

## The SMA Remote Learning Plan

When designing our approach to remote learning, we conducted shared reading and developed the following guiding principles, which continue to inform our approach to blended and remote learning:

[Setting work for a long-haul shut-down, Tom Sherrington](#)

[Learning in the time of coronavirus: planning distance schooling, Harry Fletcher-Wood](#)

[Never let me go, Dani Quinn](#)

1. **Use remote learning to revise and ‘over-learn’ content students are already familiar with:** we know lots of our students struggle with independent work, and we know they switch off when it’s too hard. We also know that students need to meet content/skills/ideas again and again and in different contexts to embed them in their long term memories. Home and remote learning is used to re-visit big ideas and key concepts already covered to ensure students do not forget them. This is more realistic than trying to teach new unfamiliar ideas or skills.
2. **Set a manageable amount of work for students:** If a bubble goes into lock down, have 3 core lessons which must be completed each day, and additional tasks available for students who can do more. **Identify what matters most:** Decide what we most want students to be learning/practising in this time (e.g. re-vising challenging topics/ completing practice questions etc.) and find a simple way to get them to do it.
3. **Make the tasks feel important to students:** When we’ve decided the tasks/activities/content which is most important to students, share the rationale for why it’s relevant and important. *I’ve chosen this task because... it’ll help you because...* Create a video from a teacher introducing the task each week or a voice note—keeping up as sense of connectedness for students will be key.
4. **Set simple recursive tasks:** people often switch off when a task is too complicated/challenging. So prioritise clear tasks which all students can do, and which build a sense of success and routine. E.g. Design lessons which follow a similar structure: E.g. read a short text/ watch a video, and submit answers by responding to an MS Forms quiz
5. **Responsive teaching works at a distance too:** Finding ways to take feedback from students (e.g. through a carefully designed SMHW/ MS forms quizzes, in the style of an exit ticket) is key for promoting engagement and altering our planning. Don’t create complex feedback loops in which staff have to provide constant feedback and digital marking, but perhaps send brief feedback on a weekly basis, or mark a piece of work every few weeks
6. **Pick the simplest/ most familiar tech platforms to use:** students are already familiar with SMHW, Educake, etc. continue to use these platforms as we gradually introduce Microsoft Teams and its improved functionality
7. **Make it easy to create habits with home working:** set predictable times and routines for action—design a clear and simple home learning timetable.
8. **Maintain contact with students through appropriate channels:** students who are self-isolating will need a check in-call to ensure they know how to access work within the first few weeks. This will be particularly key for vulnerable students. Setting tasks on a weekly basis, and providing some brief feedback to students will also be key for making them feel connected to teachers. Develop a protocol for contact with home.
9. **Monitor students’ engagement carefully-- reward and celebrate success and contact home when students aren’t engaging:** encouraging engagement from students and making this a habit early on will be key. Contact from teachers will feel like a real reward and an accolade. Calling home to congratulate will act as a good reward and incentive. Equally, teachers and pastoral staff play a key role in contacting staff when we can see students haven’t been completing work.

## Lesson Structure for Remote and Blended Learning

**Introduction:** Teacher provides a short written/videoed blurb explaining the Main Focus and Big Idea in the lesson, why it's important and the task to be completed.

**Re-cap:** Students complete a short low-stakes quiz/mind-map on some relevant content which they already know, linked to today's learning

**Task:** Students complete a task e.g. a reading activity/a research task/practice questions/ watching a video/using a PPT with teacher audio

**Exit Ticket Homework:** Students complete an on-line quiz on MS Teams (focused on the Main Focus/ Big idea). **This can be completed on a computer or SMART phone.**

**Feedback:** Teacher provides a weekly round-up of 'shout-outs' to students who have engaged really well, and some suggestions for improvement. **This is linked to a clear rewards and support system.**

## Feedback from our students during lock down, which we used to shape our approach to blended learning:

Question: Which teachers or subjects have done a great job of leading your home learning? Why? What's been good about their approach?

- "Mr Jivraj gave us powerpoints with his own audio since the start which was very helpful. Now most of my teachers have done the same which has really helped me to understand. Mr Dalton gives us youtube videos to watch and make notes from. Before the videos, I really struggled with the topic but after watching the videos I found that they were very helpful."
- "Maths,English,Science,Geography,History have done a great job as they teach me just like I was at school especially the power points that had the teachers voices it was a really good experience.."
- "Miss Giovannoni, Mr Uddin, Mr Hunt, Ms Trim. Their lessons are easy to comprehend. They give a clear description of what needs to be completed and the expectations are. They acknowledged lesson mistakes and rectified them."
- "RE because we could write the answers and there was the quiz which was really helpful and helped me understand more about what we whet learning"

## Next Steps and Lesson Learnt: Our Approach to Blended Learning

**Simplicity is key: students engaged best with the online quizzes because they were easy to access and instructions and formats were clear. This will therefore inform a singular approach to h/w and a simple approach to blended learning:**

Blended learning combines classroom teaching with online provision. It is vital this year for a number of reasons:

- 1) Attendance might be impacted for certain individuals; we need to get them into the habit of catching up on missed content on Teams.
- 2) Teachers and students benefited from aspects of our approach to remote learning– it's important that we build on these habits and successes
- 3) Alongside marking students' work, we're going to utilise Teams and MS Forms to help us to gather data on student understanding so we can teach responsively and be mindful of staff workload and well-being.

## All Teachers will:

- Upload their PPT and lesson resources onto Teams so that students can access lessons in their own time.
- Set a weekly MS Forms exit ticket quiz in the assignment function, based on threshold concepts, which will be used to adapt planning and personalise learning.
- Provide students with whole class/ individual feedback, based on the quizzes.
- Actively promote students' completion of these quizzes, and support students into 100% completion

- Provide students with training on how to use MS Teams, alongside Show my Homework

**Staff will be encouraged to:**

Record audio onto your PPTs for MS Teams to allow students to review instruction in their own time/ catch-up on missed lessons. This will be effective because it will:

- help to practise/script parts of your lesson which will be more complex to deliver
- model to colleagues using co-planned resources how you to deliver this part of the lesson
- make cover lessons more meaningful