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| Sir William Stanier school  A picture containing drawing, table  Description generated with very high confidence  Opportunity  Community  Courage |
| Sir William Stanier Teaching and Learning Policy |
| A supportive approach to independence and expertise |
|  |
| **Senior Leadership Team** |
| **2020/21** |

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| Changes | Rationale |
| Development of a hybrid school | To engage the community fully in the learning culture of the school. This virtual school will help us to reach students who struggle to access physical learning and maintain student progress at home and at school. |
| Based on Cognitive Load Theory | To manage the level of new information given to students to promote retention in long term memory, aiding students abilities to utilise their optimum load to aid recall and retention of knowledge. |
| Staff ownership of planning and delivery | Planning no longer undertaken by Middle Leaders. Staff will plan and prepare their own lessons and resources based on the existing knowledge and skill of the class that they are teaching. |
| Virtual CPD for staff | To manage staff wellbeing and optimise staff long term memory by making training accessible to all staff to engage at a time when they will be able to optimise the training delivered and integrate this into their planning and delivery of lessons. |
| Learning Cycle that promotes recall and retrieval practice | To move away from prescriptive and sometimes constrictive structures to allow for fluid delivery of teaching that promotes the recall and retrieval capacity of students over time. This will allow staff to react to the expertise levels of the class to best manage student cognitive load. |

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| Abstract: To create a hybrid school that uses Cognitive Load Theory and a knowledge-based curriculum focused on a PLC to drive future learning and progress at Sir William Stanier School. Students will be supported through managing their intake of new learning, frequently consolidating their long term memory through recall and retrieval and a development of a virtual curriculum to engage our entire community. Parents/Carers will be supported through regular communication, access to virtual intervention to support their children and sustained access to a platform of resources both physical and virtual to engage their children with learning. Staff will be supported through the use of research driven CPD, laser focused coaching opportunities and virtual training to promote wellbeing. |

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**Policy Aims:**

**1.** The Teaching and Learning Policy aims to provide a framework for the following factors:

* To promote the development of independent expertise within each physical and remote lesson.
* To guide students to become experts of their Personal Learning Checklist (PLC).
* To deliver guidance regarding online learning provision for students.
* To promote the character education of students.
* To stretch and challenge the abilities of all students in a hybrid education environment.
* To promote British values and a sense of place in a global community.
* To promote an engaging and consistent high quality 5-year-curriculum for all.
* To use Cognitive Load Theory to drive increased recall and retention of knowledge.
* To generate a spiritual, moral, social and cultural understanding in our students.
* To provide opportunities to accentuate the cultural capital of all students in the school.
* To support staff through CPD to deliver lessons that accelerate the progress of all students.

**Development of Teaching and Learning:**

**2.** Sir William Stanier school (SWS) is committed to providing an excellent education to all students through strong continued professional development based on Cognitive Load Theory. From September 2020, the school will be focused on developing a strong individualised progress platform for a learning cycle which stretches the abilities of all students to recall and retrieve knowledge at SWS. This learning cycle supported by Cognitive Load Theory will be central to the planning and structure of lessons and will be embedded in the learning and progress of all students either at the physical or virtual school.

**3.** As of June 2020, the school is moving to a hybrid school model, offering both on-site provision and remote learning provision. This is to ensure that all stakeholders have the opportunity to make good or better levels of progress either on site or at home via remote learning. This has led to the development of the Virtual Teacher Toolkit (VTT) to support the preparation, planning and delivery of socially distanced or remote learning lessons.

**4.** The school is also working closely with PiXL partners in excellence to support assessment, planning and intervention throughout each assessment round. From 2019, SWS has committed INSET and calendared CPD to collaborative learning structures and methods to ensure sustained progress for all teachers and students. From June 2020, teaching staff will be given CPD centralised on delivering high quality virtual lessons and live learning lessons to students in the physical and virtual school.

**The National Teacher Standards:**

**5.** Sir William Stanier School expects all teaching staff to uphold and demonstrate the National Teacher Standards at all times in their teaching practice. Staff who qualify for UPS are expected in addition to meeting National Teacher Standards, make a sustained and substantial contribution to whole school as appropriate to their UPS scale.

**Expectations of teaching staff at the school:**

**6.** The school leadership and Governors have consistently high expectations of all teaching staff as described and expanded on in the expectations below. The expectations relate specifically to:

* Planning for outstanding teaching and learning and sustained progress of students both physically and virtually.
* Purposeful marking, regular and meaningful assessment and feedback for students via Show My Homework and KS3 or KS4 email.
* Virtual work will be regularly set in line with the Home Learning Guidance.
* Effective teaching of literacy and numeracy.

**Promoting high standards and expectations:**

**7.** Teachers should:

* Provide differentiated work in order to stretch and challenge all students within all lessons both physical and virtual.
* Purposefully mark work returned by students in line with the school marking policy, in order to inform progress and maintain high expectations of all students.
* Ensure the safety and wellbeing of all students in their care to maintain a safe socially distanced learning environment.
* Providing a high level of cultural capital for students by offering in depth and cross curricular knowledge and skills that are relevant to students’ future life opportunities.

**Online Learning Guidance – Live Learning Events:**

**8.**

* All students in years 7-10 (as of June 2020) have been provided with Microsoft ® 365 accounts, this is the platform that all live learning events will be conducted.
* Live Virtual Teaching will also take place on Microsoft ® Teams, enabling students to have a positive learning experience. It is to be considered that the vast majority of the students are accessing the lesson via a mobile device and lessons should be amended to fit in with this limitation.
* All lessons must adhere to the online safety expectations described in the ‘Guidance to delivering online learning’ documentation.
* Communications with students online must again adhere to the expectations described in the ‘Guidance to delivering online learning’ documentation.
* The expectations of staff in Live Learning Events must again be adhered to by staff, these expectations are described in the ‘Guidance to delivering online learning’ documentation.
* The cycle of communication before, during and immediately after the Live Learning Event are again detailed in the ‘Guidance to delivering online learning’ documentation and must be adhered to by all staff to ensure continuity and uniformity from the school in providing learning opportunities for our students.
* There is a specific message to relay to students before the Live Learning Event which is described in the ‘Guidance to delivering online learning’ and must be adhered to by all staff delivering a Live Learning Event to avoid confusion for students learning remotely from home.

**Online Learning Guidance – Online Learning:**

**9.**

* Staff are to upload one PDF file to the Microsoft ® Sharepoint file which has been identified by the Assitant Principal for Raising Standards in advance via email on Microsoft ® Outlook.
* The document is to be named (Subject – Year – Version) onto the relevant Microsoft ® Sharepoint file.
* Staff are to then complete a short description of the tasks being set for students on the relevant Microsoft ® Word ‘Overview of Home Learning Tasks’ on Microsoft ® Sharepoint.
* These documents need to be completed and uploaded to the Microsoft ® Sharepoint folder during the second week of the previous cycle, ensuring that SLT have time to generate home learning packs for those students without online learning access.
* The work being set by staff must cover at least the time that students would have had timetabled to complete in their subject per fortnight pre-COVID-19.
* Each year group should have a different task to complete, it is unacceptable for several year groups to be completing the same work at the same time.
* All work on Microsoft ® Sharepoint to be uploaded in PDF format.

