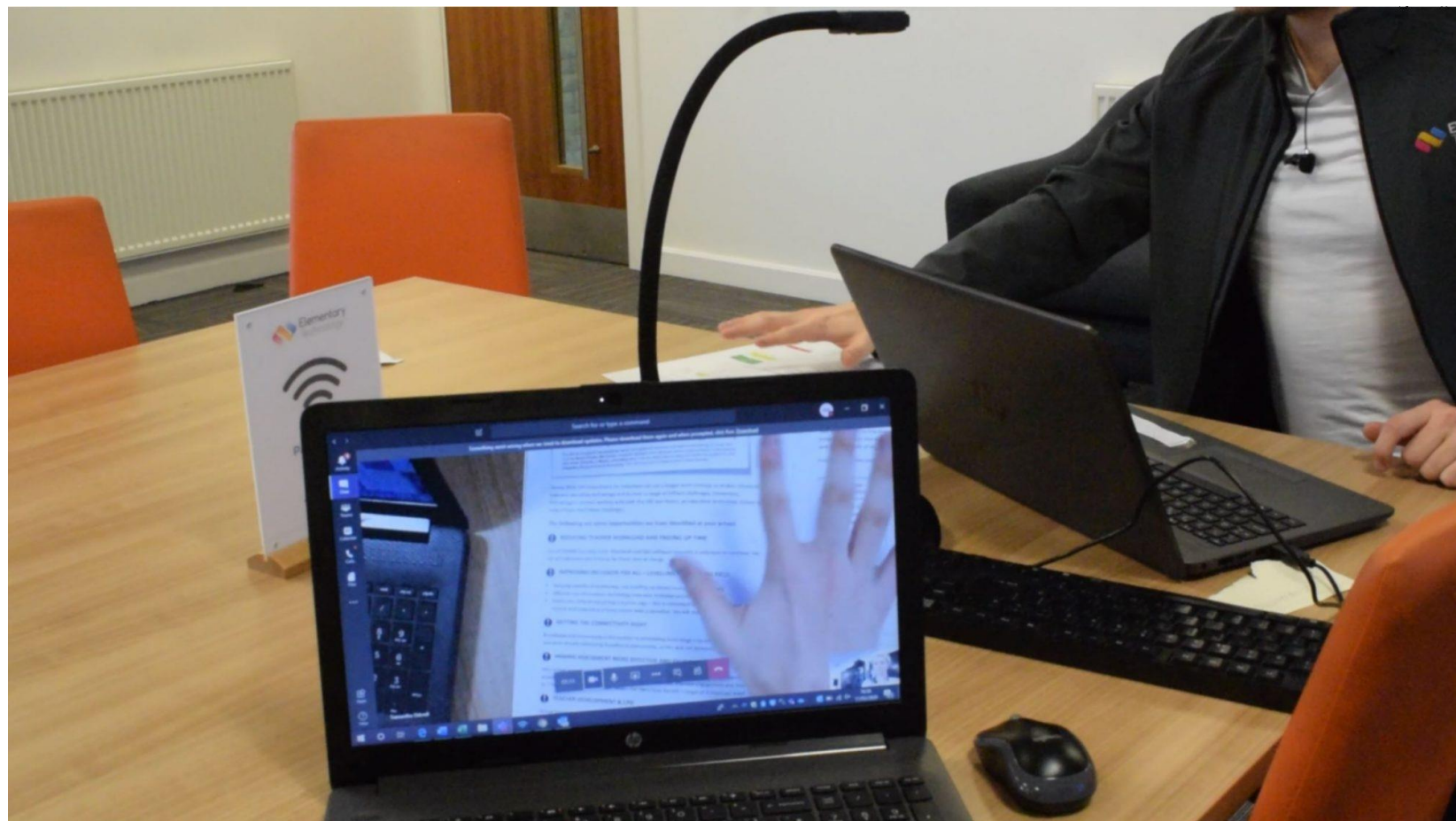
Using streaming software (e.g. OBS) to integrate sources

