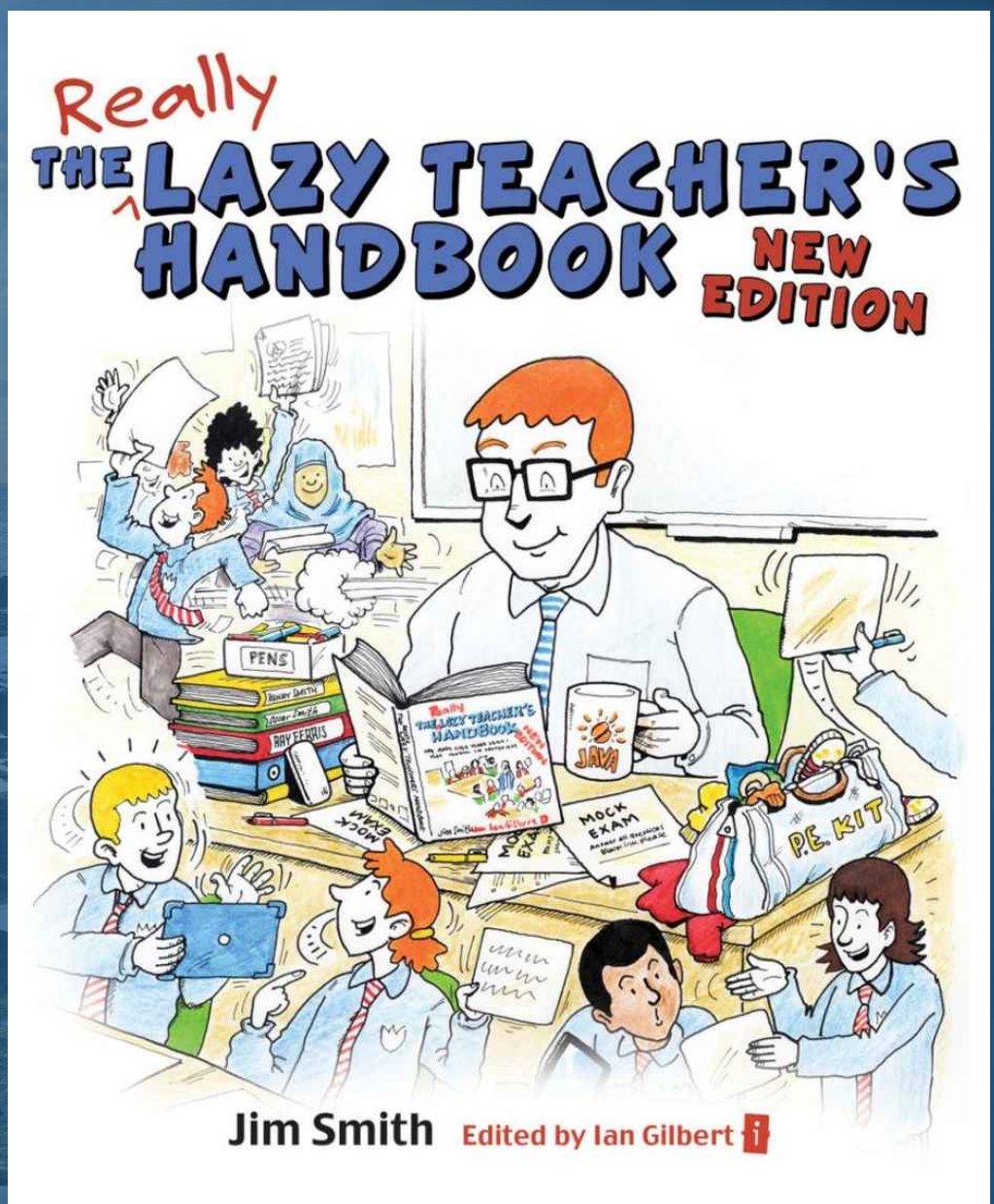




Remote Learning:
Pedagogical Wellbeing
Spring Term 2021



Distinguished School



A sunset scene over a rocky coastline. The sun is low on the horizon, casting a golden glow over the water and the dark, rocky shore. A large, green, cloud-shaped text box is centered in the image, containing white text. The text box has a slight 3D effect with a shadow.

How can we design our
remote learning:

so it
reduces the intensity
of online teaching?



Michael Chiles

@m_chiles

...

There's a lot of ideas at the moment for remote learning and this is great 🙌

However, this doesn't mean you have to try and use them all in your lessons 😊

Just saying... 🙋

7:04 PM · Jan 19, 2021 · Twitter for iPhone

13 Retweets **5** Quote Tweets **262** Likes



Michael Chiles @m_chiles · Jan 19

...