**Online Learning Guidance – Show My Homework:**

**10.**

* Teachers should be setting tasks on SMHW suited to the classes they teach. For example, set 1 work and set 3 and HA, MA and LA student work should all be tailored.
* Staff should be using a variety of online websites and links to support home learning tasks. Details of these websites and suggested websites are present on the ‘Home Learning Guidance’ documentation.
* Teachers should be producing answer sheets/booklets to all work set to support students with the checking of their work. This will need to be uploaded to SMHW during the 2nd week of the 2-week cycle.
* All work on SMHW to be uploaded in word format.

**Online Learning Guidance – Marking, feedback and communication:**

**11.**

* Students and parents can access the relevant support by emailing one of two email addresses either, [KS3@sws.cheshire.sch.uk](mailto:KS3@sws.cheshire.sch.uk) (Year 7, 8 & 9) or [KS4@sws.cheshire.sch.uk](mailto:KS4@sws.cheshire.sch.uk) (Year 10 & 11).
* Once an email is received it will then be sent to the relevant member of staff who will need to respond **within 24 hours** to the query and email back to either [KS3@sws.cheshire.sch.uk](mailto:KS3@sws.cheshire.sch.uk) (Year 7, 8 & 9) or [KS4@sws.cheshire.sch.uk](mailto:KS4@sws.cheshire.sch.uk) (Year 10 & 11) where it will be sent back to the student/parent.
* If a member of staff has any issues with converting a document into a PDF then please email [helpdesk@sws.cheshire.sch.uk](mailto:helpdesk@sws.cheshire.sch.uk)

**Learning cycle – Supporting independence and expertise:**

**12.** All learners will be supported in their learning cycle by their classroom teachers who will develop ability-targeted resources to encourage the promotion of expertise in their learning in line with Cognitive Load Theory. The learning cycle may run over several lessons; but will enable students to make clear progress from novice learners towards becoming expert learners over individual lessons.

**13.** All learners will be provided with opportunities in each lesson to develop and increase the level of independence in their learning through recall and retrieval of knowledge from the subject specific PLC. This is to be encouraged through activities that initially look to promote the individualised progress of a student through the use of resources that centre on students using information and instruction to maintina progress through the subject specific PLC. The teacher becomes the facilitator to learning by providing the resources that minimise cognitive load and where expertise is shown, stretch and challenge the abilities of these expert learners in their lesson. Learners will use these targeted resources to inform the conclusions that they reach in their learning cycle and advance through their PLC.

**14.** Remote and physical collaboration is to be encouraged for learners to develop peer-to-peer conversations about their learning and progress through their PLC. Lessons should look to encourage student discourse through reflection opportunities which encourage students to discuss their conclusions and the methods they have used to reach their outcomes. Lessons should focus on areas of weakness in the PLC and look to develop students’ working memory into long term memory with regard to the PLC.

**15.** Learning cycles are to focus on blocked learning, giving students the opportunity to progress from novice learners to expert learners over the course of one block of lessons. There is no prescribed limit to what a block of lessons can contain, this is to be the decision of the faculty lead and detailed within the 5-year-curriculum plan. Blocked learning should be used to promote expertise, with classes prioritising expertise of the PLC over time spent on topics as prescribed by the 5 year curriculum plan.

**16.** Differentiation is to focus on levels of instruction given to students. The lower the ability of students, the greater the amount of explicit instruction. This has been evidence from multiple cognitive studies that lower ability learners make more progress when their learning is directed and structured in a way that does not overload their cognitive ability. The higher the ability of the student, the lower the amount of instruction and the higher the amount of information that students need increasing the number of problems the students need to complete. This increased cognitive challenge is evidenced to increase progress of higher ability learners, with an increase of demand on their level of independence to find key information.

**Marking policy:**

**17.** The marking policy aims to:

* Purposefully provide feedback to all students at regular intervals that helps to progress their knowledge, understanding, numeracy and literacy skills.
* Provide students with regular opportunities to reflect on their feedback and respond to targets in order to sustain their progress in each and every lesson.
* Praise the achievement of students and recognise high levels of progress within subjects.
* Offer students concise and clear feedback that can be easily acted upon by all students.

**Quality Assurance:**

**18.** Monitoring of learning within SWS will be regularly undertaken in order to identify areas of strength within the school and coach members of staff who need to develop their practice in order to meet the expectations of the Teaching and Learning Policy.

These quality assurance methods are:

* Coaching Dialogues to monitor the planning and delivery of learning in order to promote debate and reflection of staff practice to best promote the recall and retrieval of knowledge from students.
* Regular one-to-one dialogue between AJP and middle leaders to monitor the application of CPD training in faculties and departments over the course of the academic year.
* Regular reflection of the progress of subject specific PLC’s to inform intervention and support to maintain expert level recall and retrieval practice.
* Progress Summaries to monitor the progress of learning in lessons through student books, assessments and PLC’s.
* Submission of the lesson activities to Middle Leaders prior to release on Show My Homework.

**Numeracy and Literacy:**

**19.** Sir William Stanier is committed to providing excellent opportunities for students to develop their literacy and numeracy in all of their physical and virtual lessons and in the school community.

Literacy development through teaching in the Academy is approached in two ways. Firstly, through a high frequency of literacy activities driven by the Schemes of Learning. Secondly through the use of literacy marking and development through continuous feedback.

**20.** Numeracy development through teaching in the Academy is primarily driven through the Scheme of Learning. The Schemes of Learning have been developed to exploit all appropriate numeracy activities within a subject.

**Appendices:**

1. Virtual Teacher Toolkit
2. Guidance to delivering online learning
3. Home Learning Guidance

**A drawing of a person

Description automatically generatedVirtual Teacher Toolkit (VTT)**

**Intent:**

The purpose of the SWS Virtual Teaching Toolkit (VTT) is to give structure to the activities sent out by the school to students learning remotely within the community. The VTT will offer a guided approach to audio direction for students and ensure that students are always aware of the justification for each activity and how it will help them to develop into their future selves, this is key to the development of students and establishes clear reasons for learning and problem solving, (Brodie, 2010). Each justification relates to the context of skills within the workplace, higher education or further education, these are key for developing goal-setting, planning and reflection on performance (Fettes et al. 2018: 21). The VTT intentionally avoids justification via GCSE exam context to reduce student anxiety and fear regarding examinations which can cause students serious psychological harm (Šimić N, Manenica, 2012). The VTT gives teachers a toolkit to use when setting work and an audio commentary to follow to maintain focus and clarity in the tasks designed for students to complete. This will then create a generalised approach to activities, making it easier for parents/carers to support students in their activities as they will be similar in structure to other lessons that students have already completed in other subjects, meaning that students have seen what is expected in previous lessons and therefore know how to succeed in this lesson (D Fisher,2008) .

**Implementation:**

Staff will be given the SWS VTT via email by AJP and there will be a recorded session explaining how to utilise the VTT in the work being set by staff for students to complete remotely. Staff will then use the VTT to structure their lessons for students working remotely, following the learning cycle and using activities from the suggested list in each section. PowerPoints will be created with staff modelling expectations of students in order to promote student success in the activities asked of them in the lesson (D. Fisher, 2008). Lessons will then be set on the Show My Homework platform for students to complete, along with an audio commentary from staff over the PowerPoint that students will be studying and justifications for the tasks being undertaken linked to skills required for the workplace.

