



Link Learning Trust

Brookburn Primary School



Remote Learning Handbook

This handbook has been put together to support teaching staff in response to the Covid-19 pandemic and government expectations regarding remote learning. This handbook will go some way to providing guidance in a time of uncertainty when pods are closed for a period of time. Please refer to the trust's Remote Learning policy and the Covid-19 safeguarding appendix.

If our pods are closed we must be cautious of introducing children to too many different things, which could end up overwhelming and alienating them. We need to develop a consistent approach across our school. Using Google classroom through the school day or for homework will support children's familiarity with remote learning systems, in preparation for remote learning. We also need to be aware, that despite our best efforts, some children will not do anything during the period of self-isolation.

The second section of the handbook focuses on how we can apply what we know about effective teaching practice to remote learning. This section deals with motivation, effective instruction techniques and the use of cognitive science to help children learn when we are not together.

The third and final section of the handbook focuses on curriculum development. We need to be realistic and understand we simply cannot deliver the curriculum as we had intended whilst schools are closed – if this were possible we would have no need for schools. In particular, children who have difficulty accessing technology at home, are poorly motivated, or lack family support are likely to fall even further behind than their peers. We have made a decision that pre-recorded lessons and not live lessons is more appropriate for our remote learning. We are committed to inclusion at all levels, live lessons are likely to exclude some children, we will use pre-recorded lessons to minimise inequality.

Using Technology for remote teaching:

We cannot create a classroom environment on-line. We need to think about the content we want to deliver, and then think about which platform is best for your learning objective

Resource	Year Group	Uses	Other comments
Tapestry	Early Years and Communication Centre	Messages home Setting work Children / families submitting work and providing feedback.	
Google Classroom	Across school – all classes.	Pre-recorded lessons to be uploaded. Setting up and tracking whole classes. Setting detailed assignments. Streamlined, developmental feedback Tracking of progress. Links to other platforms.	Need pupil gmail. School laptops need all essential downloads as children will not be able to use a web browser.
TT Rockstars	Year 1 to 6	Practising times tables Retrieval practice Tracking progress	

Numbots	Early Years KS1		
White Rose Maths	EYs to Y6	Teachers to select and use any resources, including videos, and upload onto Google Classroom.	For school borrowed laptops ensure the required downloads are available.
BBC and BBC Bitesize			
Oak National Academy			

Ten Tips for Safe and Effective Remote Teaching:

1. Always follow the trust's Safeguarding, acceptable use and Remote Learning policy
2. Always use a School owned laptop or device. Personal devices MUST not be used.
3. Only use Google classroom for pre-recorded lessons.
4. No live lessons are to be delivered.
5. Only use children's gmail email.
6. Plan ahead. Dress appropriately, have a neutral background for video content.
7. Make behaviour expectations clear at the start of the video.
8. Have a clear objective in mind and keep video content brief.
9. Ensure your video upload have pause points to allow for student activities.
10. Ensure recordings are stored on school server or school device NOT a personal device.

Getting started in Google Classrooms:

1. Use your google account.
2. Go to classroom.google.com and click the **plus** sign (top right) to create a class

When creating a classroom, it is suggested that you only need to add the year and the subject.

The year group prefix helps the teachers view their classes, and the subject coming next (rather than class teacher) helps the student in their classroom view. The teacher initials or group at the end can disambiguate where multiple groups exist, and it is felt that it is not appropriate to share the same classroom.

3. Via gmail emails, the children log into their student account, visit classroom.google.com and accept/enter the classroom that will now be visible.

4. To see how to set work for the children, here are Google's own training materials:

<https://teachercenter.withgoogle.com/first-day-trainings/welcome-to-classroom>

There are of course many youtube videos you can find on how to do anything you can think of. You could try integrating google forms quizzes etc

There is a list of very useful guidance videos on setting up and getting started with Google Classrooms from Inspiration Trust here:

<https://www.inspirationtrust.org/careers/professional-development-courses/google-classroom-trainingmaterial>

Refer to our websites with a prompt under the remote learning tab

Effective teaching at a distance:

The following guidelines reflect what we already know about good practice in teaching and learning and how this can be adapted in the current situation.

