

The Bishop of Llandaff CiW High School
Ysgol Uwchradd Esgob Llandâf



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 20th 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



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Church in Wales High School

Asynchronous Example