**Impact:**

By developing a supportive approach to activities and audio commentary with justification for activities, students will have more chance of successfully completing activities and maintaining a healthy level of understanding and progress from their lessons (Better Learning Through Structured Teaching – D. Fisher, 2008). The use of audio commentary to maintain focus and clarity in the tasks designed for students to complete will improve the dialogic teaching of the lesson to promote student thinking of the reasons they are completing this activity, the arguments within the activity and promoting explanation tasks to develop understanding (Education Endowment Fund). The development of a toolkit will also ensure that the activities set by staff are purposeful and proven to promote progress, thereby helping to ensure a high-quality planning process that helps to promote remote progress from students of SWS.

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| **Recall Activities** | | | |
| **Task** | **Task description** | **Suggested audio commentary** | **Justification for this activity** |
| A | SPaG Challenge – Give students a paragraph of information with several SPaG errors that they have to identify and correct. | “You will see that there are several spelling, punctuation and grammar mistakes in this piece of writing. You have …. Minutes to correct all of the mistakes that you can see”. | “If you include SPaG mistakes on job or college applications, it could affect your success on getting into the college or getting an interview”. |
| B | Recall mind map – Students have to create a mind map recalling their prior knowledge of the topic. | “Using a mind map, you must recall at least 5 pieces of information from last lesson, this will be useful in today’s lesson as well”. | “Recall from memory is a key skill for adult life which we use every day. This will help you increase your recall potential and use this potential to inform decisions”. |
| C | Word limit challenge – Students must explain a concept in a limited number of words (ideally 20-30 words). | “You must explain the answer to the question (say the question) in no less than 20 words and no more than 30 words. You have … minutes to complete this activity”. | “Many job applications give you a word limit in which you need to give an effective answer to a question. This will help you to do this in the future”. |
| D | Key word definition – Give students 5-7 key words that they must define based on past learning. | “You will see … key words on your screen, I want you to use your past learning to define what these key words mean and then as an extension, say how they link to today’s lesson”. | “In the workplace and higher education you will have to independently recognise key words and understand what they mean. By practising key word recognition now, the easier it will be to do in your future”. |
| E | Image challenge – Give students an image, they have to find 5 areas of the image that link to past learning or the learning from this lesson. | “On your screen, you can see an image of… you need to identify 5 areas of this image that link to the subject we studied last week / to the subject that we are studying today”. | “Image recognition is a key skill – Not just for reading road signs and understanding regulations in foreign countries, but is often used to assemble furniture – helpful for when you get your first house”. |
| F | Assessment objective challenge – Give three tasks relating to the assessment objectives of your course e.g. – AO1 – Knowledge, AO2 – Explanation, AO3 – Source analysis. | “For today’s starter challenge, you need to give 3 facts about… then explain in 30-40 words how this helped to… now, use the source to explain how this shows… You have 7 minutes to complete the challenge”. | “Managing different challenges within a single task is a key skill to learn in adult life. To do well in the work place you need to manage your understanding of the job, utilise specific skills to do it, explain these tasks to trainees and manage your time whilst doing all of these things”. |
| **Purpose of Learning Communication** | | | |
| A | RAG understanding – Students are to RAG their current understanding of the topic that is being studied in this lesson. | “I would like you to look at the title and learning outcomes of today’s lesson. I want you to RAG your current understanding of the topic; red for ‘I know very little’, amber for ‘I can recall some facts about it’’ green for ‘I could teach someone about this’”. | “Evaluating your performance is a key skill that you will need to have for work. Many professions require you to have an appraisal of your performance and this can result in you getting a wage rise or potentially being promoted”. |
| B | Timeline of activities – Students are to maintain a timeline of the topics studied and when they were studied in your subject. | “Add this topic and date to your subject timeline, this will help you understand what we have learnt and the development of the topic over time”. | “Understanding sequences of development is a key skill for any job or degree, you need to know what to do at the correct time”. |
| C | How this helps me – Putting the lesson into context of how it will help students in their examinations or in their development of the subject. | “This topic is important because it has been used on several exam papers so far and therefore could come up again / This topic is important to develop your understanding of the topic of… because it relates to…” | “Understanding the context of something is key when reading newspaper articles or researching topics in university. Also, understanding context is essential when choosing who to vote for in elections”. |
| D | Stage by stage – Give students a stage by stage chronological overview of the lesson today to help them understand what they will be learning and how they will be learning about it. | “As you can see from the bullet points on the slide, we will firstly be looking at… today, and this will be done by creating a… Then, we will be moving onto… we will then create a…”. | “Understanding how to construct something in the correct order is vital for the workplace, as completing a task in the wrong order could result in products being sent back or malfunction”. |
| **New Learning Strategies** | | | |
| A | Close text task – Give students a short paragraph of key information to the topic NOT PAGES OF INFORMATION that will help them to find the key knowledge for the topic. | “You can see a short paragraph of information on your screen. I would like you to use the information to answer the following questions”. | “Reading instructions and picking out key directions from the instructions are key skills for life. Whether this is assembling a product or using a recipe to cook food, you need to read the text properly to make the correct decisions”. |
| B | Factorise information – Give students a grid of key information. They have to factorise the information into specific categories that link to the topic being studied. | “On your screen you will see a number of key facts. You need to organise these facts into (give a number) categories, these can be seen at the side of the screen. This will help you to formulate an answer to the reflection question”. | “Being able to understand how key information links to specific topics will help you to solve problems in later life. Understanding how certain facts link to certain problems will help you find solutions to everyday challenges”. |
| C | Watch a video – Show a short video to students with key questions that need answering AFTER the video finishes. | “I would like you to watch the video on your screen, put down your pens and cross your arms when you watch this. Then answer the questions on the next slide after you have watched the video”. | “In the work place you will be given verbal instructions that you then have to act upon after the instructions are given. In university, you will go to lectures that afterwards you will need to utilise the information given to you.” |
| D | Visual prompts – Use images to show the development of a topic or the progression of a concept that students need to give a commentary on, or arrange into the correct order and then give a commentary on the sequence. | “On your screen you can see a collection of images. I would like you to give a commentary on the development of the images with 20 words per phase”.  OR  “I would like you to put the images on your screen into the correct order and justify your decisions in your commentary of each stage”. | “Using visual prompts to inform decisions you make are common when following health and safety instructions and when working abroad, especially where English is not a common language. These skills are therefore important to ensure your safety and also if you want to broaden your horizons by working abroad”. |
| E | Read a chapter – Students are to read a chapter / section / selected poem from a book. Then they are to go through the section again and annotate key areas that help to answer a key question given to the students. | “You will need to read through the section of the book that I have shown on the slide. I would like you to read through the information first and then god back through the text and make annotations that help to answer the question at the top of the slide”. | “Selecting relevant information that helps to answer a key question or complete a task is an important part of adult life. Whether it is reading a newspaper story, researching information or reading a football matchday programme, these skills will come in handy”. |
| F | Dialogic – The teacher verbally gives students a stage by stage set of instructions or verbal information to help students to develop their knowledge and understanding of a topic. | “I am now going to talk you through this section of the lesson. You will need to listen carefully to gain a better understanding of the topic that we are learning today.” | “In the work place you will be given verbal instructions that you then have to act upon after the instructions are given. In university, you will go to lectures that afterwards you will need to utilise the information given to you.” |
| **Application of Learning** | | | |
| A | Exam question practise – Students are to complete (an / some) exam question/s relevant to the topic studied in the lesson. | “We will now complete an assessment question in order to see how much we have progressed over the lesson. Remember to read the question twice and link your answer back to the key demands of the question. Plan your answer before you write it if you need to. You will have (specific time) to complete the assessment”. | “To get into the university, college or the job that you want, you will need to pass tests and examinations throughout your life. The more you practise mastering the art of precisely answering a question, the more likely you are to be successful when looking to gain future opportunities”. |
| B | Create a story board of instruction – Students are to create a comic strip of the topic that they have learned in the lesson. | “Using the information that you have learnt about today; you are to create a story board showing the development of your understanding of the topic / the chronology of the event that we have learned about. Each picture will need to be accompanied by 20-30 words per stage. Try to create 6 stages of the story board”. | “The ability to reduce key information into simple and easy to understand communication is the key skill of a leader. If you wish to lead a team, group, company or battalion in future you will need to find easy ways to communicate your ideas to them. This activity helps your brain to practise this skill”. |
