

Online Learning Session 2

Sharing of Best Practice

Polite Reminder



Mute
microphone
until you wish to
speak



Camera on if
you can



Use the hands
up button if you
want to
comment



Aims and Agenda

- Latest updates
- Sharing of best practice through 4 case studies including:
 - ❖ Britannica for safe and reliable online research-Emily (Occold)
 - ❖ Padlet for class boards-Sophie (Eye)
 - ❖ Dualless for split screen work when presenting-Hayley (Wortham)
 - ❖ Mote for giving verbal feedback-Susan (Fressingfield)
- Top tips and Q&A



Tales from the frontlines...Inspections

How we will select schools

We will select schools for monitoring inspections in the normal way. This means inspecting schools:

- that were **judged as requires improvement** at (at least) their **last 2 consecutive section 5 inspections**; *those that have converted to an academy, or have re-brokered since their last section 5 inspection and received a new URN (unique reference number), will not receive a monitoring visit*
- **judged as inadequate**, including those that are subject to a live directive academy order; new schools whose predecessor was inadequate will not receive a monitoring visit
- **We may also carry out some monitoring inspections of other schools judged as requires improvement, at regional directors' discretion and based on our risk assessment.**
- Section 8 NFD inspections will take place to follow up concerns about **schools that are not necessarily in a category of concern but that have been brought to our attention through, for example, a qualifying complaint made to Ofsted** about the school under section 11A of the Education Act 2005.

Tales from the frontlines...Inspections

- It was like a normal Ofsted but there was focus in your remote offer.
- They asked how many children are accessing school.
- There was a focus on vulnerable groups and provision for them. They asked if was it in line with the offer for all?
- They asked if we were replicating our normal curriculum as far as possible?
- They asked what we are doing about children that aren't engaging?
- They asked about processes and procedures for safeguarding.
- They looked at our curriculum and did a dive into the structure and progression.

Tales from the frontlines...

- They asked about the structure of the curriculum and progression and hierarchy of learning and skills.
- They wanted to make sure we were delivering the same curriculum as we would have been in school, so checked around monitoring of the subject while children are learning remotely.
- They spoke to middle leaders and our curriculum lead, they spoke to TAs, children and they even **listened to readers in school**.
- They are also not able currently to observe remote learning but **did look at recordings of learning from previous days**.
- They enquired as to how we were able to monitor progress.
- They looked at quality of offer and compared that across school to quality of learning, both from pupils in school and remotely.

