



St. James' School

Home Learning

Reflections upon planning and delivering lessons *online*



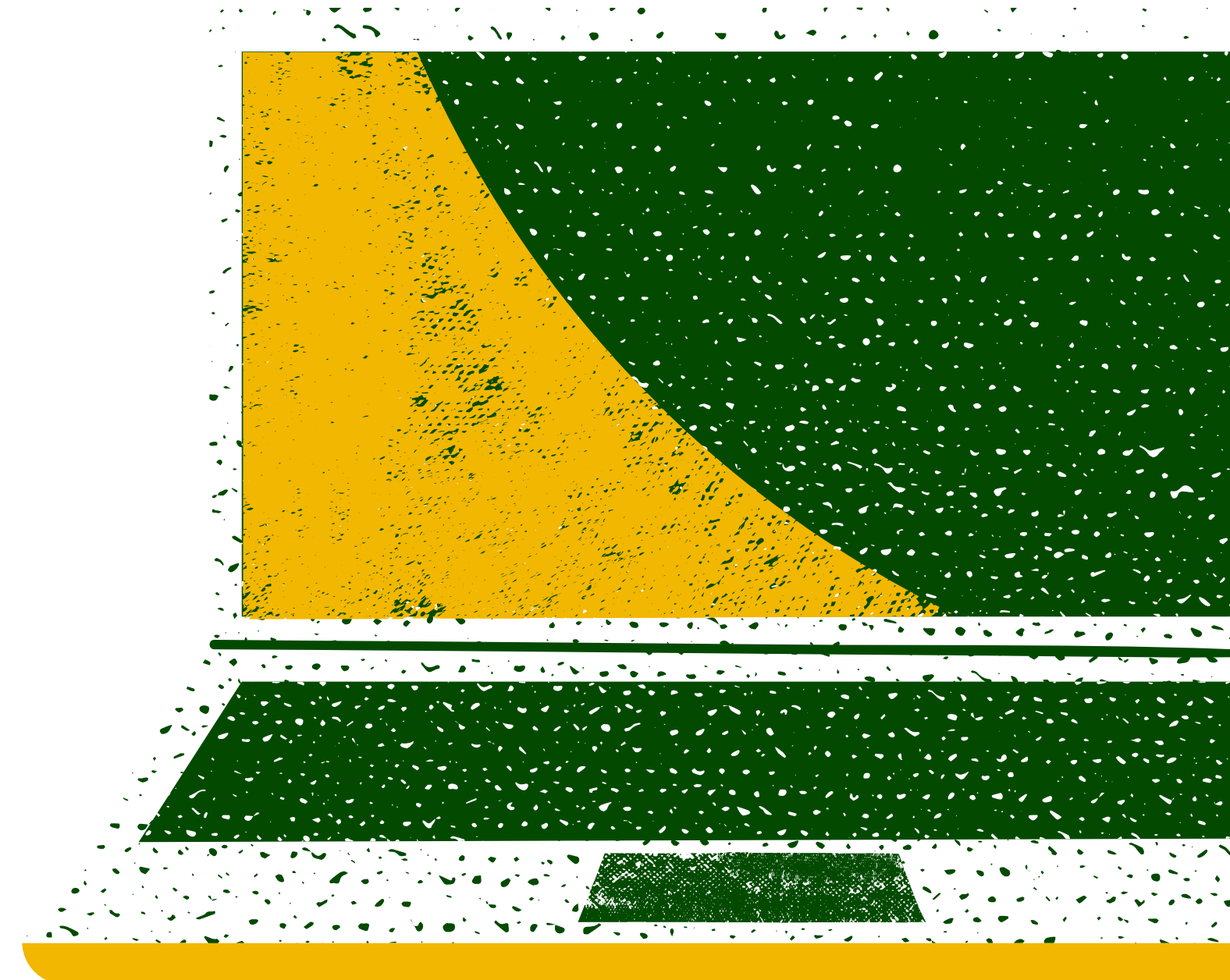
WORKLOAD

Balancing workload for students is very important to their wellbeing. It is our top priority.

Whilst we can see a significant benefit to maintaining the full teaching timetable, the way in which we set, manage, and feedback work must continue to evolve.

We learn more about effective methods of online learning with each passing week. Reflecting upon their success we realise we could adapt the delivery of lessons to support a wider variety of learners.

This document seeks to outline some minor tweaks, that we believe will have a major positive impact.



Learning Types



DOES ALL LEARNING HAVE TO BE LIVE?



SYNCHRONOUS

LEARNING TOGETHER

ASYNCHRONOUS

LEARNING APART



SYNCHRONOUS

Learning that happens in *real time*.
Teachers and your students interact
in a specific place at a set time.

WHEN TO USE?

- When active discussion is needed or interaction essential
- When students / teachers want immediate feedback

WHAT TYPE OF STUDENT THRIVES / PREFERS?