| C | Create a school textbook page – Students are to use the information that they have learned in the lesson to create a textbook page with tasks to complete for younger students in the school. | “We are now going to help some other students in the school by creating a textbook page for them. You will need to make the information succinct and understandable. You will have to include an explanation of changes and how important these are. You will then have to create several tasks for these students to complete. A model answer would also be excellent to help out the younger students”. | “Teaching others is the key skill of any leader. Whether you are training up an apprentice, teaching a class or raising your children, you need to be able to give them information that they learn from. This activity helps you to prepare for this in later life”. |
| D | Write a song or rap – Students are to use the information learned in the lesson to create a song / rap to record or perform for the class. | “You are to create a rap / song on the information that you have learned about today. Try to make it so that it will be easy for other students to learn from the song or rap that you write”. | “Creativity is a skill that can help you in your future. The more creative your thinking, the more you will stand out to your employer. By developing that creativity now, you are learning the skills that will help to separate you from the crowd”. |
| E | Memory recall challenge – Students have to recall as much as they can about the learning in the lesson with their sheets turned over / books closed and no prompts from the teacher. | “I would like you to close your books / turn your sheets over. You will have 5 minutes to recall everything that you can about the topic that we have studied today without any help from me or anything else. Try to include as much as you can, extra kudos will be given for accompanying explanation”. | “Memory is essential to later life, the more you challenge yourself to recall information, the greater your brain capacity becomes for recalling information when you are older. Training your brain to recall now will help you in later life to maintain your level of recall ability”. |
| F | Quizzing – Students are to be given a number of possible (and incorrect) answers on the PowerPoint slide. The teacher will then pose questions to the students and they have to identify and write down the correct answer. | “On the board are all of the answers to the quiz and some red herrings to throw you off. When we are all ready, I will begin. (What follows are just examples of quizzing techniques). I am the… I am used when… My name means… I was responsible for… I am the sum of… I am the result of… I was created when… I am the belief in…” etcetera. | “Identifying correct solutions to problems or questions is a key skill in most manual labour jobs such as plumbing and electricians, the more practise you get now, the more your brain will learn to identify the correct solutions. Also, the ability to spot the solution to a problem is what helps people to become entrepreneurs and make lots of money”. |
| G | Puppet show – Students are to create a finger puppet show based on the information that they have been focusing on in the lesson. Give students between 3 and 5 key pieces of information that they have to include in their show. | “Using the information from today’s lesson, I am going to challenge you to make a puppet show. This show will not only give students the key information from the topic, but also engage their interest and help them to learn more about the information from today’s lesson”. | “Creativity is a skill that can help you in your future. The more creative your thinking, the more you will stand out to your employer. By developing that creativity now, you are learning the skills that will help to separate you from the crowd”. |
| H | Extended writing – Students are to complete an essay / diary entry / screen play using the information from the lesson to help them. | “We are going to complete a piece of writing that will test your creative skills. You are to create an (essay / diary entry / screen play) based on the information that we have learned about today. You need to not only include own knowledge in there, but also explain how this links back to the theme of study”. | “The ability to write well is something that impresses potential employers. If you have a CV that reads well and shows obvious written ability, the more likely employers are to consider your application further. Also, at university most courses require a 10,000 -word dissertation in your final year – this needs to be well written to secure a good level degree”. |
| I | Similarities and differences – Students are to link their learning in the lesson to other areas of the curriculum – How is the topic similar or different to other key themes, individuals or theories that they have studied? | “We are now going to look at the big picture context of our learning. You need to see which areas of the course today’s learning links to and what areas require similar skills; but also, which areas are totally different and require different skills. Explain each link in 20-30 words”. | “Spotting connections between different factors is something required of many jobs and careers in Britain. The ability to connect different areas of taste are key skills for a chef to design new recipes. The ability to connect evidence is key for a doctor, vet or police officer to solve problems”. |
| J | Mix and match – Give students questions and answers which are all mixed together. They need to link the questions with the correct answers. | “You will need to match the questions on the slide to the correct answers. This will help you to develop your understanding of the topic that we are studying today. You have … minutes to do this”. | “Finding the correct answers to questions is a key skill in any job, degree or other area of study that you will ever do. Therefore, identifying correct answers to specific questions is a key skill for life”. |
| **Retrieval Activities** | | | |
| A | Model answer comparison – The teacher will give students a model answer, they are to compare this to their answer and identify areas of strength in their answer and areas that they need to improve on in the future. | “Using the model answer on the slide, identify areas of similarity between your answer and the model. I would then like to you look at areas of improvement you could make to your answer, using the model answer as the example. Then, make the necessary improvements to your answer by using the model answer to help you”. | “Identifying improvements to make in your work is a very important skill in many jobs and careers. Journalists and authors need to amend or change their work after their first draft. Construction workers need to change measurements or finishes on their structures in order for them to be strong and durable”. |
| B | Create a quiz – Students are to create their own quiz on the subject for other students to complete. The questions should get progressively harder. | “I would like you to create a quiz of between 7 and 10 questions. These questions must all be about the information in today’s lesson and must get harder and harder until question 10 is the hardest question you can think of”. | “Challenging others to succeed is a skill required of many managers in workplaces, the more you challenge your workforce, the better they become at their jobs”. |
| C | Opinion line – The teacher will give an opinion line from 0 (rubbish) to 10 (most import thing ever) with a key question attached. Students are to place their opinion on the line (5 is banned) and justify their answer in 30-40 words. | “I have given you a question to consider with an opinion line below it. You are to evaluate your answer to the question and place your opinion marker on the line, 0 being not important at all; 10 being the most important thing to ever happen. You are not allowed to use 5 as I want you to give a definite answer. You are then to justify your opinion in 30-40 words below the opinion line”. | “Developing and giving opinions is essential for most social interactions in Britain. Being able to back up your opinions with justification can help you to persuade others to your way of thinking. This is a key skill within sports and politics, enabling you to mould the opinions of others using your own arguments and justifications”. |
| D | RAG rating – Students are to evaluate their progress in the lesson and justify their rating in 30-40 words. | “I would like you to evaluate your level of understanding of the topic we have just studied. Red means you do not fully understand the topic; Amber means that you can recall facts about the topic but struggle to explain answers to it; Green means that you could teach others about this topic. Justify your rating in 30-40 words”. | “Evaluating your performance is a key skill that you will need to have for work. Many professions require you to have an appraisal of your performance and this can result in you getting a wage rise or potentially being promoted”. |
| E | Top trumps – Students are to rank chosen factors of the individuals / themes / changes that they have learned about in order to compare to others that they have learned about in pervious lessons. | “I would like you to make 4 top trump cards about (give specific foci) and rank each in terms of (give specific specifications). You will then need to explain why you have ranked these factors so highly or low compared to other factors that you have either studied today or in previous lessons”. | “Learning to evaluate the specific areas of a subject is important for jobs within sports coaching or within design. The ability to evaluate effectiveness and explaining these decisions can lead to changes being made to improve performance”. |
| F | Create a board game – Students are to create a game that tests knowledge and understanding from the lesson. | “Using the understanding of the topic that you have gained from this lesson; I would like you to create a boardgame that challenges the knowledge and understanding of other students and includes key points from the lesson in the challenges of the game”. | “Creativity is a skill that can help you in your future. The more creative your thinking, the more you will stand out to your employer. By developing that creativity now, you are learning the skills that will help to separate you from the crowd”. |
| G | Just a minute – Students are to speak / record themselves for a minute speaking about the topic that they have learned about without deviation, hesitation or repetition. | “Your challenge is to talk for a minute about a specific topic for the lesson that you have been studying today. You have to speak without deviation (talking off topic), hesitation (long pauses) and repetition (saying the same thing over and over again). You can even record yourself to show how successful you are at this”. | “Delivering arguments on a topic without deviation, hesitation or repetition will help in interview and product pitching scenarios. To get your desired job or gain investment in your product, you need the ability to deliver convincing and sustained arguments to your peers”. |
| H | Key word definitions with examples – Using a knowledge organiser, students are to define key words and give relevant examples to support the definition. | “I would like you to use the learning from today’s lesson to define the key words and give two examples to support your definition”. | “In the workplace and higher education you will have to independently recognise key words and understand what they mean. By practising key word recognition now, the easier it will be to do in your future”. |

