REMOTE LEARNING

Remote Learning FAQs

Why are you following the school timetable?

We have chosen to follow the school timetable so as to provide structure to the remote learning experience, ensuring that students and parents know what is happening and when.

Parental feedback showed that 85% of parents feel that remote learning is better this time than in the previous lockdown with the remaining 15% feeling 'neutral' about it. Most parents commented that the 'live' aspect to the lessons was really helpful in supporting remote learning. Following the school timetable also ensures that we can meet the government requirement of secondary school children receiving 5 hours of remote education per day.

It is always difficult to get the balance right such that it suits all students and families at the same time. At the moment, it appears most parents wish us to maintain this structure. However, we recognise that this will not suit all students and some students struggle with the amount of screen time. We are continuing to review this and, depending on news from the Government on 22nd February about our return to school, we may move to more of a mix of 'live' with independent elements after half term. In the meantime, if your child is struggling with the amount of screen time, please contact your child's Year Leader.

What feedback will my child receive?

Many parents asked about what feedback their child could expect to receive and how they could support their child's learning by getting involved in the learning dialogue.

Feedback can take many forms and may not always mean extensive written comments for individual children.

Teachers mark following a proportional feedback policy. The aim of this is to sample work from the lesson to inform planning for the next lesson. Teachers sample work by marking one in every six individual pieces of work every other lesson.

Research has shown that the key to good feedback is ensure that it is timely and specific. Proportional marking allows us to provide timely feedback that can move learning on.

Other types of feedback that we provide can include:
- Verbal feedback during questioning and live sections of the lesson.
- Typed feedback in Teams once work is submitted.
- Audio and written feedback via Onenote/teams.
- Self-marking quizzes
- Whole class feedback after a sample of work is reviewed by staff.

Please ask your child what feedback he/she has received (perhaps by asking specifically if he/she has received or been engaged with any of the above), so you can be involved in your child's learning. Please also continue to let us know what works well, or what we might do better, so we can improve our provision.

How can my child ask for support?

Teachers are online during the entirety of the lessons and are available to support in any way. Students can use the chat function in MS Teams to message staff directly, they can use the chat function in the meeting and they can unmute to talk to the teacher. If needed, staff can use the 'breakout' facility to have one-2-one conversations with students if they feel this would be beneficial and appropriate.

How can I support my child at home?

There are many ways in which you can do this. The below are suggestions only.
1. Use the school time table to support his/her routine.   Students can find their timetable on Teams by clicking on Calendar.

   Treat each day like a school day and cross off when your child has carried out each lesson and has completed the work.

	1	2	3	4	5
Monday					
Completed					
Tuesday					
Completed					
Wednesday					
Completed					
Thursday					
Completed					
Friday					
Completed					

This short video might provide helpful advice about supporting daily routines:

https://www.youtube.com/watch?v=MO9SGRgi3c&feature=emb_logo

2. Consider having a 'five-minute plan' chat with your child/children before they get started with home learning. This can help establish whether your child has everything they need and help them reflect.

   The Talk with TRUST framework can support conversations about all learning opportunities.

3. Build-in opportunities to promote the self-regulation (controlling one's behaviour, emotions, and thoughts in the pursuit of long-term goals) in children that is necessary to achieve academic goals. These include:

Talk with TRUST

Learning opportunities are everywhere. You can make anything a learning experience for your child, just follow the TRUST ideas.

T — Take turns to talk about what you are going to do

R — Recap the plan as you are working

U — Use lots of encouragement

S — Share what you know to help your child

T — Tune-in and be interested

Setting goals	What do I want to achieve over the course of this hour or this day's learning?
Planning	What order am I going to tackle my work in? What resources do I need?
Perseverance	Learning isn't always easy; schedules can be flexible – if something isn't working, don't argue about it as frustrating as it might be, build in a break and come back to it later or tomorrow.
The management of time and materials	As adults, we have lots of experience at managing our time – the student should lead and follow guidelines and try to stick to them. Has the student got all of the materials they need (so they don't have to waste time later trying to find something)? Also see 'five minute plan' chat in point 4 below.
The management of attentiveness and emotions	See the repeated advice below for creating a productive learning environment in the home. Work is set by teachers with the best of intentions. Seek advice if it helps but develop the independence in the learner to try to solve a problem themselves first. For emotions, see 'Perseverance' above.