Replying to @m_chiles

Too many new ideas online might have a negative rather than positive impact on your virtual classroom

Give you and your pupils time to trial one strategy at a time

4

1

25



Michael Chiles @m_chiles · Jan 19

...

Quality over quantity 🙌

1

1

11



Keep the main thing the main thing

- We want to **keep teaching** children...
- We want to **check they've understood...**
- And we want to **do something about it** if they haven't.

Activate



Explain



Activate and Explain

- What have they learnt about previously?
- What will make them want to learn about what needs to be learnt next?
- How can explicitly explain new ideas to our students?



Activate



Explain



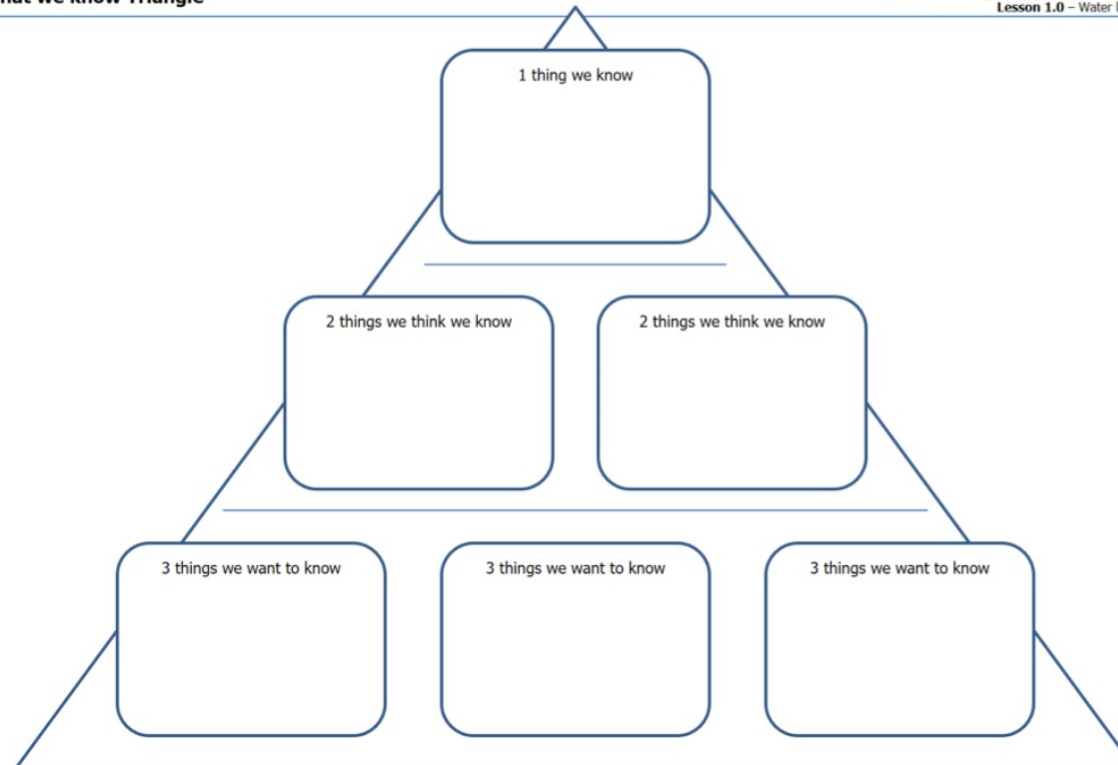
Activate and Explain

- What have they learnt about previously?
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- Go for a walk and listen
- Watch and summarise
- The 'What We Know' Triangle
- Correct some True/False questions
- Link 5-10 keywords together
- One2One
- Graphic Organisers