This handbook has summarised views on remote learning from writings and presentations released in the weeks following school closures, specifically from Daisy Christodoulou, Doug Lemov, Harry Fletcher-Wood, Paul Kirschner, Caroline Spalding, Rob Coe, Stuart Kime and Daniel Muijs. Links to the original presentations and writings can be found in the appendices should you wish to go straight to the source.

Remote Learning: The same but different.

Daniel Muijs has argued that much of what we already know can be applied to the world of online learning, and this forms the basis of most of the advice.

However, Daisy Christodoulou has emphasised the need to focus on the mental processes of the classroom rather than mimicking surface level features. This means knowing why the practices you are selecting from – be it an instructional guide, retrieval practice quiz, or assignment – are likely to be effective in achieving your goals rather than just setting busy work to keep children occupied.

Doug Lemov also offers some useful context for teaching online, which is to remind us that children 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 children to break up the online aspect of learning with offline activities

and assignments, as well as ensuring our expectations of children are clear and we hold them to account for completing work.

Teach like an online champion

1. Communication and motivation:

Begin video content with your head and shoulders large on screen and welcome children 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

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

Spend some time making explicit what equipment/resources children 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.

When greeting children or giving a specific instruction, look directly into the camera. They are socially conditioned to respond when you look at them!

Consider using “fake feedback”, age appropriate, for example asking children to participate in choral response or with an answer then responding as though you heard – it creates a positive feedback loop (similar to Joe Wickes)

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

Be very clear about what exactly you expect children to do. Sometimes non-compliance arises from confusion or lack of clarity

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 children. Beginning by feeling competence builds their intrinsic motivation.

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.

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. Make sure you can follow up. The message children should get is, “I care, I’ll know and I’ll follow up.”

Have set ways you initiate lessons/get children to show they are participating. This creates familiarity and routine and cues up the behaviour you will reward

Celebrate success collectively –

“As a class we are aiming to get 20 correct answers here....”

“Let’s improve our class average on.....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.

2. Content:

Stick to essential content only.

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.

Introduce regular ‘pause points’ into instructive videos. Set a task, clearly tell children 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

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

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

If introducing new content or building on knowledge, refer to relevant prior knowledge. Remember new knowledge relies on the foundations being secure.

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

Break learning down into shorter sessions spread across longer periods of time than usual. Spacing like this should aid retention whilst schools are closed.

Return to review concepts and content regularly. This should aid retention.

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

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

Provide scaffolding in a series of steps. Introduce pause points and a checking for understanding point (see FEEDBACK below) after each step. Gradually remove steps as they progress and gain competence.

Provide clear success criteria for tasks.

3. Feedback

Use pause points to enable quick formative feedback – eg get children 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 the process they should have applied.

Try to establish checks for understanding points, which involved asking them to check their understanding they got something wrong can you direct them to cycle back to an earlier point or a revision resource? Then and pick up or try again?

If at all possible encourage discourse about feedback –

Can their next activity be to tell you where they went wrong and why?

When giving teacher feedback, focus on shaping their actions for next time. Draw their attention to their success as provided.

Make sure you follow up in their next task in seeing they have taken the desired actions.

4. Using multiple choice questions

Use simple vocabulary and syntax in the questions and don't include irrelevant information or examples. Multiple choice questions should be very clear – children should not get it wrong because they misunderstood the question. Multiple choice questions should not use opinion based questions

Questions should not be negatively phrased.

You should provide 3 plausible answers.

Ensure the questions focus on clear learning objectives within the taught curriculum.

Focus on testing the most important content.

Don't give greater detail in the correct option, this acts as a prompt and helps children to guess correctly.

Whenever possible, use incorrect options that indicate to you what the children's misconceptions are.

Curriculum Planning and Resourcing

1. Curriculum review as children begin the 14 days remote learning:

The children will have a maximum of three days using the agreed standard on-line package which will enable you to plan as a whole team for the following 11 days remote learning.

The first priority for teachers and teams is to decide what content can and should be delivered whilst children are learning remotely. As far as possible, work set should focus on review, retrieval practice and practical application of previously taught knowledge and skills.

If you feel it is necessary to teach new content, please consider carefully how you plan to address misconceptions or gaps when children return to school and for those children that we know, will not access any remote learning.

Teachers and teaching assistants are encouraged to work together (remotely) to discuss, debate and plan their units of work.

