Teaching & Learning Newsletter

Spring 1 2021

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Hello all, I think I can still say it...Happy New Year. I hope you and yours are well and enjoyed the Christmas break. Welcome to the first Spring edition of the WeST wide secondary Teaching & Learning (T&L) newsletter.

With an aim to collate and share research informed educational thinking around T&L. We hope that the content will support and inform your classroom (or indeed remote) practice and be used alongside your schools T&L principles to ensure that we are creating the most effective and impactful learning opportunities for our pupils.

If you would like to contribute to the newsletter, or discuss anything T&L please contact your in school T&L Lead or me at rwoodhouse@westst.org.uk

Well this new year may not have started as we had hoped, and our students are in the majority learning from home and we are back to planning and delivering remote teaching and learning. Along with in many cases looking after family, managing rotas and monitoring the engagement and wellbeing of our students. As we have done before, WeST teachers will continue to provide quality teaching and learning, going above and beyond to keep our students and each other safe and well, so thank you.

This edition will focus on keeping it simple and effective whilst teaching online. Consistency is key, so where possible and appropriate online teaching and learning pedagogy should mirror that of your classroom and be built around for example, retrieval, instruction and deliberate practice. We've been here before so the below content aims to remind and refresh you with some evidence informed strategies of what previous lockdown experience says works and some tips on how to make it happen.

Online CPD - coming soon...

Our next online CPD session will be on **Tuesday 26 January, 16.00 - 16.45** via MS Teams. Your T&L leads will be in touch shortly with the session overview and registration link.

Hope you enjoy the read.

Ruth

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WeST T&L Lead

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Online Pedagogy - lessons learnt and top tips

Structure - keep it simple, keep it up.

Now more than ever, consistency is key and where we can support our students with familiar routines we should. Where possible and appropriate online teaching and learning pedagogy should mirror that of your classroom and be built around the evidence informed T&L strategies outlined in your schools model of teaching and learning. The elements of quality teaching and learning remain the same, even though our medium for delivery is different. So, whether pre-recorded or live, we should strive to follow a simple, consistent structure so our students know what to expect, know how to engage and do not waste their attention or cognitive effort on the mechanics.

Below is a suggested structure that I know mirrors T&L models in place across our trust, slightly simplified and with some tips for ensuring maximum engagement and motivation for our students to get it done!

Quality Online T&L, Planning Structure

Starter: Low stakes retrieval quiz

Teacher Instruction (with modelling, I do)

Deliberate practice (We do)

Exit Ticket: Quiz, short answer questions (You do)

Implementation top tips:

1. Stick to a simple, consistent structure where possible, use **consistent language**. **Less is more**, the reality is students will be watching or reading from a mobile phone - don't overcrowd with too much text.

2. Use of **pause points** (pre-recorded) and **silence** (live) - ensure students have opportunity to pause, think, repeat, practice and produce work worth submitting.

3. **Early success** is important, if you want students to be **motivated to stick with you**. Plan for all students to experience success early on; retrieval quizzes work well...build students up to more challenging stuff.

4. **Over model** and front load, the explanation. When thinking about I do, we do, you do... the emphasis and your planning time should be on the I and We when online learning. Ensure explanations are tight, clear and supported by quality visuals where possible. ****Btw its great CPD practicing modelling and refining instruction*

5. **Build in question points**, to ensure learners are actively engaging with any pre recorded videos and not just watching. For example saying things like "what type of triangle is this? Speak out your answer now. [pause]. Good, it's a right angled triangle because it has..."

Adam boxer over at his blog [A Chemical Orthodoxy](#) has helpfully reflected upon and collated his lessons learnt from planning and producing pre recorded lessons for [Oak National Academy](#), below is a helpful extract that exemplifies how to translate the I do, we do, you do strategy into a mini script for effective online delivery. [Read the full article here (5 min read): Some top tips for making teaching videos.](#)

Teacher Instruction and practice should follow an I do/we do/you do system. For example:

- Model how you want students to do a particular task
- Then say "pause the video and do it yourself" but only for one part of the task/one question – not the whole thing

- Say "you should now only be watching the video if you have done the task"
- Go over that task speaking aloud as much as you can
- Emphasise possible student error, don't just say "this is right" but also "this is wrong because…"
- Say "if you got that mostly right, then feel free to carry on with the exercise by yourself. Pause the video now and get started. If you didn't understand it, go back to the start of my explanation and watch it again as well as trying the example we just finished again"
- Go back to "you should now only be watching the video if you have done the task"
- Repeat

The EEF have published an editable planning framework which follows the above structure with some worked examples in english, maths, chemistry and spanish take a look here.

What the evidence says...

Our evidence on what works for online learning is growing but it is fair to say that guidelines and advice is based on experience, trial and error and the common sense transference of what we do know to be effective when teaching face to face.

As shared previously in the WeST Remote Learning Guidance, the Education Endowment Foundation (EEF) examined the existing research on distance learning (from 60 systematic reviews and meta-analyses) for approaches that schools could use, or are already using, to support the learning of pupils during the previous lockdown in 2020. The key things to consider were:

1. **Teaching quality is more important than how lessons are delivered**
- Pupils can learn through remote teaching.
- Ensuring the elements of effective teaching are present – for example clear explanations,scaffolding and feedback – is more important than how or when they are provided.
- There was no clear difference between teaching in real time ("synchronous teaching") and alternatives ("asynchronous teaching").

