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# Lydiate Learning Together



Edition 1

February 2021

## Ambition institute

During the Spring term, ECTs will be studying the instruction strand of the programme. They will explore, the link between effective instruction and student learning, elements of explicit instruction and how instruction can support more effective pupil thinking.

Developing practice in this area is particularly important for teachers working in the midst of the ongoing changes. It also lends itself particularly well to developing non-classroom based areas of practice including planning and creating learning resources.



Welcome to our first official **Lydiate Learning Together (LLT)** publication, comprising contributions from all partners within our Trust. Our aims, in relation to the content of **Lydiate Learning Together**, is to underpin our Cross-Trust CPDL vision and values (**engage, enable, empower**) in order to embed our professional learning communities across our Trust: from trainee teacher to Head Teacher, and beyond.

Each month, we will journey on a pedagogical area of discovery, whilst offering practical help, guidance, and celebration. We will also share upcoming CPDL foci and dates for the diary for all learning communities. We hope you enjoy this first edition, and that it ignites your curiosity, whilst at the same time sharing pertinent practical (and in this case, remote) pedagogical strategies, support and guidance.

Warmest wishes,

**Suzanne Pountain**  
Executive Director of School Improvement



## Remote Education is a way of delivering the Curriculum

*'Remote education is a means, not an end. The aim of education is to deliver a high-quality curriculum so that pupils know more and remember more. Remote education is one way of doing so. This means that everything we know about what a quality curriculum looks like still applies. The remote education curriculum needs to be aligned to the classroom curriculum as much as possible. And, just like the classroom curriculum, it needs to be carefully sequenced and ensure that pupils obtain the building blocks they need to move on to the next step. Curricular goals should be made as explicit remotely as they would be in the classroom'*

**What's working well in Remote Education, Ofsted, 2021**



**Over the next few weeks, we aim to share key research and top tips to support the planning and delivery of remote teaching and learning. In our first edition, we have shared some of the clever hacks for Microsoft Teams for you to try with your classes!**

## To help with online learning, we've rounded up the best tips for making Microsoft Teams work for you and your students!

### Use the chat box for polls

If you're halfway through your lesson and want to check that your class really do grasp the difference between iambic pentameter and blank verse, you can hop over to the chat box and type "@forms", allowing you to create a poll.

You can gauge their opinions on a topic, find out how many have followed your explanation, or simply check they're all still listening. You may have to update so you have Forms extension as an app on the chat (look for those three dots).



### To like, or not to like

In the classroom, you might ask for a quick show of hands, or thumbs up or down, to ascertain whether your students are following your explanations. Sometimes just looking at a sea of faces is enough.

It's not so easy in the virtual classroom, but there is a workaround. Type two sentences into the chat box (copy and paste prepared ones to save time) and then ask your students to like the correct statement.



### Stop notifications

It can be hard to write in your chat box if you're constantly getting notifications from your class. You can solve this by setting your status to "do not disturb" – the chat box will magically appear again.



### Take-away tasks

If you've got a slide on your PowerPoint with instructions for a task, you may want to ask your students to capture their screens at that moment so they have it for later. Or you can take a screenshot yourself by using print screen, and then paste it using CTR+V into the chat box



### Add images or videos to your questions

Whether you want to add an image or video to help prompt the answer, or because you want your students to use it in their responses, adding this extra media will replicate classroom teaching much more closely

### Drawing on your whiteboard

In the classroom, you were able to project your PowerPoint presentation on to a whiteboard and annotate. On Teams, you can convert your PowerPoint into a PDF, upload it to the Class Notebook, and then annotate to your heart's content.

### Duplicate to eliminate

The fiddly admin of setting up the lesson can be tiresome, especially if you're having to do it several times a day. Minimise your work by setting your lessons to repeat for the rest of the term.