Britannica Library for Safe Online Research



Emily Rowe from Occold Primary School



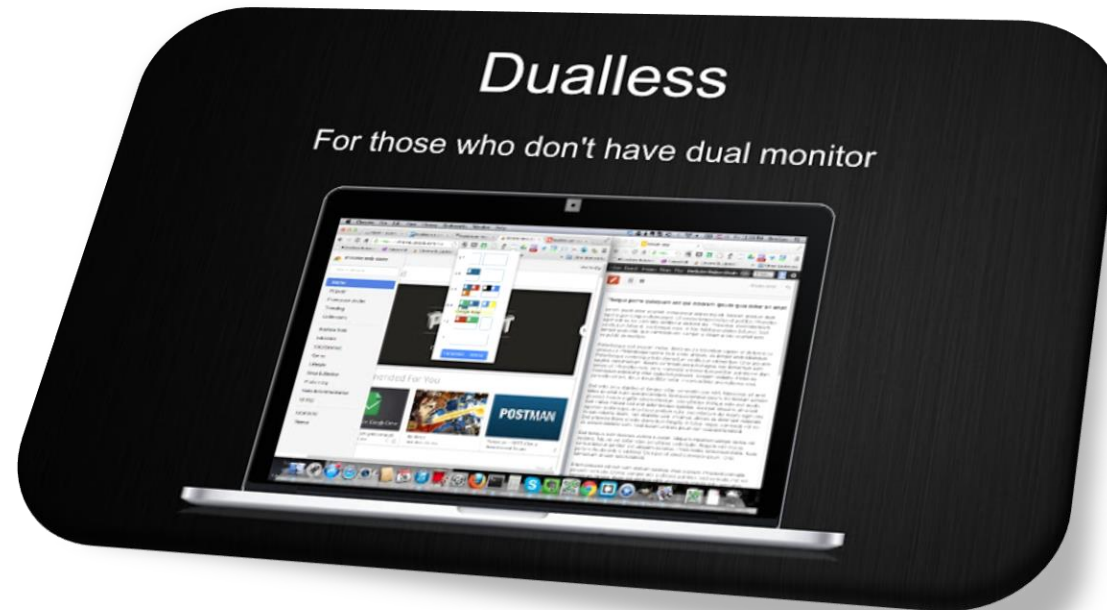


Britannica *Library*

Dualles for Split Screen Working



Hayley Clarke from Wortham Primary School



Hedgehogs

Class code 4q7lkq7

Meet link <https://meet.google.com/lookup/buqowsybgk>

Select theme
Upload photo



Upcoming

Due today

- Y2 - Maths - Subtracting
- Y3 - Creative Writing
- Handwriting - Wednesday ...

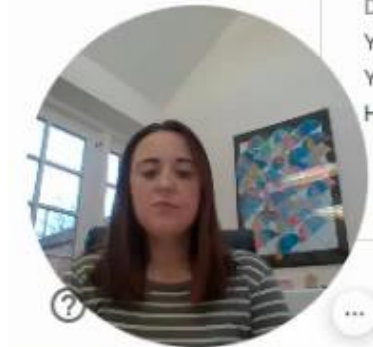
View all

Announce something to your class

Hayley Clarke
8:24 AM

Don't forget we have story time today at 11.45am!
See you there - it's the final chapter!

Loom for Chrome is sharing your screen. Stop sharing Hide



... X || ✓ 0:00

Mote for Verbal Feedback

Susan Perry from Fressingfield Primary School



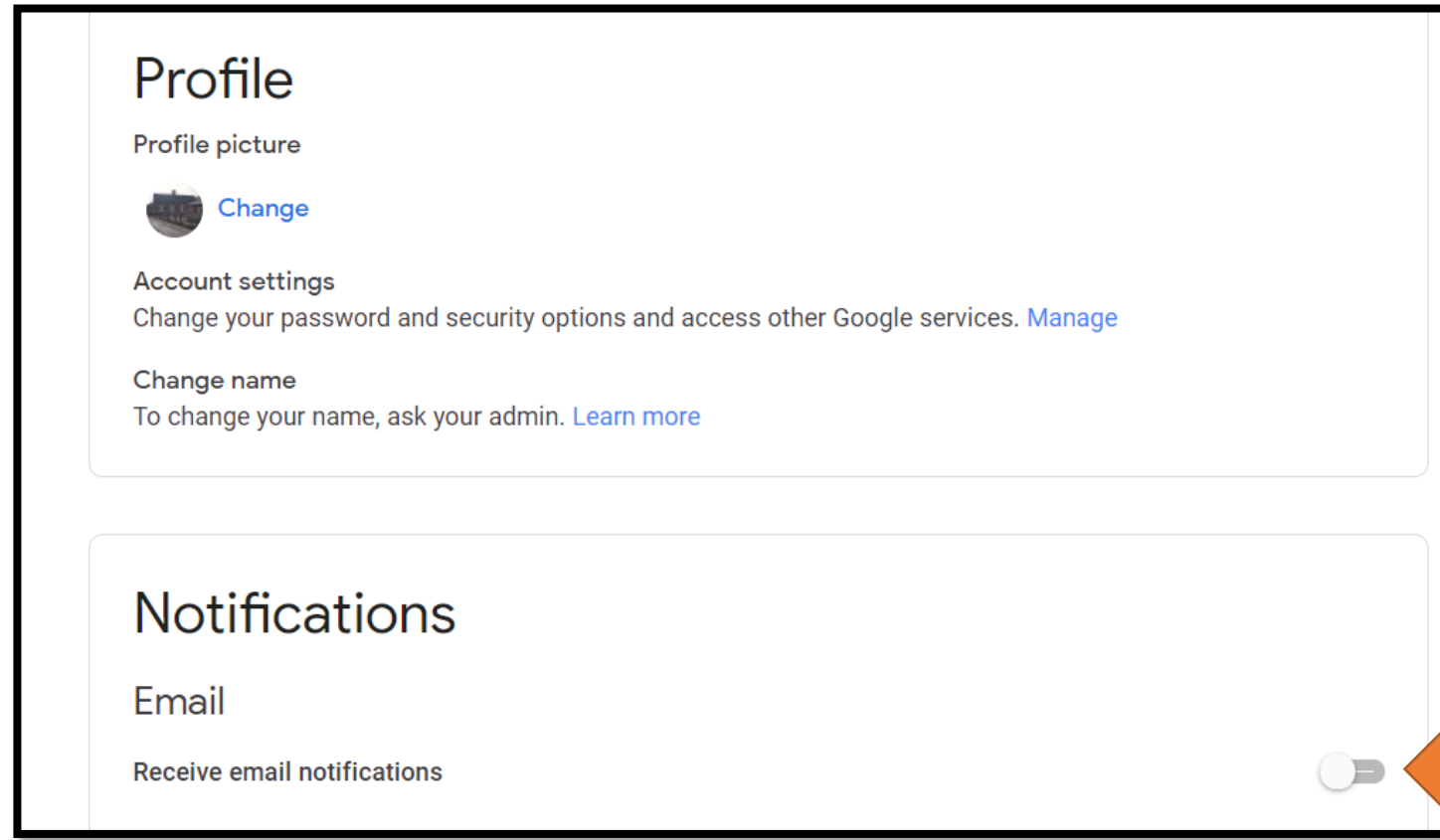
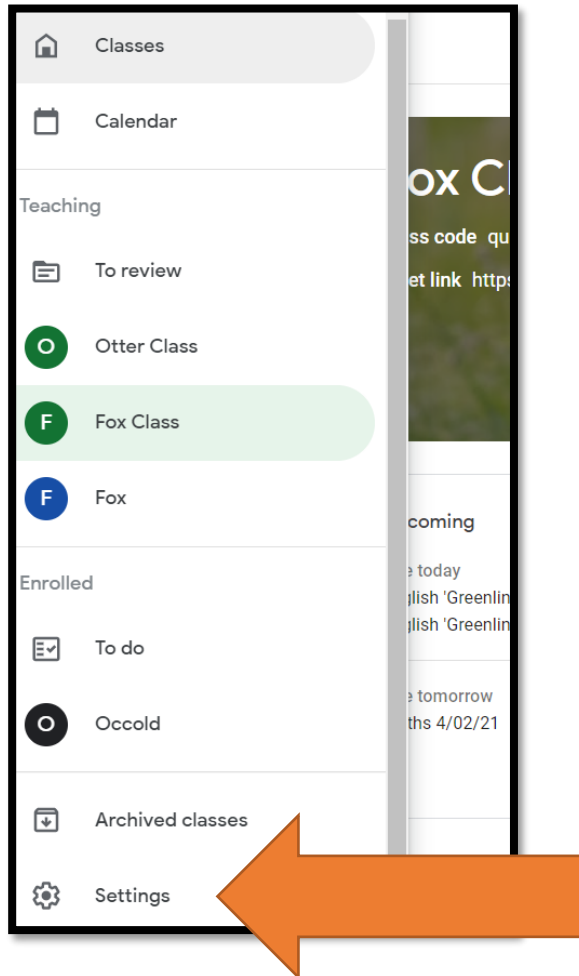
Padlet for Online Class Boards