What we know Triangle

Year 13 A2 Geography (6GE03) – Water scarcity
Lesson 1.0 – Water lot of water



Activate



Explain



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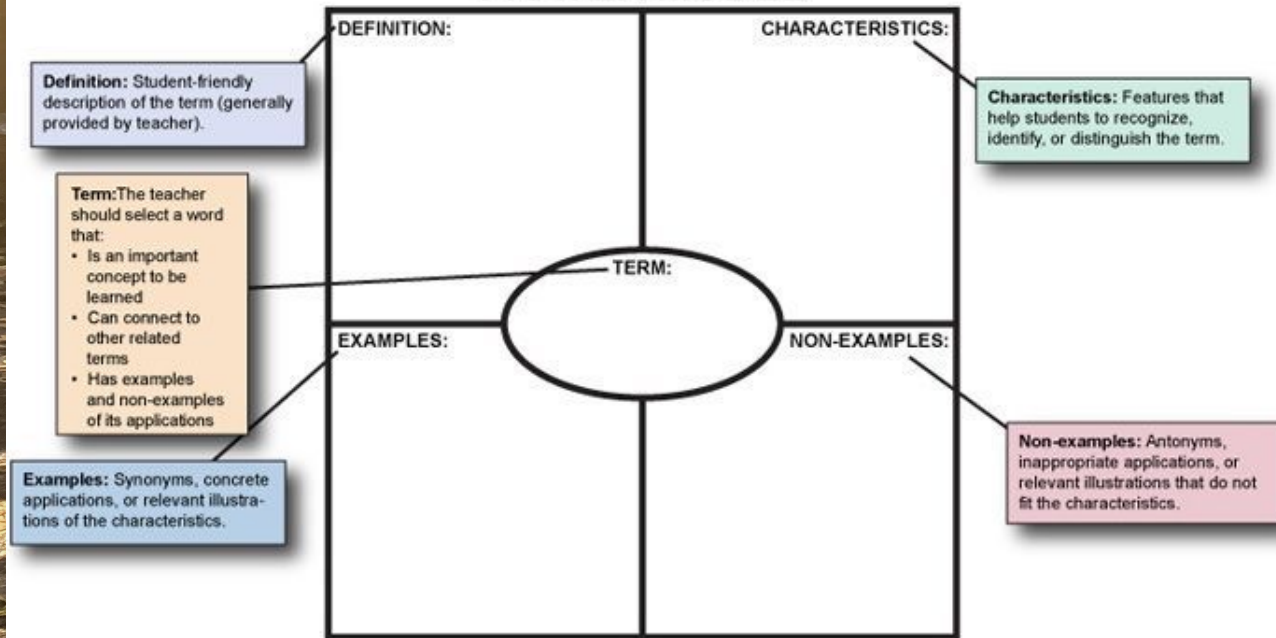
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FRAYER MODEL



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What are we doing here?

- Allowing students to learn key material from a different kind of teacher – not just you.
- Not assuming that they've read it – Focussing on checking the proof they provide
- Keeping back our time / energy addressing misconceptions, gaps, things that haven't worked.

Practise



Practise

- Have they got an opportunity to show you that they're starting to understand what you want them to learn?
- Are they increasingly able to understand this idea / skill, without you?

The collage features several overlapping digital interfaces. At the top, a purple header bar contains the text '2020 - 10D German 1 Notebook' and 'Class Notebook'. Below this, a whiteboard titled 'WHITEBOARD.FI' displays a '9-Diamond Ranking' diagram. The diagram consists of a central 3x3 grid of white squares numbered 1 through 9. Surrounding this grid are nine blue diamond-shaped boxes, each containing a factor for ranking: 'Proximity to the Border' (top-left), 'Availability of jobs' (top-right), 'NAFTA' (right), 'No Unions' (bottom-right), 'Access to Electricity' (bottom), 'Special Economic Zones' (bottom-left), 'Developers improving old areas' (left), 'Competition from China' (bottom-left), and 'Appeal of the city & bright lights' (top-left). Other visible elements include a meeting sidebar on the left with a list of participants and rooms, and a document titled 'Student Whiteboard' with handwritten notes and a list of names.

Practise



Practise



Langley Grammar School
@lgs_news

Meanwhile, Mr Aplin challenged the year 8 [#LGSCreative](#) geographers to use a StopMotion app on their iPad to film, in 10 minutes, how meanders/ox-bow lakes form: using only materials at home (in this case string)



- Have they got an opportunity to show you that they're starting to understand what you want them to learn?
- Are they increasingly able to understand this idea / skill, without you?

- Students made videos
- Upload to OneDrive
- Share links in chat
- Students watch videos – and review peer work using Microsoft Forms
- Teacher reviews responses to the Forms in Excel

Practise




Practise

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Copyrighted Material

Making every lesson count




Six principles to support great teaching and learning

Shaun Allison and Andy Tharby
Foreword by Doug Lemov

Copyrighted Material

Langley Grammar School's ideas about...
How to make the iPad Make Every Lesson Count