Using a visualiser to share texts and manipulatives

Adding your face to presentations using Loom

Using basic functions on Google Classroom

Using a visualiser





Using Loom

Classroom | Google for Education | Loom | Free Screen & Video Rec... | Loom | Free Screen & Video Rec... | Loom | Free Screen & Video Rec... | +

loom.com/my-videos

loom

Mr Williams
1 member

Libraries

- Personal
- Shared
- Team
- Starred
- Archived
- Settings

0:00

Paul Parslow-Williams

Personal Library

Videos Screenshots

Customize the video share page
Add a logo and change the color to match your brand.

Videos

Start recording

Recording Settings

- Video
- Screenshot (Beta)
- Screen and camera
- Full screen
- Change desktop
- USB Camera (0bda:525a)
- Microphone (USB Microphone) (0c45:6341)
- Internet speed is fast.
- Auto (720p)

Type here to search

12:56
20/01/2021



General letter Dennington...
to all school...

Slides Dennington...
Skype

Games
Work to File

0:00
Google Chrome
Microsoft Office Home

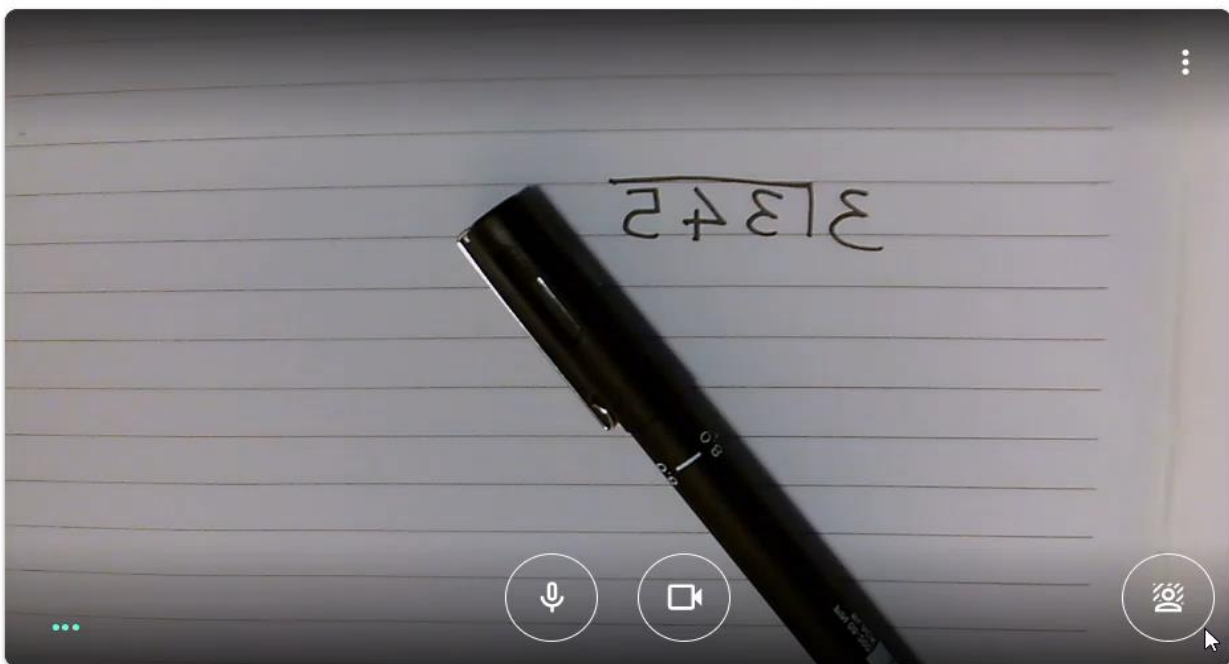
OBS Studio

Apps





head@occoldprimaryschool.org
Switch account



dicmmlk6rr

No one else is here

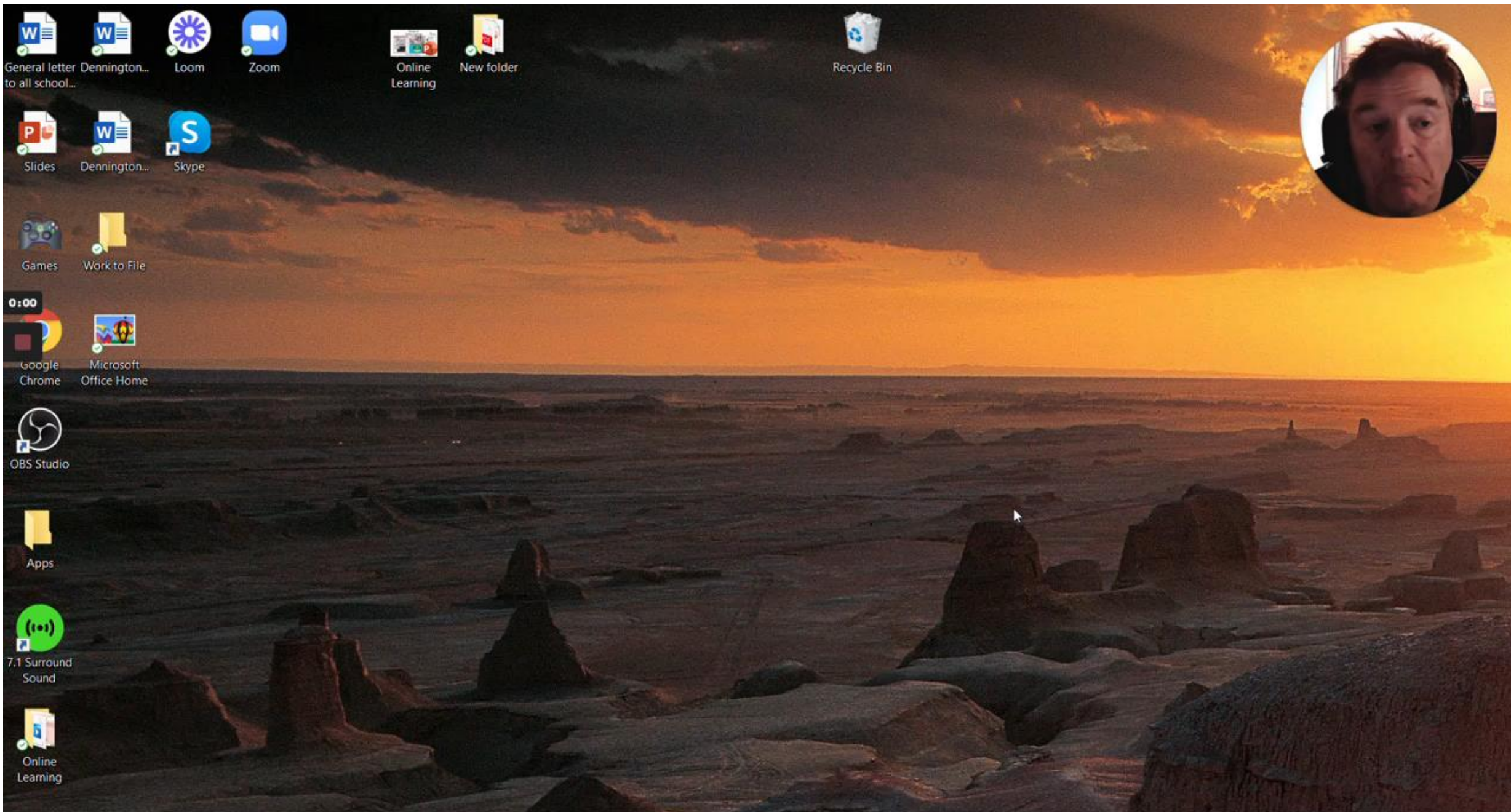
Join now

Present

Other options

Join and use a phone for audio







General letter Dennington... Loom Zoom Online Learning New folder Recycle Bin

Slides Dennington... Skype

Games Work to File

0:00 Google Chrome Microsoft Office Home

OBS Studio

Apps

7.1 Surround Sound

Common Issues

I can't see the pupils when presenting!