Sophie Brown from St Peter and Paul, Eye Primary School



Top Tips-Remove the Email Spam!



Top Tips-Tech

1. For a **faster internet connection** for live meets, try to plug into your school ethernet or directly into your router if at home. This is much more reliable than relying on the wireless in your home or school.
2. The free trial on **Loom** can now be extended for free by setting up an educator account.
3. If you don't set your 1st piece of work as '**make a copy for each student**' when setting up an assignment on Google Classroom it won't let you edit it to do so later. You will need to make a new assignment. However, you can do this quickly by copying the old one (select reuse). It will then let you change it. Then delete the old one.

Top Tips-Interaction

1. Make lessons more **interactive** by using the **Google Forms** for a quick vote, science predictions or a pre-lesson quiz.
2. Use **visual games** such as
 1. odd one out
 2. true/false
 3. would you rather?
 4. quizzes
 5. memory games
 6. guess who?
 7. 2 truths and a lie
3. **Kahoot** challenges

Top Tips-Well being

1. Some schools are now setting up **social meets** for children to be able to chat with their classmates informally. This is being done by pairs of TAs.
2. Some schools have set up a '**Wellbeing Wednesday**'. Some core work is set but it has less of a screen focus and also allows some catch-up time.
3. Children really enjoy short games such as charades or scavenger hunts.
4. Although the power of EWOs is somewhat limited right now they do suggest that legally... ***It remains a parent's duty to ensure that their child of compulsory school age receives a suitable education this may be by accepting a school's offer if school have made one, or completing work set by school.***



THANK
YOU