

Twitter Thread by Claire Hill



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THREAD: Remote Teaching

I've spoken to a few people recently about our remote teaching approach and thought I'd share some of our ideas here for anyone who may find them useful.

1. We use Google Classroom and post lessons which include videos, Google Forms and any other docs

2. Classrooms are set up so that lessons are saved as 'Topics' each week. The Topic is named as Term/Week/Date for easy navigation. This is consistent so that Classrooms all look similar to pupils to provide a sense of routine - just like you would in a lesson

3. We have a dummy Classroom which all teachers can access which includes Classrooms for all subjects - this gives us a 'pupil view' to make it easier to help if parents ask for support and means we can share lessons across subjects and direct to good models

4. We chose to collapse our timetable rather than continue with our own classes. Our suggested timetable is at least 5 hours per day but includes more Art, Music, PSHE than our usual timetable as we felt that was appropriate to support pupils at this time

5. In most subjects, one person looks after the whole year group. This includes making lessons, looking after the GC, dealing with Qs, & giving feedback for that year group. Subjects have a max. of 3 lessons per week/year group supplemented with Bedrock Vocab & other platforms.

6. Most teachers have no more than 3 lessons to record each week. The rest of the time is spent hosting 'live' drop-in lessons for feedback and support, giving feedback on GC and making phone calls to their coaching group. This means every child has a phone call every week.

7. Feedback is given via whole group feedback, voice notes using Mote, or live feedback either in drop in sessions or on live documents. Mostly, feedback is through Google Forms which we use in every lesson

8. We have Google Forms with multiple choice questions for every lesson and feedback can be given by having the answers explained in the Form or in the next lesson. These Forms also act as an engagement tracker



9. A whole year group spreadsheet captures all the answers automatically from Google Forms - no manual tracking required at all. Teachers just post the link to their Form in the spreadsheet and it collects the data centrally so we can see who is or isn't engaging

10. We use 'gateway' questions or codes so that the Google Form isn't accessible until the first question is answered. The first question will be a code or answer 'hidden' in the lesson. We also use assignments for tasks but the GF data gives us a starting point

11. Our pastoral team uses the tracker to call/email those not engaging - offering help and often finding that although the family have devices, it's between a number of children and this is when we can offer devices which families might not have realised they could access

12. We made the deliberate decision to minimise how many lessons each individual teacher made so we could focus on quality of resources, interaction and feedback. We therefore identified key principles for remote teaching and we use these as the focus for training and coaching

13. In school, our T&L is based on our Expert Teaching Principles. We then identified what these look like when employed remotely in recorded lessons

 TURNER SCHOOLS	REMOTE EXPERT TEACHING	 TURNER SCHOOLS
<p>Lesson sequences and structure</p> <ul style="list-style-type: none">• Lessons focus on quality rather than quantity of new knowledge, with the majority of each lesson involving recap, retrieval and application of prior learning rather than lots of new content• Lessons begin by helping pupils draw on the prior knowledge that will support them in the lesson by using Knowledge Checks/Remember Tasks (see retrieval practice below)• Learning and tasks are chunked into short, clear sections, with clear instructions and step-by-step actions provided for longer tasks• Knowledge crib-sheets collate new knowledge which is then incorporated into retrieval <p>Motivating pupils</p> <ul style="list-style-type: none">• Emphasises high levels of engagement and regularly praises pupils to encourage social motivation• Uses 'calls to action' throughout lessons• Removes as many barriers as possible from pupils' first steps by gradually increasing task complexity from straightforward to more challenging and providing scaffolds where appropriate• Over-explains independent practice to ensure tasks are crystal clear• Signals to pupils that the lesson, content or task is important, challenging and meaningful	<p>Answers and feedback</p> <ul style="list-style-type: none">• Correct answers and MCQ feedback is shared regularly to address misconceptions, including in the quizzes themselves• Whole group feedback is used to address misconceptions and set actionable targets for extended pieces of work• Meaningful, personalised comments are given on extended pieces of work, where appropriate <p>Retrieval practice</p> <ul style="list-style-type: none">• Is spaced and sequenced over time• Ensures students are exposed to material that may have been taught weeks or months ago, as well as more recently• 'Activates' prior knowledge which will be built on in the lesson• Uses the MCQ to reinforce retrieval <p>Modelling</p> <ul style="list-style-type: none">• Includes exemplar material of the highest standard to demonstrate excellence• Explanations of models include pre-empting and addressing misconceptions and gaps in knowledge• Lesson materials and explanations include demonstrating processes and procedures by breaking models down into steps and tasks• Processes and procedures are narrated, with the teacher recording their steps and thought processes whilst completing tasks	<p>Explanations</p> <ul style="list-style-type: none">• Breaks material down into smaller parts• Takes pupils through one step/idea at a time with clear connections made between each idea/step• Takes into account new material by framing this within the context of pupils' prior knowledge, making explicit links between current material and already learnt material• Includes explaining the meaning of key vocabulary• Includes diagrams, models, worked examples or concrete representations• Includes 'thinking aloud' when explaining procedures• Gives regular 'pause time' and clearly shares and repeats instructions and suggested timings for tasks, along with written cues• Uses scaffolds such as sentence stems and writing frames to support explanations and tasks <p>Accuracy and administration</p> <ul style="list-style-type: none">• Spelling, punctuation and grammar is accurate• Instructions on Google Classroom are clear and concise• Lessons are uploaded and organised according to the Turner expectations, taking into account 'pupil perspective'• Resource design follows the principles of alignment, restraint and proximity, to reduce cognitive load

14. For each principle, our T&L team made CPD videos, guides and models to show what these principles might look like in practice and to give step-by-step support on using the GC platform to achieve this

15. Just like in school, we use the awesome Powerful Action Steps platform to coach teachers when making their lessons. We have bespoke steps for Remote Teaching and these are used to support teachers to develop their practice

16. By providing asynchronous recorded lessons, we can develop our teachers and ensure lessons are of the highest quality now and in the future. This is blended with high quality 'live' interaction & feedback which gives more opportunity for 1:1 support

17. To support teachers in developing their craft, both now and for our return to school, we also have our CPD platform available which provides a plethora of CPD opportunities. <https://t.co/MN4BY9dDKg>

CPD THREAD: I've been talking to a couple of people about how we moved our CPD online and thought I'd share in case it was useful.

Our aims:

- Flexible, personalised, high quality CPD
- Support new staff induction
- Complement face-to-face training

First, we built a CPD Portal

— Claire Hill (@Claire_Hill_) [July 18, 2020](#)

18. Our ultimate aim, is to provide our pupils with excellent remote teaching whilst, perhaps most importantly, supporting our teachers to refine their modelling, explanations, feedback etc. so that on our return, our teachers are even more confident in these areas than before.