**Guidance - Delivering Online Learning**

Please use the following guidance when planning and delivering any live online learning (OL).

**Intent**

The purpose of the Online Learning Guidance is to firstly and foremostly safeguard all staff and students in the new hybrid teaching environment we find ourselves in. Secondly, it is to give structure & understanding to the activities sent out by the school to students learning remotely within the community. The OL will offer a uniform approach for online learning for staff and students and ensure that all stakeholders are always aware of the justification for the direction of travel we are taking. Thirdly, by using a consistent platform to deliver OL, we will be more able to provide support to staff, students and parents that is personalised and tailored to each faculty’s ever evolving 5-Year Curriculum Plans (5YCP). In essence, we want to try to ensure what we are doing now can be used again in the short, medium and long term future of the school.

Show My Homework (SMHW) is and will continue to be the main platform for Home Learning. OL is aimed and complementing and dovetailing our Home Learning offer.

**Initial Considerations**

Firstly, look at the current situation locally (in school eg, who is likely to attend school tomorrow based on the information I know right now versus, if I record this now, will I be able to use it again in 6 months’ time?) and nationally lastly, look at your 5YCPs and consider which OL is the most effective teaching method for achieving your particular learning aim.

* Would another option (e.g. recording a PowerPoint (PP) audio, or video recording a demonstration) better achieve your objective?
* What is the ratio of students in school against those at home likely to be?
* Could I just record this as a Learning Event (LE (eg, pre-recorded)) and played during a LLE?

When deciding the best OL approach, you must read, understand follow the guidance below. If you are unclear on any matter, you must ask your LM or Michael Smissen (AP):

**Platform**

There are risks, pros and cons associated with the use of any online live platform. [**Microsoft Teams**](https://www.microsoft.com/en-gb/microsoft-365/microsoft-teams/download-app) appears to be a platform that many educators are using and is also the current VLE that the school has purchased. The launch of M365 to all students in year 7-10 has ensured all students can access learning in the ever-evolving learning environment. The guidance below is about taking reasonable steps to mitigate the risk of encountering any problems when using this platform. Further training and support using Teams will be given and must be followed when delivering OL.

**The principles and guidelines for safe use outlined below should be applied when using Teams. The school will not give permissions to use any platform to broadcast OL other than Teams (and where applicable, SMHW).**

**Terminology**

It is vitally important that all stakeholders understand the terminology used in this documentation and have an understanding that this guidance will be amended as frequent as is necessary.

All of the following use Microsoft Teams as the sole platform to deliver.

**Live Learning Event (LLE):**This refers to an online live event that must be always automatically recorded. It involves the teacher (called a ‘Presenter’ on Teams) teaching through the visual means of a PP alongside a teacher’s voice. The teacher/presenter is in sole control and cannot visibly see students – nor can students visibly see the teacher. Students can contact the teacher live through the use of the Q&A option. The LLE has a ‘Producer’ who is essentially the IT support person so the teacher can concentrate on teaching. The Q&A option is moderated by the ‘Producer’ who can delete or publish the question before anyone else can see it. Initially, LLEs will be produced by Michael Smissen with the long-term vision being that teachers will be able to ‘produce’ and ‘present’ simultaneously and independently.

**Live Virtual Teaching & Lessons (LVTL)/Live Streaming:** This refers to using the ‘Meetings’ options on Teams to teach a small group of students live, the main benefits of this method is to be able to address student knowledge, skills and understanding (KSU) misconceptions and for the teacher to be able play audio from their computer (eg, a music teacher playing recordings). This event can be recorded if agreed by SLT first however, this is currently not an option and further guidance will be written in due course. **This type of teaching should not be currently used.**If a member of staff is found to have used this format than disciplinary procures will be applied where relevant and appropriate.

**Audio PowerPoint (APP):** This refers to the ability to add audio to a PP. Further advice and guidance can be found in Home Learning 5.0 guidance and the Virtual Teaching Toolkit written by Andrew Pickles (AP). Consideration of PPs must take into account that the vast majority of our students access home learning through a small mobile device.

**Home Learning (HL):** This is currently referring to the Home Learning set every two weeks to support the learning of students at home – our virtual school. Further Home Learning Guidance can be found by contacting Michael Smissen or on Teams in the ‘Teaching Staff’ Team area.

**Video Recording:** This refers to pre-recording a demonstration or explanation of a particular aim. This can either be completed in school or at home. The recording can have the teacher visually in the video however, appropriate attire should be worn as if the teacher was in school (also see further considerations below).