- Those who enjoy a fast pace and can cope with competing / complementary ideas
- Need regular support, and have the confidence to ask



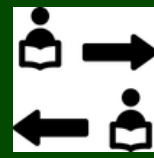
THE DOWN SIDE

RIGID SCHEDULE

You have to be there to access the learning. No replays.

TECHNOLOGICAL DIFFICULTIES

Network issues, hardware failures, unexpected circumstances can disrupt.



ASYNCHRONOUS

Learning that happens independently. Teachers decide the content, provide resources, but students access these *on their schedule*.

WHEN TO USE?

- When pacing is an issue as students can spend as long as *they need*
- To develop independence and promote creativity

WHAT TYPE OF STUDENT THRIVES / PREFER?

- Self-reliant & driven
- Prefer a slower pace of learning



THE DOWN SIDE

ISOLATION

Lacks the enrichment of discussion, feedback and social interaction.

SELF-MOTIVATION VS. APATHY

Some students need to develop the self motivation to complete their learning for themselves.

Striking the right balance is key

Different subjects and/or topics will lend themselves more favourably to one of these types of learning.

It is difficult to perform a song together if the lesson is asynchronous, but it is helpful to have the time to write an essay, produce some art, complete coursework, exam questions or worksheets.

We recognise, that at times, the weight of teacher input during a lesson can leave a modest amount of time for students to complete set work. A blend of synchronous and asynchronous lessons will help strike a more favourable balance.



Does this mean some lessons won't happen?

No. All lessons will continue as scheduled.

Teachers will always be on Teams / Zoom for the full duration of a scheduled lesson to support and direct students. They will *check in* with each member of their class to ensure they understand and can successfully complete the ***required work***.



Required Work

- A single weekly task per subject
-

Students will be set a **WEEKLY** task

To streamline and simplify learning, teachers will move to setting students a weekly task from the 'menu' overleaf. This task will:

- **Cover the full breadth of learning that week**
- **Be a meaningful challenge**
- **Be marked**
- **Used to direct future learning (feedback given to students)**

Classwork may then either directly contribute to the task, or be supportive but not required for submission or completion once the lesson ends. This gives students the ability to '**switch off**'. Students will be given adequate time during lessons in the week to complete



Questions or (Extended) Writing Task

Well structured homework tasks which require students to submit solutions, short written answers, or an extended piece of writing for **formal marking**



(Formal) Testing

Mini tests can be delivered via email, completed at home, and returned electronically to school shortly thereafter for **formal marking**



Verbal and/or Visual Presentation

Pupils can be asked to present their ideas, views, or solutions to you in a breakout room, or to the whole class. With or without the use of a visual presentation such as PowerPoint/Prezi etc.

Informal marking



Other ways?

Mathswatch or other automated resource (**should not be used exclusively**)

Building something, making a movie, writing a song, setting others a test...

Informal marking



Student Ownership (of work)

- What we *need* our students to do

STUDENTS NEED TO...

ENGAGE WITH LEARNING

This means being '*in the room*' physically and mentally

- Cameras on (ideally)
- Verbally contributing
- Raising hands
- Driving learning through questioning



BE PROACTIVE WITH THEIR DIFFICULTIES

Students must come forward with their difficulties - Teachers cannot as immediately see where they are struggling through a screen (and particularly behind a blank screen on mute)



TRY THEIR BEST

SUBMIT THE WEEKLY TASK

Teachers would love, but are not expecting perfection.

But we demand students to submit their *best* attempts.

Only by evaluating each student's learning can we move forward.



RESPOND POSITIVELY TO FEEDBACK

Once work is returned students need to read, re-read, review, and then react to feedback.

Learning is like walking, one step at a time.



Case Studies

Examples of how teachers *may* structure learning



These case studies are examples, not prescriptive & rigid models

WEEKLY LESSON STRUCTURE

Maths Case Study

Monday – synchronous

- (Review errors with last week's homework)
- Identify prerequisite knowledge
- Brief revision of skill/process - share screen / video
- Check student understanding - short worksheet
- Review answers before end of lesson

Friday – synchronous

- **Collect (electronically) homework during lesson to ensure submission**
- Move on to next topic... (as above for Monday)