Top tips for creating a productive learning environment in the home

Ensure all distractions are switched off or well out of reach – mobile phones should be switched off / on silent or placed in another room; the TV also shouldn't be on. Quiet, calm music in the background might provide a suitable backdrop to work being completed.

Provide a table or suitable flat surface and a chair for work to be completed on. Ensure that learners remain hydrated with water and are able to eat in line with a regular routine.

Conversation – during learning or once learning has taken place, talk about it – ask your child(ren) what they learned during their last hour or during the day – ask questions – you don't need to know the answers. If you have more than one child, get them doing this together – there is a lot to be said for peer supported learning!

"What do you know now that you didn't when you started this task?"
"Explain ……. to me" "Tell me about ……."
"I can see that during term 1 in your CIO, you learnt about …… - what can you remember about it (you can also use the 'I can' statements in the self-assessment sections)".

Don't do the work for them or give them the answers!

Learning can be frustrating at times and it can sometimes feel easier to just give a learner the answer. Don't! The brain needs to make connections itself rather than use the connections that you have in your brain already.

Don't accept "I can't do it" or "I don't understand" for an answer but don't fall out over it either. Instead, model perseverance. Learning can be difficult, it shouldn't always be easy, but provided the task is appropriate and the information is provided or can be found (the internet is usually very helpful here), it is possible to complete tasks, check them, learn information and then return to the information later in order to revisit it (or revise).

Please remember, teachers will work hard to ensure gaps are filled when children are able to return to school.

Reading – 7 Top Tips to Support Reading at Home

Shared reading is a great way to develop children's language and communication and to boost their reading skills. Regular reading routines can offer lots of opportunities for learning during school closures.

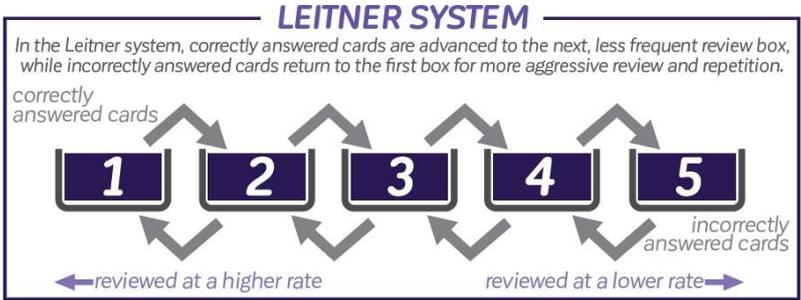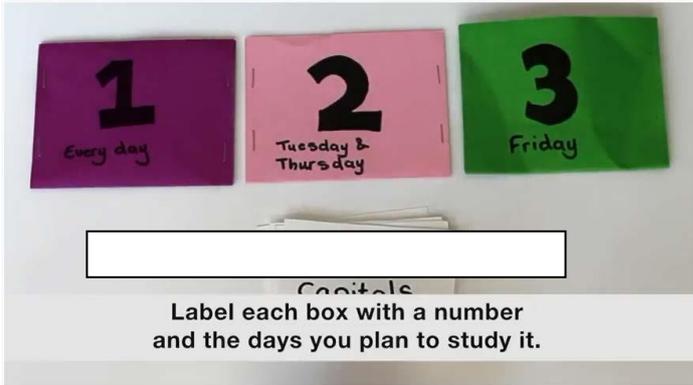## How best to get more involved if you are keen and able to

For those of us that want to roll up our sleeves and are able to or want to get very involved with the learning process (again, you don't have to know the answers or the information being learnt yourself), provided this is well received by our children you may also consider the following tips useful:
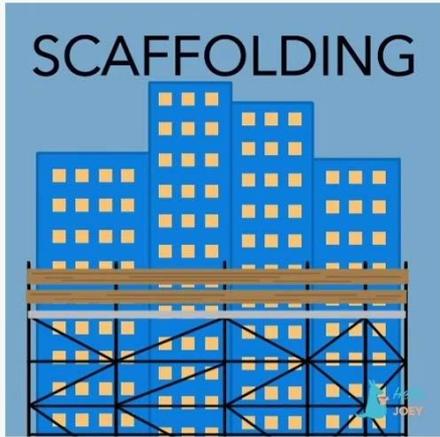
SCAFFOLDING