**Online Safeguarding Expectations**

**Raising a Concern**

Where staff have a concern about a child, regardless of whether that child is in school or at home or online, they should continue to follow the process outlined in the school Safeguarding and Child Protection Policy, this includes making a written record of the concern. In the unlikely event that a member of staff cannot access the Record of Concern Form or CPOMS from home, they should email the DSL – Anna Norton/Deputy DSL-Tracey Hutchings/Safeguarding team. This will ensure that the concern is received. All staff are reminded of the need to report any concern **immediately and without delay.**

Where staff are concerned about an adult working with children in the school or online, they should report the concerns to the Principal. If there is a requirement to make a notification to the Principal whilst away from school, this should be done verbally and followed up with an email to the Principal.

Communications which include sensitive data should be sent in a secure means e.g. Egress

Further safeguarding information titled ‘Safeguarding Policy Addendum v2 – May 2020’ has been emailed to all staff by Anna Norton (VP), please email her directly or speak with your line manager if you require another copy to be sent.

**Online Behaviour Management/Pastoral Support**

Consideration needs to be given to the type of online learning teachers wish to use. Due to the nature of delivering a LLE there should not be any behaviour issues however, if a behaviour concern is apparent – likely to be demonstrated in the Q&A section of a LLE - then please use the same A2L policy you would in a classroom.

There is an increased possibility of pastoral issues arising when using LVTL/Live Streaming, the schools A2L policy needs to be apply as if teaching in a classroom. A second warning will require the teacher to remove them from the ‘lesson’. This must then be reported to the relevant RSL/SLT member.

A member of SLT will be available in school and will be able to advise and support during the event (please see the staffing rota sent out by the Headteacher to identify the member of SLT in school).

Page Break

**Communicating with Students Online**

Communication of any form should be appropriate and professional. When using any form of technology to communicate with students (eg, SMHW, Microsoft Teams, email etc) staff should adhere to the following:

* Communicate within school hours as much as possible
* Communicate only through school channels; the main communication channels to use at SWS to communicate to students by teachers are Show My Homework and Microsoft Teams
* Only ever use school email accounts and phone numbers.  Staff are not to communicate with students using their or the students’ non-school email addresses or private phone numbers or through social media or any form of non-school based communication method
* Do not share any personal information with students including during online communications
* No 1:1s, groups only (unless agreed with SLT and supervised)
* Staff and children must wear suitable clothing, as should anyone else in the household
* Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred
* The live learning events should be recorded so that if any issues were to arise, the video can be reviewed
* Live learning events should be kept to a reasonable length of time, or the streaming may prevent the family ‘getting on’ with their day
* Language must be professional and appropriate from all
* Staff must only use platforms specified by SLT
* Staff should record, the length, time, date and attendance of any sessions held and overview of content

**Online Learning and Live Learning Events - expectations for staff**

If you decide to conduct any form of Online Learning or Live Learning Event in any form you must take into consideration the following:

* Think carefully about where you are sitting when going “live” with your lesson, choose as neutral a background as possible.  Sometimes there is the option to blur your background, where this is possible, staff should do this
* You do not need to display your video (have it on), you can stream live learning events using voice only or by sharing resources/documents; consider if the students need to see your face or indeed if you wish to show the students something you are writing or display something to reinforce learning or as an example etc. You may decide to turn the camera on at points during the live broadcast and have it just on audio for the rest of the time
* Double check the other tabs you have open before starting your lesson or you could inadvertently display to students your outlook inbox, a SIMS page etc. As such, close down any applications, tabs etc. that are not required for the live broadcast
* Use professional language rather than “text speak” and be mindful that other people may be in the same room as the students and listening/watching the live broadcast
* Consider your dress code if you are video conferencing, this should be professional dress as worn to work
* All live learning events are to be recorded and uploaded into the relevant Team. This will allow students who maybe could not attend the live event to access the video later on - and thus ensure that we adhere to our commitment to offer equality of opportunity to all - the recorded lesson could be used by students to listen to elements of the lesson again. Furthermore, the live broadcast can be shared with other members of the department and Team for both training and leaning purposes

**Online Learning and Live Learning Events - expectations for students**

Live learning events will be new and exciting for many students and as such staff should set up clear rules and expectations when delivering them akin the first expectations lessons that staff give students when they first start teaching them.

Due to the differing nature of the possible OL types, some of the following will not be applicable. However, see below for the generic list of expectations for students when receiving any form of OL:

* Just like in a real classroom, only one person should speak at a time
* Students are to mute their microphone and unless they are asked to contribute to the lesson or wish to ask a question. Note - teachers have the mute-all facility on their page of MS Teams
* Students **must not** turn their camera on (this feature is currently disabled for all students)
* Students can use the chat feature to ask questions in the text panel on the right-hand side of the screen but the expectations of how the teacher wants students to use this must be set at the beginning of the LLE
* Students should be encouraged not to use emojis etc. In the message panel as this could distract the lesson and may establish an informality that could prove counter-productive to the learning experience. Current investigation is underway to disable this feature from Teams

**Show My Homework**

Currently SMHW is the first port of call for all forms of home learning and this should be continued until informed otherwise by SLT/LM. Again, OL is aimed and complementing and dovetailing our Home Learning offer.

**Preparing for Online Learning or an Live Learning Event**

Online Learning and Live Learning Events are there to supplement the Home Learning experience and therefore, key considerations need to be undertaken prior to them.

Ahead of the live online lesson

* Prior to the lesson, ensure that your online settings are correct and suitable
* Ensure that students are aware of the live online lesson in advance of it through SMHW or email
* If possible, invite another member of staff into the lesson through prior agreement and by making them a presenter or producer
* Record the details of the live online lesson within the [**Live Learning Event Record**](https://swstanier.sharepoint.com/:x:/s/LeadershipGroup/EXV_qdWTpDVNhxzVLnR4FOsB-FVAZ7-EhxDt_R709y9AOg?e=sIcMiF)spreadsheet

During the live online lesson

* Sit against a neutral background – make sure that there are no personal photos, etc. in the background. If that is not possible, use a neutral fake background
* Dress like you would for school
* Double check that any other tabs in your browser and programmes you have open would be appropriate for a child to see – if you are going to share your screen
* Use professional language
* Ensure that you record the live online lesson so that there is something to go back to later if you need to – A Teams ‘Live Event’ records automatically if you have set up the LLE accurately however, a scheduled ‘meeting’ will require the owner to start recording
* Where applicable, have the “Participants” list open to aid your monitoring of students and enable you to manage their behaviour
* Manage the behaviour of students in the live online lesson ensuring you have clearly stated the expectations at the start of the LLE

Immediately after the live online lesson

* Go back into the scheduled meeting and download a copy of the online learning and upload it to the **‘**[**Recording an Online Learning Event**](https://swstanier.sharepoint.com/:f:/s/LeadershipGroup/ErG9y7UpQkhBsrS2TI-0YtcBlppegS9Fco52ZHfbWfz99w?e=PyOhda)**’**folder in teams. Teachers will also need to download a copy of the Q&A and attendee reports and retain for their information
* Ensure that you contact the parents of any students that acted inappropriately during the OL event, inform them of the poor behaviour and that they will be\*/are excluded from future online learning (\* i.e. should they misbehave a further time if this is their first time)
* Record the names of any students that misbehaved during the lesson in the ‘[**Online Learning Record**](https://swstanier.sharepoint.com/:x:/s/LeadershipGroup/EbMTK_yAPP9MoRTdBXs5UnsBq8oKqg7lDNcCPwYM2Cfs0w?e=yode3p)**’**file**–**any students appearing on here more than once should be picked up following the schools normal A2L policy eg, Head of Faculty, LM, RSL, SLT etc

**Message to include when setting up an Online/Live Learning event in Teams**

Please use the following message as a template for copying, pasting and editing into the message box area when scheduling a meeting/event with students.