Thursday – synchronus beginning

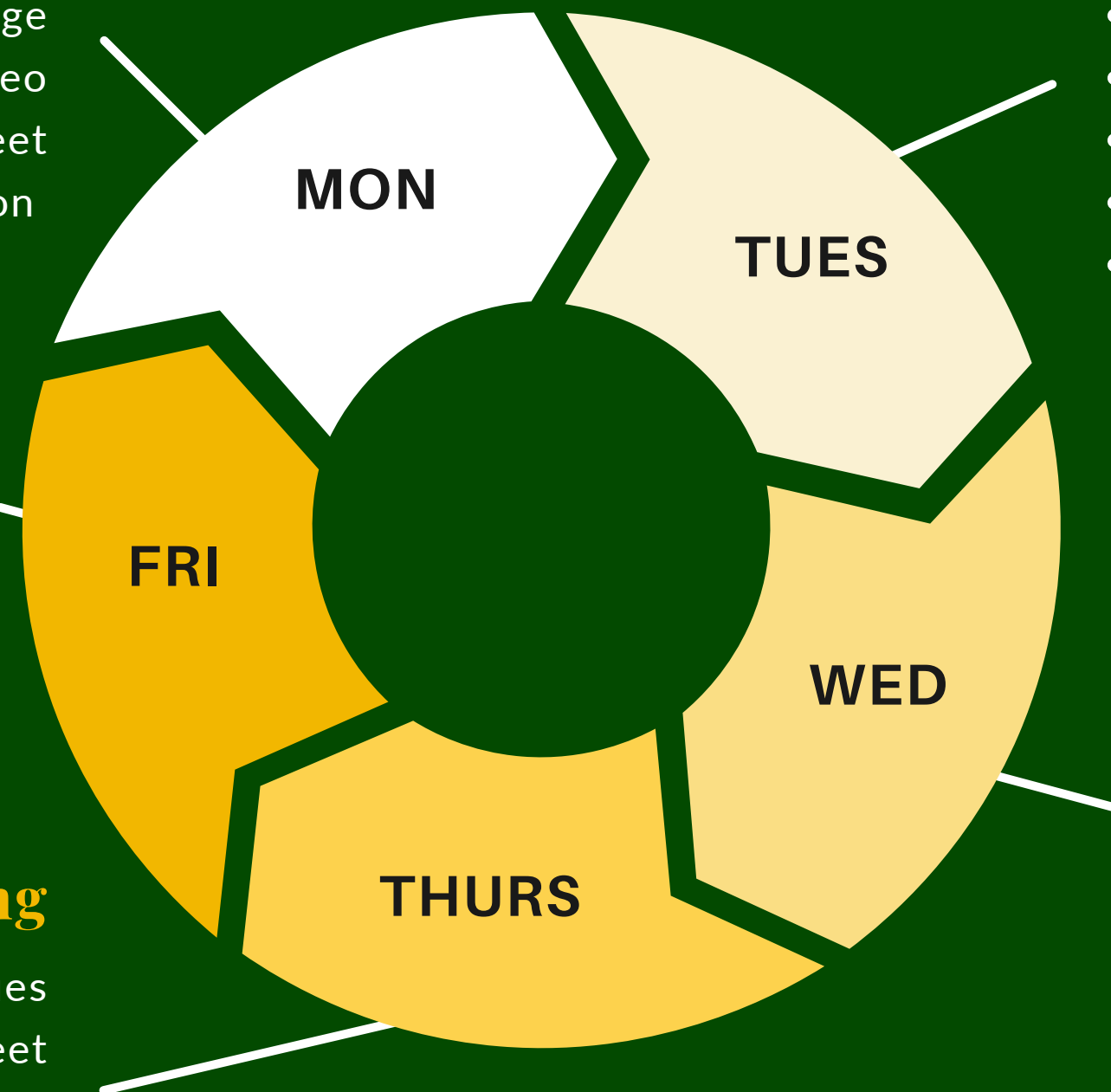
- Extend topic, address common issues
- Further continuation / extention worksheet
- Check pupil understanding in breakout rooms
- Allow students to go *offline* if learning is evident

Tuesday – synchronous

- Present new concept / topic.
- Demonstrate via worked examples / proof
- Divide class into breakout rooms (by ability)
- Set class exercise to *practice* new skill
- Dip in/out of breakout rooms to check progress
- **Set homework task - which extends to mastery of the topic**

Wednesday – asynchronous

- Supply pre-recorded explanation of the concept, including worked examples
- Supply continuation and extension worksheet
- Be online throughout lesson for students to dip in/out to ask questions
- Provide answers for students to self-assess



WEEKLY LESSON STRUCTURE

History Case Study

Synchronous



- Introduce Keywords and definitions
- Introduce concepts and beginning knowledge
- Test understanding with quick recall
- Address any misconceptions
- Provide key reading.

Synchronous and asynchronous



- Introduce the main task
- Address any issues with understanding the task
- Pupils work on the task using the previous lessons reading and understanding

Synchronous and asynchronous



- Pupils update on progress as they log in
- Pupils continue with the task until completion
- Class brought back together to review learning
- Homework set and explained

Homework - asynchronous - review of the learning from the week in quiz format.



St. James' School

22 Bargate

Grimsby

DN34 4SY

Tel: 01472 503260

www.saintjameschool.co.uk