2. **Ensuring access to technology is key, particularly for disadvantaged pupils**
- Almost all remote learning uses digital technology, typically requiring access to both computers and the internet.
- In addition to providing access to technology, ensuring that teachers and pupils are provided with support and guidance to use specific platforms is essential, particularly if new forms of technology are being implemented.

3. **Peer interactions can provide motivation and improve learning outcomes**

- Multiple reviews highlight the importance of peer interaction during remote learning, as a way to motivate pupils and improve outcomes.
- Across the studies reviewed, a range of strategies to support peer interaction were explored,including peer marking and feedback, sharing models of good work, and opportunities for live discussions of content.
- The value of collaborative approaches was emphasised in many reviews, although notably many studies involved older learners. Different approaches to peer interaction are likely to be better suited to different age groups.

4. **Supporting pupils to work independently can improve learning outcomes**

- Pupils learning at home will often need to work independently. Multiple reviews identify the value of strategies that help pupils work independently with success. The [Learning Scientists](#) have great student friendly Vlogs to model what effective learning and study strategies look like at home.
- For example, prompting pupils to reflect on their work or to consider the strategies they will use if they get stuck have been highlighted as valuable.
- Wider evidence related to [metacognition and self-regulation](#) suggests that disadvantaged pupils are likely to particularly benefit from explicit support to help them work independently, for example, by providing checklists or daily plans.

5. **Different approaches to remote learning suit different types of content and pupils**

- Approaches to remote learning vary widely and have different strengths and weaknesses. Teachers should be supported to consider which approaches are best suited to the content they are teaching and the age of their pupils.

   For example, games for learning were found to have a high impact on vocabulary learning in foreign languages, but there is less evidence related to their use in other subjects.

   Likewise, using technology to support retrieval practice and self-quizzing can help pupils retain key ideas and knowledge, but is not a replacement for other forms of assessment.

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Motivation Matters

"*Motivation is as much a responsibility of schools as instruction.*" Peps McCrea

Ah motivation, so vital to the success and progress of our learners and yet it's largely invisible, hugely complex and the research is vague. Great. So I was delighted to be reminded about [Peps McCrea blog titled: 6 strategies for supercharging classroom motivatio](#)n. I think it's useful to understand when thinking about remote

teaching and learning too so don't be put off with the 'classroom' bit. Right now motivation may well be at its lowest (for lots of us) and so doing what we can to foster and encourage it should be a priority.

Below are Pep's 6 principles for boosting motivation in our learners, taken from research into the science of motivation. General enough to apply to all, but a helpful place to start when considering your context, subject, learning aims and students.

1. Make it satisfying

- developing proficiency is our best long-term bet in terms of building motivation.

2. Make it likely

- If we want our pupils to be motivated to learn maths, we've got to ensure the majority of their experiences are successful. We can do this by breaking down content into manageable chunks and pitching it carefully to be just within reach of our learners

3. Make it economical

We are motivated by doing less! (shocker). Routines help us to be economical with our time, resources and brain power. Online routines and consistency is just as important as the way students enter a classroom and begin learning when in school.

- The more familiar the experience, the less pupils have to think about the process, allowing them to think more about the content.

4. Make it normal

We are motivated to conform. We take cues from what those around us do and expect...tricky when you might be at home, alone. How can you share peer success and amplify and encourage motivated, engaged behaviours?

- Don't highlight occasions where many people aren't doing what you want, as they will take it as a sign that this is socially acceptable

5. Make it 'in'

Could you plan specific ways to ensure your classes feel part of something, remain connected...could they all contribute to a challenge or act of kindness? Share opinions, experience...

- Build motivation in your classes by uniting pupils around a common purpose.

6. Make it theirs

Do students feel like they get to make decisions in their learning?

- We are motivated most when we feel we have had a choice

Further reading:

If this whistle stop tour of the science of motivation has peaked your interest do check out Pep's book, Motivated Teaching.

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Resources

The effectiveness of teaching and learning remotely or otherwise largely depends on how any strategies, models or techniques are implemented and if they are embedded in a high quality, ambitious and appropriate curriculum. Adapting and refining our curriculums to enable progress and success remotely is a big job and so below are, in my opinion quality resources which have been produced and curated in line with the national curriculum. Take a look, use what you can and adapt to suit your content and your learners. If it can increase your capacity to monitor engagement and learning, provide meaningful feedback and check for understanding I'm all for it!

Greenshaw Trust Online Curriculum: See the lesson directory for over 3200 online lessons here: https://tinyurl.com/yd6946zw you just need a google account to access and copy. All videos and links to quizzes are found on their Youtube channel GLT Curriculum. GLT tell me they are working on providing accompanying powerpoints and copies of quizzes and exit tickets. So keep an eye on their socials.

The National Oak Academy: Nearly 10,000 free video lessons, resources and activities, covering most subjects, from Reception to Year 11