We are going to be hosting a Teams Live Learning Event at **[Time]** on **[Date]**.

You will need to have the following;

1. Teams App
2. Log In
3. Pen
4. Paper

**Rules & Expectations:**

Any breach of the following rules and expectations will lead to you being removed from the lesson:

* Be ready to log-in at least 5 minutes before the start of the live learning event
* Ensure that your parents/carers are aware that you are participating in the live online lesson – say to them to be mindful that other children might see or hear them and anything in the background while cameras are on
* Ensure that you are appropriately dressed and sitting upright – not lying on a bed or sofa
* Where applicable, type in your full name when entering the live online lesson – if you do not display your full name you may not be allowed to participate
* Where applicable, enter the lesson with your camera and audio on to allow us to visually register you
* Remain engaged in the lesson, be polite to others and do not mess around with your video or audio settings – you will be asked to mute your video camera before the lesson formally begins as it will be recorded
* Do NOT share the Teams link with others
* Do NOT capture the screen
* ONLY use the “Q&A” function to ask a question if you need clarification on something that you do not understand – any inappropriate use of the chat function will lead to you being removed

Please be aware of the following:

* The lesson will be recorded but you will be informed of this and asked to mute your video camera before recording begins, or we will mute your video for you – you will also have the option to leave the lesson before recording begins
* The “Chat” function has been set to only allow messages to everyone (no private messages) – a copy of anything typed into the chat will be retained by the school and anything that is inappropriate will be communicated to your parents/carers
* In participating in this live learning event, you are accepting the terms of Teams [**privacy policy**](https://privacy.microsoft.com/en-gb/privacystatement), that lies outside of Sir Williams Stanier School’s control and by the schools Attitude to Learning Policy (if you require a copy of this please email [admin@sws.cheshire.sch.uk](mailto:admin@sws.cheshire.sch.uk).

**Meeting Link** – please click on the following meeting link at least 5 minutes before the scheduled lesson.

**[Paste link here]**

**A drawing of a person

Description automatically generatedHome Learning Guidance – 2020**

**Updated: Tuesday 31st March 2020**

As a result of a parental survey regarding the launch of Home Learning (HL) last week, the following streamlining guidance has been produced to support teachers, students and parents/carers.

To help support teacher’s creativity and to maximise student engagement and enjoyment there is a collated list of ideas for students and teachers to use on page 4 and 5.

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## **Survey Results – (104 Responses)**

* Over 78% of parents are happy with the school’s communication home to parents
* 76% of students have been able to access SMHW each day
* 85% of students and parents/carers find SMHW easy to navigate
* 80% of students and parents/carers can understand what the work is that they need to do
* 80% of students feel they have the ability to complete the tasks
* 77% of students feel there is enough work to complete
* 67% of students feel it is easy to upload work to SMHW
* 23% of parents completing the survey said they had requested a paper pack
* 29% of students/parents/carers had used the email support accounts, with only 16% unaware of the support email accounts
* 81% of students and parents/carers have read the school bulletins with 75% finding the information useful
* In addition, there were several comments praising what the school have managed to do in such a short space of time.

## **Further improvement comments from the survey concluded that:**

* It was hard to upload their work
* It was hard to get feedback from teachers on the work they were completing
* They did not have access to Microsoft office suite to be able to view or complete work
* Some were still having issues regarding SMHW log in
* They did not like documents that were uploaded in PDFs to SMHW

## **Next Steps – Guidance moving forward**

The school will continue to operate on a two-week cycle of setting minimum work for students.

1. The **first** **cycle** of minimum work started on 23/03/20 which, is called v1.0, can be accessed [here](https://swstanier.sharepoint.com/:f:/s/LeadershipGroup/EicuA7ZwsWxJk_h2sA8iLvEBAvEted8Wew4sok8Ib7xgTA?e=dcWfze).
2. Easter Break – **The Easter Break Challenge** will start on 06/04/20 which, is called v1.5, can be accessed [here](https://swstanier.sharepoint.com/:f:/s/LeadershipGroup/EgHklUrExO5NnWs9YXz9HzQBBwsfRdq5raDmhQZRcjLusQ?e=ZXN6yP). This work has already been developed and set by Andrew Pickles and will be launched with all stakeholders shortly.
   * 1. ***Nb. Teachers are more than welcome to set work for their students however, there is no whole school expectation to do this over the Easter period.***
3. The **second** **cycle** of minimum work will start on 20/04/20 which, **is called v2.0**, this can be accessed [here](https://swstanier.sharepoint.com/:f:/s/LeadershipGroup/EicuA7ZwsWxJk_h2sA8iLvEBKqjFUM2_utPnUL7tHlKDBw?e=MkVYew) – please ONLY use ‘v2.0’ folders.

**Again**, to ensure simplicity and efficiency in supporting **students who** **need paper resources,** please can I ask that you complete the following steps in ensuring the quality delivery of work to students:

1. Upload **one PDF document** containing all of the work you have set for students for the next two weeks [here](https://swstanier.sharepoint.com/:f:/s/CurriculumProgressGroup/EudleCrzr09IhAnEhZlQougBvVq9HVDCN1pyYb0YboXmKQ?e=8SI1db)
2. Save your document in the following format ‘**Subject – year – version 2’** eg, ‘**Maths – Year 7 – V1.0’**
3. Complete the relevant sheets (v2.0) in the folder titled ‘**Overview of Home Learning Tasks’**

Please only upload **ONE DOCUMENT PER SUBJECT**.

## **Setting of Home Learning Work on SMHW Guidance**

Below is an outline of simple guidelines staff should be following:

* The above process is the setting of the minimum amount of work students should be doing – SLT/Admin use the sharepoint documents to send out generic work packs to students who cannot access the online resources.
* Work set should cover - and last - the same number of teaching hours you would have over the course of two timetabled weeks.
* Teachers should be setting tasks on SMHW suited to the classes they teach eg, set 1 work and set 3 and HA, MA and LA student work should all be tailored.
* Teachers **SHOULD NOT** be setting the same work for year 7, 8 and 9.
* Staff should be using a variety of online websites and links to support home learning tasks. Eg, bitesize, blue guy, (see resources ideas below).

Additional Home Learning requirements as a result of parent/student feedback

* Teachers should be producing answer sheets/booklets to all work set to support students with the checking of their work. This will need to be uploaded to SMHW during the 2nd week of the 2-week cycle.
* All work on sharepoint to be uploaded in PDF format.
* All work on SMHW to be uploaded in word format.

Currently, students and parents can access the relevant support by emailing one of two email addresses either, [KS3@sws.cheshire.sch.uk](mailto:KS3@sws.cheshire.sch.uk) (Year 7, 8 & 9) or [KS4@sws.cheshire.sch.uk](mailto:KS4@sws.cheshire.sch.uk) (Year 10 & 11). Once an email is received it will then be sent to the relevant member of staff who will need to respond **within 24 hours** to the query and email back to either [KS3@sws.cheshire.sch.uk](mailto:KS3@sws.cheshire.sch.uk) (Year 7, 8 & 9) or [KS4@sws.cheshire.sch.uk](mailto:KS4@sws.cheshire.sch.uk) (Year 10 & 11) where it will be sent back to the student/parent. *However, this may change with the launch of Student Office 365*.