Look at your curriculum units of work.

What should you prioritise review of and why?

Are your choices appropriate?

What does this mean you leave out?

Will it need to be covered later? When will that be?

How should you space out the content? Can you interleave content?

How will you arrange signpost to children how this content fits into their learning of the whole subject?

What resources do you need to provide for children? Is it possible?

Are these available or do you need to make them?

Who has time/capacity to do it? Which staff still in school can help?

What work should children produce?

What will good quality work look like?

Do you have or do you have time/resources to create models to share with children?

How will you work further retrieval of this content into the curriculum once children return to school?

How will you integrate work packs?

How will you meet the different needs?

How will you follow up children who are not engaging in remote learning?

How will you support each other?

1. Curriculum review: after the children return

The next stage will be to review your current curriculum map with a critical eye and consider what needs to be adapted ready for when we return to school. This can be done with the phase teachers remotely.

Questions leaders can debate with their phases are:

What should we choose to teach and why?

What does this mean we leave out?

What might we be missing?

What about children that have not kept up or accessed?

How will we fill these gaps?

How should we sequence the content for those that accessed and those that didn't?

How will different colleagues support?

What expertise can we draw on?

What professional learning needs do we have?

How can we make remote learning better if there is a next time?

Learning Phase Community:

Although the staff in the phase won't be together for the 14 days, nobody should feel alone or daunted in remote teaching. Please stay in contact with each other and the head and deputy will be in touch through email and Google meet. Flag up any concerns regarding children. Don't hesitate to ask for help.

Please see below for further links and reading:

Doug Lemov interview in which he outlines the key principals he feels create effective remote teaching practice:

<https://www.youtube.com/watch?v=tOCDRSLN5w&feature=youtu.be>

Videos and field notes focusing on remote teaching:

Mastering remote teaching– _intro: <https://teachlikeachampion.com/blog/mastering-remote-teaching-intro-twotypes-of-learning/>

Connecting and communicating through video: <https://teachlikeachampion.com/blog/our-first-round-of-videos-ofonline-teaching/>

Introducing ‘pause points’ in video / remote teaching:

[_https://teachlikeachampion.com/blog/pause-points-a-clip-from-sara-sherrs-online-classroom/](https://teachlikeachampion.com/blog/pause-points-a-clip-from-sara-sherrs-online-classroom/)

Example of a planned, live online lesson: <https://teachlikeachampion.com/blog/alex-barbas-bio-class-an-example-of-a-synchronous-online-lesson/>

Feedback and accountability loops: <https://teachlikeachampion.com/blog/feedback-and-accountability-loops-foronline-classes/>

Example of a planned, pre-recorded video lesson: <https://teachlikeachampion.com/blog/online-lessons-georgebramley-wins-the-battle-of-hastings/>

Accountability and feedback online: <https://teachlikeachampion.com/blog/accountability-and-feedback-online-onebig-questions-is-when/>

Using Cold Call in a live online lesson: <https://teachlikeachampion.com/blog/knikki-hernandez-engages-studentsonline-with-three-types-of-cold-call/>

Reading aloud in online lessons: <https://teachlikeachampion.com/blog/is-reading-aloud-relevant-in-an-onlineclassroom-yes-these-videos-prove-it/>

RESEARCHED PRESENTATIONS:

Paul Kirschner: Tips for effective teaching from a distance

Harry Fletcher-Wood: How to get students to turn up to remote learning

Caroline Spalding: Re-motivating students

Stuart Kime: Distance learning by MCQ

BLOGS AND ARTICLES:

Daisy Christodoulou: Why remote learning hasn't worked before and what we can do to change that

<https://daisychristodoulou.com/2020/03/remote-learning-why-hasnt-it-worked-before-and-what-can-we-do-tochange-that/>

Daisy Christodoulou: The challenge of remote teaching is the challenge of all teaching

<https://daisychristodoulou.com/2020/04/the-challenge-of-remote-teaching-is-the-challenge-of-all-teaching/>

Professor Daniel Muijs and Dr. Dominique Sluijsmans: Why this is not the time for large-scale educational experiments

<https://schoolsweek.co.uk/why-this-is-not-the-time-for-large-scale-educational-experiments/>