This short 2.5 minute video https://www.youtube.com/watch?v=rVaRdV explains the use of scaffolding to support the learning process. Scaffolding is most commonly associated with building but considered in the context of learning, it is a very useful tool. Scaffolding is structured assistance, or guidance, that help someone build confidence and push their limits to develop new skills and accomplish tasks. The scaffolding doesn't build the building, but it supports the process.

Using Quizzes and Flashcards for retrieval practice

Retrieval practice is recalling previously learnt information. The act of retrieval helps us to remember. Quizzes are cues that support retrieval, but there are other ways to retrieve information that are not quizzing. It is retrieval – not just quizzing – which leads to long-term learning. Flashcards are a common factor in students' revision. Students should not just write everything on them and just reread them. The Leitner system to use flashcards is encouraged.

1 Every day
2 Tuesday & Thursday
3 Friday

Capitals

Label each box with a number
and the days you plan to study it.

LEITNER SYSTEM

In the Leitner system, correctly answered cards are advanced to the next, less frequent review box, while incorrectly answered cards return to the first box for more aggressive review and repetition.

correctly answered cards

1 2 3 4 5

incorrectly answered cards

←reviewed at a higher rate   reviewed at a lower rate→

Concept mapping

Concept maps are diagrams that map key ideas and their relationships. In creating concept maps without the material to hand, we are facilitating retrieval practice. There is evidence that concept-mapping helps to ensure material is remembered. In addition, concept mapping helps to identify the main concepts in a text/topic and identify the way they interact.

Free recall

This is when we write down or talk about everything we can remember about a topic. Providing that this is then followed up with some form of checking, it's a simple way of encouraging retrieval practice. Curriculum Intent Organisers can support this process. https://www.coombedean.co.uk/curriculum-intent/

Additional learning activities and resources that are available

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Resources_for_parents/Supporting_home_learning_routines_-_Planning_the_day.pdf

Supporting home learning routines
Planning the day

Education Endowment Foundation

Consistent routines are important for behaviour and wellbeing in school and our routines at home have changed significantly. Routines support behaviour and you will be finding a new rhythm with your family. You could share this checklist with your child. Talk to them to help them plan their new routines.

The importance of simple approaches as part of a regular routine is key recommendation 4 of the EEF's guidance report *Improving Behaviour in Schools*

	M	T	W	T	F
I woke up at a good time.					
I did some exercise.					
I had regular meals and drank water.					
I enjoyed some reading in a quiet space.					
I practised a maths skill.					
I completed some school work at my work space. I chunked it so I had some breaks too.					
I talked to my family about my day and how I am feeling. I asked them about their day.					
I helped with a household job and talked to my family while I did it.					
I contacted my friends.					
I spent some time on my creative hobby.					
My parent/carer told me what I did well.					
My goal:					
My goal:					

DfE Resources
https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources/coronavirus-covid-19-list-of-online-education-resources-for-home-education

The Department for Education has brought together an initial list of online educational resources to help children to learn at home.

These websites have been identified by some of the country's leading educational experts (some of which are used by teachers to support learning from home) and offer a wide range of support and resources for pupils of all ages.

The list currently includes subject-specific resources for: English, maths, science, PE, wellbeing and Special educational needs and disabilities (SEND). They are currently being offered for free.

Individual resources cannot replace a school's properly planned curriculum, but they may be useful for parents in considering how they could support their children's education, but they should not be used in place of existing resources that schools may be using as part of their continued provision for students' education at this time.

Well-being

Finally, it is important to focus on our emotional and mental health. Please find below two links which may be helpful in supporting you and your families.

Wellbeing and Mental Health

https://www.nhs.uk/oneyou/every-mind-matters/coronavirus-covid-19-staying-at-home-tips/

How to Support Your Child's Wellbeing

https://www.nhs.uk/oneyou/every-mind-matters/childrens-mental-health/