If you have any issues with converting a document into a PDF then please email [helpdesk@sws.cheshire.sch.uk](mailto:helpdesk@sws.cheshire.sch.uk)

## **Next actions for SLT/Admin**

* Investigate and set up student access to office 365. This will enable all students to have access to the Microsoft office suite and therefore complete work more easily.
* Improve teacher-student work feedback process. SMHW are currently working on this and we will investigate office 365 as a platform to do this also.
* Contact parents/carers who have failed to communicate directly with the school since closure.
* Monitor quality of resources being uploaded to SMHW.

## **Ideas - Resources for Students**

Below is a commandeered list of resources you could use with your students. Please be as creative as you can to ensure maximum student engagement and enjoyment:

1. [Learning by Questions](https://www.teachertoolkit.co.uk/2020/01/22/learning-by-questions/) offers 60,000 questions, allowing students to deepen their knowledge, freeing up what limited time teachers have.
2. [Me Power](https://www.teachertoolkit.co.uk/2019/06/03/me-power-academy/) provides more than 100 practical tactics and tips to improve examination performance.
3. KAZ-Type is a [typing software that is differentiated](https://www.teachertoolkit.co.uk/2020/02/26/touch-typing/) in order to be accessible to both mainstream students and those with special educational needs.
4. [Gojimo.com](http://www.gojimo.com/) has GCSE quizzes that relate to different specifications and are set up and ready to go.
5. [Socrative.com](http://www.socrative.com/) allows teachers to create simple quizzes that students can take quickly.
6. [Quizlet.com/live](http://www.quizlet.com/live) can be used to create keyword flashcards online and give out to students.
7. Another great app for creating timed quizzes is [Kahoot.com](http://www.kahoot.com/) for added competition for keywords or ideas.
8. [Memrise.com](http://www.memrise.com/) is a useful app for all languages and uses videos to help learners.
9. Tableau Public is a great platform to connect to a spreadsheet and create [interactive visuals.](https://public.tableau.com/en-us/s/gallery)
10. Looking for visual thinking? Try [bubbl.us](http://www.bubbl.us/), to help students better understand, remember and generate new ideas.
11. [Revisionbuddies.com](http://www.revisionbuddies.com/) can provide short bursts of revision for many GCSE topics and tracks progress too. It even allows the students to access past papers and mark schemes.
12. [Goconqr.com](http://www.goconqr.com/) allows students or teachers to create mind maps and flashcards using key terms.
13. [Wordflex.com](http://www.wordflex.com/) app uses a dictionary with a focus on key terms and a content-rich curriculum.
14. Introduce creativity into your English classes – try [Young Writers.](https://www.teachertoolkit.co.uk/2019/06/28/young-writers/)
15. Exam season can be stressful for students and mindfulness can be a way to combat this and improve grades overall. [Keltymentalhealth.ca/breathr](http://www.keltymentalhealth.ca/breathr)  helps students focus and relax can be a useful tool for achieving top grades.
16. [Poll Everywhere](https://www.polleverywhere.com/) is a vital tool to gain feedback; ideal for voting and gathering data online.
17. [Brainpop](https://www.brainpop.com/) has a great set of videos, freely available for students.
18. Choose a video, give it your magic touch and track your students’ comprehension. Try [Edupuzzle](https://edpuzzle.com/).
19. Make beautiful boards, documents, and webpages that are easy to read and fun to contribute to. Try [Padlet](https://padlet.com/).
20. [Seneca Learning](https://app.senecalearning.com/courses?Price=Free) offers many online courses for students.
21. There are loads of online resources students and parents can use. [Safer Internet Day](https://www.saferinternet.org.uk/safer-internet-day/safer-internet-day-2020/i-am-educator) is all-year-round in my opinion.
22. [Young Money](https://www.teachertoolkit.co.uk/2018/01/12/young-money/) supports teachers to develop and deliver high-quality financial education.
23. [Super Movers](https://www.bbc.co.uk/teach/supermovers) is an initiative from the BBC and Premier League and is designed to help school teachers inspire children to become more active throughout their school day.
24. [Unio](https://uniobyharness.com/) creates lesson plans, content and provides feedback and evaluation tools.
25. Finally, it’s been around for a while and just as good, [BBC Bitesize](https://www.bbc.co.uk/bitesize) resources and videos.

## **Ideas – Resources for Teachers**

Below is a commandeered list of resources you could use to support your time working from home. Please be as creative as you can to ensure you maximise your enjoyment at this difficult time:

1. The digital [5-Minute Lesson Plan](https://www.5minutelessonplan.co.uk/) allows teachers to create lesson content and share it with others.
2. [CreateSpace is a platform for individuals](https://www.createspace.com/) to self-publish their books and reach millions of readers on Amazon. it’s been on my to-do list for some time.
3. I’ve been [using Grammarly for a few years](https://app.grammarly.com/), and although I do not rely on it heavily, it is an essential plug-in for checking documents.
4. [WeTransfer](https://wetransfer.com/) is the perfect platform for sharing large online files to another person over the web. Perfect for videos, photographs and large folders and files, you can personalise your page and receive notifications when another person downloads your documents.
5. [Trello!](https://trello.com/) I would be lost without this piece of software, which helps me manage contracts, to-do lists and pretty much everything else. Even if you are not a freelancer, it’s a brilliant tool for teachers to use to help get organised.
6. [GDrive (or GSuite)](https://gsuite.google.co.uk/intl/en_uk/) as a perfect online solution for storing files (e.g. Google Docs and Google Slides) and pretty much everything else. The beauty of it is, is that I no longer need to carry a USB around with me and that if I need to share a file, I don’t even need to download it! You can just share the hyperlink and provide the end-user with a view, comment or edit access hyperlink.
7. [Evernote Scannable](https://evernote.com/products/scannable) is a way to quickly take a photo and scan the myriad of papers that come your way during a frenetic school day. If you have an iPad or iPhone it’s a must-have tool that will save you precious minutes of time searching for that stray receipt or consent form!
8. [Prolio](https://prolio.com/) is a great free tool for setting individual targets for students in a quick, fun and interactive way. You can customise specific targets and issue them to selected students.
9. [Planbook](http://planbook.com/) is great for storing your grades, lesson plans, calendar, attendance lists, to-do-lists, timetable and lesson notes (along with 101 other things!) It won’t win any awards for most beautiful education app, but it is fast, responsive and very intuitive to use.
10. [Remind](http://remind.com/) is handy for sending messages and reminders to students and parents without all the faffing of printed forms and papers.
11. [LendEd](https://www.lended.org.uk/product-search/) offers a search database for technology resources. It’s definitely worth a browse…
12. And finally, if you have a lot of reading to get through, [Pocket is a fabulous app](https://app.getpocket.com/) for saving articles to read. The tool downloads all of the data, perfect for reading ‘underground’, on a plane or when you have no signal. There is also a feature where it then reads it to you via headphones – perfect for time-poor teachers.