Distance Learning: Our approach from September

“It is what we know already that often prevents us from learning”
Claude Bernard
Distance Learning

• “Distance” learning is intended to refer to any learning which takes place remotely;

• Approach developed in light of Welsh Government continuity of learning ‘Stay Safe. Stay Learning’ programme;

• Our approach considers this but also the findings from the Education Endowment Foundation (EEF) as part of their package of resources to support schools;

• Consideration for
  a) What is reasonable, proportionate and practicable;
  b) Maintaining the work-life balance of staff;
  c) Need for equity of opportunity for students/staff; and
  d) What is manageable for a sustained period.
Models of Learning

Distance Learning can take place in two forms

Asynchronous: Students complete activities independently, at different points in time, based on their own wishes and/or home circumstances; and

Synchronous: Students complete activities with multiple students and teacher(s) at the same time, usually online. This is also known as ‘live-learning’ or online lessons.
Recognised Benefits

- The Education Endowment Foundation's rapid evidence assessment examines the existing research. A copy of the evidence assessment is available here.
- EEF’s findings conclude that when implementing strategies to support students’ remote learning, or supporting parents/carers to do this, key things to consider include:
  
  a) Teaching quality is more important than how lessons are delivered;
  
  b) Ensuring access to technology is key, especially for disadvantaged students;
  
  c) Peer interactions can provide motivation and improve learning outcomes;
  
  d) Supporting students to work independently can improve learning outcomes;
  
  e) Different approaches to remote learning suit different types of content and students.
Interim Approach

• Since 20\textsuperscript{th} March, distance learning provided on a weekly basis;
• Exclusively asynchronous approach;
• Each department created distance learning for all year groups;
• Work is quality assured and uploaded each Sunday;
• Pastoral leaders have maintained regular contact with identified students who would normally access face-to-face contact during school;
• Recognition that work has been of very high quality, given our readiness for lockdown;
• Our approach moving forwards could/should be more interactive.
From September 2020

• Predominant model of distance learning will be **asynchronous**;
• This will permit students to **undertake work independently**, at a pace suitable to their needs, as well as supporting the delivery of content in a more flexible manner;
• Recognised that limited interaction with staff may have a **limiting factor to motivation and the quality** of learning taking place;
• Where possible, to make asynchronous approaches to learning from September **more interactive** to include
  a) classroom teachers providing **accompanying videos and/or voice overlays** to the planned resources;
  b) Creating **videos using classroom visualizers** to support deeper understanding;
  c) Modelling **responses to provide greater clarity** of feedback for understanding.
• All teachers will be issued with a **school laptop** to support the safe creation of materials** (docking stations)
Synchronous Learning

• In some circumstances, the school recognises that, it may be appropriate to engage in ‘live-streaming’;

• Underlying principles should be recognised
  
  a) Any ‘live-streaming’ should only be conducted on a voluntary basis;
  
  b) No staff member will be expected to deliver learning in this way. Similarly, the school will not direct any preferred approach nor encourage a preferred model of learning as a result of requests from students and/or families;

• Proposal... ‘Live-streaming’ of lessons may only take place in the following circumstances
  
  a) for sixth form lessons, where a teacher believes a synchronous approach, involving multiple students, to learning is essential; and/or
  
  b) at GCSE level, where a synchronous approach is an essential requirement of the assessment framework eg. group-based discussion as part of non-examined assessment.
Other examples of ‘live-streaming’

- Given COVID-19 will not be disappearing soon, we will reflect on our usual practices to support all;

- Use of Microsoft Teams for
  
  a) Staff training;
  b) Parent meetings;
  c) Governors’ meetings;
  d) Engagement with vulnerable students.

- Developing a ‘Distance Learning’ Guidance which will be shared with students, staff and families;

- Guidance will come into effect from September 2020;

- Designed to support/safeguard students and staff;

- Could/should we explore other platforms? Eg. Google classrooms?

- For avoidance of doubt, distance learning will never be used to measure teacher performance.
Planned overview

• Our approach will continue to model the accelerated learning cycle and 5 Principles of Excellence. Specifically

1. Connect and Engage ("Why")
   For example, be a teacher speaking over a PowerPoint resource, describing any aims or process of learning for the lesson.

2. Explanation and Model ("We Do")
   For example, this could involve a visualizer to illustrate a worked example.

3. Process and Demonstration ("You Do")
   Students are given an opportunity, similar to a normal classroom environment, to attempt a task or series of tasks to complete.

4. Review and Improve ("Understand")
   At this point, the teacher will review progress by describing common misconceptions. At this stage, it may be appropriate for the student to revisit steps 1, 2 and/or 3 to grasp the learning more effectively.

• Work may be submitted, where required using described format eg. Microsoft Teams and/or Google Classrooms;
• Teacher may then provide feedback individually and/or as a group.
WAGOLL: Hybrid Explained

Asynchronous Example