






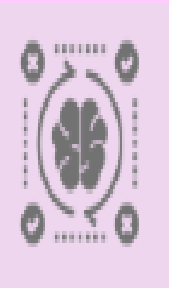


RSA Remote Learning Overview

Achieving a blended approach to maximise learning opportunities for students

Secondary Tiers		Tier 1: All children learning in school unless SI Tier 2: Rota in place- some year groups learning onsite	Tier 1: Some children/ bubbles SI and learning from home Tier 2: Rota system in place- some years learning onsite/ some learning from home	Tier 2: Rota in place- some year groups learning from home Tier 3: All children learning from home except key year group, vulnerable and key workers Tier 4: All children learning from home except vulnerable/ key workers
Pedagogical focus	Method	Onsite face-to-face 	Hybrid 	Remote 
Direct Instruction 	<i>Synchronous (together/ F2F)</i>	<ul style="list-style-type: none"> F2F onsite delivery following school TT, similar to pre-COVID SD in place, 2m from front Approaches: mastery classes, visualisers, record lesson for later use, onsite lessons can be accessed remotely by those off site 	<ul style="list-style-type: none"> F2F online delivery following school TT via MS Teams (live lessons) Focus: Teach, model, challenge learning and offer support 	<ul style="list-style-type: none"> F2F online delivery following school TT via MS Teams (live lessons) Focus: clear instruction, modelling, effective questioning (Blooms) and discussion to address misconceptions. Approaches: live lecture, live lesson, paired teaching, live chat/ feedback
	<i>Asynchronous (independent)</i>	<ul style="list-style-type: none"> Structured lessons/ tasks and learning materials posted online via MS Teams (assignments, class notebook, post board etc.) Focus: opportunity to develop metacognitive strategies in preparation for full remote learning Focus: tasks to develop K&U (allowing F2F to challenge learning and offer support). Consider flipped learning. 	Recorded lessons posted on MS Teams	



Practice and collaboration 	<i>Synchronous</i>	<ul style="list-style-type: none"> • Practice tasks to be completed in exercise books/ or via IT as normal • Knowledge retrieval practice such as knowledge drills to be completed via F2F quiz or using online tools such as MS Forms, Kahoot, SamL, Socrative • Collaboration tools: Jamboard, Padlet, MS Teams/ Class notebook/ • SD checking of work can be achieved by placing student work under visualiser 	<ul style="list-style-type: none"> • Use of collaboration tools such as MS Teams, class notebook, Jamboard, Padlet • ‘Live’ monitoring by teacher to ensure misconceptions are addressed
	<i>Asynchronous</i>	<ul style="list-style-type: none"> • Homework set via Ms Teams • Tools: Ms Assignments, MS Forms, share links for other sites such as Seneca and SAML • Opportunity to develop metacognitive strategies to prepare for remote learning. 	<ul style="list-style-type: none"> • Students can share work via camera/ posted photograph via MS Team post board/ class notebook
Assessment and feedback 	<i>Synchronous</i>	<ul style="list-style-type: none"> • Targeted questioning – verbal responses from students either F2F in classroom or using live chat function if at home. • Knowledge activation tasks • Retrieval practice activities • Self and peer assessment • Whole class feedback 	<ul style="list-style-type: none"> • Live response tools: polling, Kahoot, Pixel • Live feedback- paired teaching/ online Q&A alongside content delivery • Live feedback using collaborative tools- allowing whole class feedback e.g. on class notebook/ post board • Peer marking
	<i>Asynchronous</i>	<ul style="list-style-type: none"> • MS Forms, SamL, Seneca, Quizlet, Socrative, Plickers, MyMaths Kerboodle • MS Insights- detailed participation log/ attendance • Feedback using shared comments on class notebook/ Teams • Audio/ video feedback tools/ apps/ extensions • Audio feedback on Ms Teams – whole class or personal • Self and peer assessment • Whole class feedback 	

References:

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/metacognition-and-self-regulated-learning/>