



SKIPTON GIRLS' HIGH SCHOOL REMOTE TEACHING & LEARNING

For more info on 'Distance Learning', see:
www.sghs.org.uk/our-school/edtech-demonstrator-programme

TECHNOLOGY TO SUPPORT REMOTE LEARNING



- Use Firefly pages and tasks to bring resources together in one place
- Teams video meetings for screen sharing and facilitating 'live' teaching and discussion
- Use Microsoft Office and OneDrive to set collaborative tasks and enable live feedback
- Teams 'chat' enables real-time dialogue and is great for plenaries
- Use the Microsoft Whiteboard app (you may have to download this for free) in Teams or the Class Notebook in One-Note to share/model ideas in real time
- Peer interaction via Teams
- Record your own screencast by holding down the Windows key and pressing "G" – this is a great modelling tool and you can describe what you are doing whilst demonstrating something on screen
- Record narration/video over a PPT presentation to explain and describe – just click on "Slide Show" – "Record Slide Show"

- Avoid just setting tasks; instead encourage thinking/learning (as you would in school)
- Consciously support students to develop these skills through:
 - ▶ Highlighting learning behaviours and thinking about how they learn best
 - ▶ Teaching students how to evaluate their learning (not just their work)
 - ▶ Giving clear success criteria, including some related to learning/thinking
 - ▶ Set up reviews and reflections on learning and self-assessments
 - ▶ Give examples/exemplars
 - ▶ 'Think aloud' in your videos, screencasts, etc.

METACOGNITION & SELF-REGULATION

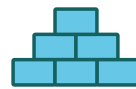


ENGAGEMENT & ENJOYMENT



- Give clear time limits/guidelines for tasks - students like this
- Ensure variety - try not to stick to a way of teaching/structuring a lesson just because it works!
- Make objectives and outcomes clear
 - Try some collaborative tasks (shared files/presentations/online team-based quizzes)
 - Vary formats/try screencasts, videos, 'live' teaching if you can
 - Inclusion – provide scaffolding for tasks and differentiate tasks where you can
 - Support literacy
 - Be available for support during the lesson time if you can – students really appreciate being able to ask questions

STRUCTURING (REMOTE) LEARNING



1. ACTIVATE and build on PRIOR LEARNING (could incorporate recall practice)
2. Make OBJECTIVES and OUTCOMES clear
3. Quality TEACHER INPUT, EXPLANATION and MODELLING (consider videos, screencasts, 'live' lessons or PPT recordings)
4. Build-in opportunities for students to PRACTISE skills and APPLY their knowledge; provide scaffolding for tasks
5. Provide EXEMPLARS; these could be annotated
6. Check/ASSESS UNDERSTANDING (and possibly provide feedback) to enable planning future learning
7. Provide opportunities for REVIEWING and REFLECTIONS

ONLINE QUIZZING/ QUESTIONS

Seneca	Memrise
Kahoot!	Socrative
Diagnostic Questions	Languages Online
Quizlet	

Things that work:

- Multiple choice questions (include common misconceptions)
- Continue to use self-assessment (students report marks to you)
- Students working on a shared document enables live assessment and feedback (use OneDrive to share documents in the Cloud)
- Firefly and Teams are both great for giving feedback
- Use Teams 'chat' for (targeted) questioning

FIREFLY

- Self-marking multiple choice questions (in your task)
- Set-up success criteria/mark schemes
- Set a question with response box - crucial 'hinge point' questions

FORMATIVE ASSESSMENT STRATEGIES