To do this go to "repeat" and set to weekly or daily, or to custom if you need fortnightly repetitions for your two-



For the full article visit <https://www.tes.com/news/schools-online-learning-13-clever-teaching-hacks-microsoft-teams?fbclid=IwAR3eISgyRk6edRuPZZNkqlzBF->



## Remote Education: Good Practice

The EEF Rapid Evidence Assessment Guidance aimed to investigate methods that schools could use to support remote learning during school closures caused by the 2020 coronavirus pandemic (Covid-19). The review sought to find the best evidence behind the wide array of approaches that schools might choose to use during the crisis. EEF Remote Learning: Evidence Assessment—[https://educationendowmentfoundation.org.uk/public/files/Remote\\_Learning\\_Rapid\\_Evidence\\_Assessment.pdf](https://educationendowmentfoundation.org.uk/public/files/Remote_Learning_Rapid_Evidence_Assessment.pdf)

### Teaching quality is more important than how lessons are delivered

Students can learn through remote teaching. Ensuring the elements of effective teaching are present – for example clear explanations, scaffolding and feedback – is more important than how or when they are provided.



*For example, teachers might explain a new idea live or in a pre-recorded video. But what matters most is whether the explanation builds clearly on students' prior learning or how students' understanding is subsequently assessed.*

### Peer interactions can provide motivation and improve learning outcomes

Multiple reviews highlight the importance of peer interaction during remote learning, as a way to motivate students and improve outcomes.

*Across the studies reviewed, a range of strategies to support peer interaction were explored, including peer marking and feedback, sharing models of good work, and opportunities for live discussions of content. Different approaches to peer interaction are likely to be better suited to different age groups.*



### Supporting students to work independently can improve learning outcomes

Students learning at home will often need to work independently. Multiple reviews identify the value of strategies that help students work independently with success.

*For example, prompting students to reflect on their work or to consider the strategies they will use if they get stuck have been highlighted as valuable. Wider evidence related to metacognition and self-regulation suggests that disadvantaged students are likely to particularly benefit from explicit support to help them work independently, for example, by providing checklists or daily plans .*



### Different approaches to remote learning suit different tasks and types of content

Approaches to remote learning vary widely and have different strengths and weaknesses. Teachers should be supported to consider which approaches are best suited to the content they are teaching and the age of their students.

*For example, games for learning were found to have a high impact on vocabulary learning in foreign languages, but there is less evidence related to their use in other subjects. Likewise, using technology to support retrieval practice and self-quizzing can help students retain key ideas and knowledge, but is not a replacement for other forms of assessment.*



## Synchronous vs Asynchronous Learning

Not all remote lessons are the same, but in general, remote learning takes on two forms: **asynchronous** and **synchronous** learning. Asynchronous learning happens when the work of learning occurs at different times and in different places – when you ask a student to read something before a lesson or send a link to a video clip you ask the students to watch in their own time. Synchronous learning is the kind that happens at the same time, but in different places. Any kind of class that takes places over MS Teams qualifies for synchronous learning. Each type of remote instruction has it's benefits and limitations.

*In our next edition we will look at each and offer a few ways to get the most out of both.*

**Please record your thoughts, via your Subject Team Chat, in our Collective CPDL Session on Monday 1st February!**

**Nadia Kaye – Assistant Headteacher, CSSA; and Alex Ryan – Assistant Headteacher, Deyes High School**

## Key Dates: February 2021

**Tuesday 2nd February: *The Challenges of Literacy***—free online event <https://researchschool.org.uk/greenshaw/event/the-challenges-of-literacy>

**Monday 8th February: *Subject Teams CPDL***

**Tuesday 9th February : *Best Bets for Remote Formative Assessment***—free online bitesize event <https://researchschool.org.uk/sandringham/event/best-bets-for-remote-formative-assessment>

**Friday 12th February: LLT Cross Trust Training Event *Headspace***

**Monday 15th February—Friday 19th February: Half Term**

**Thursday 25th February: *Metacognition & Self Regulated Learning in Post 16 Settings*** free online webinar series <https://researchschool.org.uk/oldham/event/metacognition-and-self-regulated-learning-in-post-16-settings>



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**“The Journey to Outstanding”**