

Planning for further full or partial lockdowns

Teaching & Learning

Research findings from the first lockdown that area associated with higher levels of pupil engagement include:

- Having an effective platform for sharing work with pupils and receiving submitted work, such as a virtual learning environment (VLE)
- Making provision for online lessons, and for interactions between pupils and teachers and between pupils and other pupils
- Ensuring that instructions/expectations are clear so that pupils (and parents) no what is to be done.
- Providing activities that involve consolidating learning
 - A number of parents found it easier to support learning with hard-copy resources.
 - Paper-pack resources were helpful in supporting some ALN pupils
- Using strategies that focus on helping pupils to become independent learners
 - Metacognitive approaches (understanding the process – how and why) – teachers can support pupils' metacognition by "thinking aloud" when modelling and solving problems. Short video demonstrations can be useful.
 - Self-regulation (encouraging pupils to take responsibility to organise their learning – good routines/habits, when to learn, taking breaks, completing assessments & meeting deadlines, daily exercise & reading for pleasure, regulating screen time, going to bed on time etc.)
- Engaging communicating with parents effectively

Planning/questions for schools

- How well prepared are our pupils for work at home again?
 - Are they familiar enough with how to access and submit work through our digital systems (VLEs, email, websites etc.)
 - If we intend to use live sessions/lessons, are pupils and staff trained well enough to use MS Teams.
- Do staff have the equipment to teach effectively from home? What training do they need?
- Will pupils have sufficient digital equipment to support their learning while at home?
 - Do we know which pupils/families will need support with accessing work through digital means?
 - How will we make equipment available when needed?
- Can we make effective use of hard-copy resources to support pupils learning at home?
 - For example, could pre-prepared paper packs be used to allow for retrieval practice and consolidation in key areas such as language and mathematics?
 - Are we able to provide other resources such as textbooks, reading books, or revision guides etc.?
- What extra support can we provide for the most disadvantaged pupils that are most likely to have been impacted by the initial lockdown and are likely to suffer the most from future disruptions?
- How can we support ALN/EAL/AS pupils with any specific needs – digital or otherwise?
- In the event of a partial lockdown, how we manage the balance of in-school and remote learning?
- How will we deliver a good balance (mixed diet approach) of interactive learning, consolidation activities and supporting pupil metacognitive/self-regulation?
- If live streaming, can we make effective use of TAs, or other ancillary staff, to support pupils in sessions, by, for example, responding to question in the chat function?
- How well are we communicating with parents?
 - Do we communicate clearly with parents so that they know what is expected during lockdowns?
 - Can we support parents to help pupils maintain good learning habits/routines (self-regulation)?
 - What is our approach if pupils are not engaging when working from home?

Thinking about teaching

- Building on previous knowledge & skills
 - Do pupils have the prerequisite knowledge and skills ready to support their learning in this topic? If not, what do I need to do to prepare pupils for this area of work? What consideration do I need to give to differentiating work for learners with ALN and EAL?
- Providing clear instructions
 - Are pupils clear about what they are being asked to do?
 - What equipment and resources do they need; have they got access to them?
- Modelling and scaffolding
 - Am I explaining, demonstrating and scaffolding the work to pupils well enough?
 - Are my examples and explanations chosen well to uncover key learning points and to identify common misconceptions and pitfalls?
- Activities & Resources
 - Are my activities well designed to allow for consolidation and progression in pupils' learning?
 - Am I using a multimodal approach, that supports access for different learners e.g. those with EAL or ALN?
 - Do pupils have sufficient opportunities for well-planned retrieval practice (spacing and retrieval strategies deployed to strengthen learning over time and to prevent forgetting)
 - Do I ask pupils to demonstrate what they have learnt, done, made?

Thinking about assessment

- Assessment & Feedback
 - Do I provide pupils with opportunities to check their work, see different solutions and view exemplar work?
 - I am monitoring pupils' engagement and progress in their learning well enough? How do I know they know – use of show-me/questions/assessments/quizzes etc?

Blended Learning – Scenario based effective practice

The following scenarios may help with the decisions on the most effective blended learning approached depending on situations.

Scenario 1 – Majority, if not all, learners attending school / Teacher in school as normal

- Face to face teaching taking place
- Learners should be using a suitable digital platform (Hwb - TEAMS, Google Classroom, J2E) to complete some tasks when possible to get used to the system
- Learners at home directed to online resources such as www.swanseavirtualschool.org, Oak National Academy

Scenario 2 – Majority of learners at home / Teacher in school

- Face to face teaching can take place for learners in the class
- Learners at home should be able to access work via agreed Hwb platform or alternative paper packs. This should be asynchronous with use of consolidation exercises, recorded sessions and/or research activities
- Flipped learning approach
- Learners at home directed to online resources such as www.swanseavirtualschool.org, Oak National Academy

Scenario 3 – Class at home / Teacher in school

- Learners should be able to access work via agreed Hwb platform or alternative paper packs.
- Asynchronous approaches – Recorded Sessions, Differentiated Activities
- Synchronous approaches – Live sessions (TEAMS /G-Suite) for pastoral/learning check-ins (One member of staff and recorded)
- Flipped learning approach

Scenario 4 – Class at home / Teacher at home (either partial or full lockdown)

- Learners should be able to access work via agreed Hwb platform or alternative paper packs.
- Asynchronous approaches – Recorded Sessions, Differentiated Activities
- Synchronous approaches – Live sessions (TEAMS /G-Suite) for pastoral/learning check-ins (Two members of staff and recorded)
- Flipped learning approach

Scenario 5 – Learners at home / Teacher ill

- Learners should be able access work via agreed Hwb platform or alternative paper packs.
- Learners at home directed to online resources such as www.swanseavirtualschool.org, Oak National Academy, BBC Bitesize