- Changing views
 - Using another device
 - Split the screen windows key and arrows
-
- <https://www.youtube.com/watch?v=Jd8X9HLGBuo&pbjreload=101>

Some Definitions

- **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.

Some useful advice (mostly from Stradbroke)

- If you want to slightly tweak a Google Docs worksheet (for example differentiating it for another group) then you can right click and make a copy rather than copying and pasting
- You can reuse whole lessons by clicking Create, Reuse post and then you can tick to copy attachments
- If using Google Forms for quizzes then make sure the first question is their name so you can whose response belongs to who
- Ellie made little signs of all the symbols that children might need to use on Meet so rather than trying to explain what the microphone looks like you can just hold the sign up and everyone else since has pinched the idea too!
- Converting YouTube videos on Safetube <https://video.link/> so no adverts, comments etc
- Making sure that you use the topic dropdown when setting assignments so you can find them more easily - some teachers have done it by subject, others by week
- Have created class folders on shared drive so that if people make things for other people or share resources it is all found there
- When sharing online videos, use SHARE TAB or you may experience sound problems.

Online learning: Keyboard shortcuts for teachers

1. Ctrl+F: Search a document

- Half the time when you're opening multiple documents it's because you're trying to hunt something down – a key word or phrase. You know you've seen what you wanted somewhere...but where?
- Whether it is hunting for a student name on a spreadsheet of hundreds, or looking for a reference in a multi-page document, Ctrl+F is your saviour.

2. Ctrl+K: Add a hyperlink

- This is particularly handy at present when you may want to share a link to an online resource in a piece of work that you are creating.
- Rather than hunting around for that small link icon, you can simply highlight the text you need to link, hit Ctrl+K and up pops the box to enter the link and you're done.
- This works in most online text editors, including Microsoft Word and Google Docs, so is a particularly handy shortcut to commit to memory.

3. Ctrl+N: Create a new document

- This one is so simple. You only have to remember it as "n for new", especially because this is the most likely reason you open a programme – to create something new.

4. Ctrl+J: Open recent downloads

- You know you already downloaded that past paper or lesson resource, but do you remember where you saved it? Unlikely.
- As such, if you're using a web browser like Chrome or Firefox, a quick Ctrl+J brings up all your recently downloaded documents, and you can find that pesky file with a jumble of numbers and letters for a name with minimal fuss.

5. Ctrl+Shift+T: Reopen a browser tab

- A super-handy browser shortcut, this will reopen the previous tab you had open. So if you've just shown something to a class, then realise they haven't really understood what you meant, hit these three buttons and it'll reappear as if by magic.

6. Ctrl+Y: Redo an action

- You probably know that Ctrl+Z is the undo option – but did you know that Ctrl+Y will redo something?
- This can be handy if you remove something and then realise subsequently that it was actually exactly what you wanted to say or you deleted the wrong bit of text from a piece of work, for example.

7. Windows key+L: Lock screen

- Pressing L and the Windows key (usually right next to the Ctrl key) is a great shortcut to quickly lock your computer. This can be perfect if you're finally ready for a screen break and can't risk one more email catching your eye.
- If you're on a Mac, hitting the Cmd, Ctrl and Q buttons at the same time will do the trick.

8. Windows key+M: Minimise all windows

- A very useful one to know if you share your screen and then realise there's something open that shouldn't be there.
- Windows key + M will get everything off your screen in a flash, hopefully avoiding any awkward moments. On Macs, this is a little trickier – you'll need to hold down the Cmd and Alt keys, and then press H and M together.