| Chapter | Page | Apps | Challenge | Create | Corporate |
|----------------------|------|----------------------|-----------|---|--|
| Chapter 4 - Practice | 126 | Hemingway Editor | | Deliberate perfect practice makes perfect performance - check quality of writing in real time | |
| Chapter 4 - Practice | 126 | 750 words | | Why practice matters - Build fluency and deliberate practice, with secure, online diary writing (not published). Use tutor time to write 750 words each day on what they learnt the | |
| Chapter 4 - Practice | 130 | Paper | | The Power of Three - During the dependence phase, when introducing the pivotal concepts, let students visually make notes. | |
| Chapter 4 - Practice | 130 | Brainscape | | The Power of Three - Use homework as an opportunity to drill/learn the pivotal concepts and vocabulary again. | |
| Chapter 4 - Practice | 131 | Wordwall | | The Power of Three - Never assume ideas are retained - test the pivotal concept at the start of next lesson. | |
| Chapter 4 - Practice | 136 | Socrative | | Build memory platforms, Spaced-retrieval practice test - build a mixture of short/open-ended elaboration, questions, view students ideas and give voting options | |
| Chapter 4 - Practice | 136 | GoFormative | | Build memory platforms, Spaced-retrieval practice - students draw their response with real time monitoring and scoring available. | |
| Chapter 4 - Practice | 138 | Quizlet | | Build memory platforms, Retrieval practice options, but students compete to be higher up the leaderboard. Quizlet allows emphasis on correct spelling. | |
| Chapter 4 - Practice | | StudyTracks (Padlet) | | Return to key concepts and associate them with audio-visual memory | |
| Chapter 4 - Practice | 142 | iBooks / Brainscape | | GoMicro (Micro-practice) - built practice sets of questions that are all very similar, so students master the detail before looking at more challenging questions, but then using prior knowledge | |
| Chapter 4 - Practice | 143 | Coach's Eye | | GoMicro, Repeated practice - monitor and review every micro-skill. By video. | |
| Chapter 4 - Practice | 144 | Puppet | | GoMicro, Visualising our thoughts - writing them down so far as we have them. Colour coding, organising them etc. | |
| Chapter 4 - Practice | 145 | FlipGrid | | Say it first: Listening to what students say - ask them to verbalise their responses, uploaded to FlipGrid, and have feedback for them to self-correct. | |
| Chapter 4 - Practice | 151 | StoryCubes | | Pair their writings: Put the success criteria together as independent work: the pictures / actions provide prompts for more sophisticated connections, perhaps a checklist | |
| Chapter 4 - Practice | 152 | Peergrade Live | | | |
| Chapter 4 - Practice | 155 | OneNote / OneDrive | | Spin the Plates - Create different versions of the same lesson handbook (without scaffolds) and distribute different versions to groups of students | |
| Chapter 4 - Practice | 156 | QR Stuff | | | Stick station - QR code takes you to a self-help video |
| Chapter 4 - Practice | 157 | iOS Camera | | Magic mistakes - alert the whole class to common mistakes, taking pictures of errors around the classroom | |
| Chapter 4 - Practice | 157 | iOS Camera | | Visit the gallery of excellence - borrow ideas from former student's work | |
| Chapter 4 - Practice | 157 | iOS Camera | | | Present good examples - Photograph work on an iPad or visualisers, use video footage |
| Chapter 4 - Practice | 157 | iOS Clips / Camera | | Students piece together the pictures / footage of excellent work from different examples on the gallery of excellence | |



Practise



Practise

- Have they got an opportunity to show you that they're starting to understand what you want them to learn?
- Are they increasingly able to understand this idea / skill, without you?

What are we doing here?

- Letting them get on producing their own representation of the ideas, self-checking, collaborating, working independently of you.
- Making sure there is some by-product; so you can coach / check / reflect on their progress



Reflect

- What could they do by themselves?
- How well did they learn?
- What did they struggle with?

What are we doing here?

- Letting them have an opportunity to report back.
- Listening, facilitating discussion, correcting ideas – pulling the threads together

Review



Review

- Do they remember the key information or how to complete the key skill?

| LAUNCH | | QUIZES | | ROOMS | | REPORTS | | RESULTS | |
|-------------------------------|---------|----------------|--------|--------------|--------|---------|---------|---------|---|
| Yr 10 (1GB1) - L3 - China T/F | | Finish | | | | | | | |
| Show Names | | Show Responses | | Show Results | | | | | |
| NAME | SCORE % | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| | 40% | ✓ False | ✓ True | ✓ True | ✓ True | ✓ False | ✗ False | ✓ False | ✓ |
| | 15% | ✓ False | ✓ True | ✓ True | | | | | |
| | 20% | ✓ False | ✓ True | ✓ True | ✓ True | | | | |
| | 20% | ✓ False | ✓ True | ✓ True | ✓ True | | | | |
| | 15% | ✓ False | ✓ True | ✓ True | | | | | |
| | 20% | ✓ False | ✓ True | ✓ True | ✓ True | ✗ True | | | |
| | 5% | ✓ False | | | | | | | |
| | 25% | ✓ False | ✓ True | ✓ True | ✓ True | ✗ True | ✓ True | | |

What are we doing here?

- Putting into practice what we've learnt about retrieval practice
- Letting the internet run the activity, and we monitor the results
- Address any gaps



Michael Chiles 🌐

@m_chiles

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🗨 4

🔄 1

❤ 25



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...

Quality over quantity 🙌

🗨 1

🔄 1

❤ 11



Conclusion: Being Lazy Teachers?

- Still need to plan how children will learn...
- Plan to do things that don't rely on you...
- And they will embrace the challenge and opportunity to be independent.