# Remote Learning Provision

## Humanities

Across the Humanities subjects we are using a mixture of live lessons, pre-recorded lessons and Oak National Academy lessons.

Each subject created a plan for each year group, in the first week of remote learning, for the first half-term. The plan follows the curriculum for each group, as much as possible (e.g. we took out a lesson on climate graphs for Year 8 geography as it was felt that it would be best to be taught in the classroom).

### Year 7 – OM

The lessons have been planned by JMI and VHI, although OM teachers can adapt them as they see fit, for their class.

The lessons have been delivered using live lessons, either for the full 50 minutes or to introduce the lesson and then the students work independently. We have also pre-recorded lessons (each teacher does this so that the class hears a familiar voice and JMA records a video of her talking in the corner so students see her as well). Pre-recorded lessons have allowed the students to work at their own pace and to rewind the lesson and listen again and these have been fairly successful. In this way, it is a differentiation strategy.

We have used an Oak National Academy enquiry on the Mongols (4 lessons) and this topic was well received. Again, the lessons were introduced via a live lesson at the start or teachers have streamed them as part of a live lesson. This was useful as it modelled how to use the Oak National lesson, e.g. to write the questions at the beginning of the lesson leaving space to write the answers, to pause at key points. We also added extra lessons, e.g. the Mongol warrior challenge.

This year group was very challenging at the beginning of remote learning but they have settled down and are much more sensible in their approach to live lessons now.

### Year 8

***History*** - we have used Oak National lessons and pre-recorded lessons and live-lessons at the start. We have had varying success with remote learning. 8D1 (mixed ability) have produced some amazing work and tend to like work independently and many work at a time that suits them rather than when the actual lesson is. With other classes there has been a more mixed level of engagement.

***Geography*** – also a mixture of Oak National lessons and live lessons. Again with mixed levels of engagement.

***RE*** - a mixture of pre-recorded lessons adapted by VHI from existing lessons and live lessons. Again with mixed levels of engagement.

### Year 9

***History*** - we have used Oak National lessons and pre-recorded lessons and live-lessons at the start. This has been the year group with the lowest levels of engagement, for example JMI’s live lessons range between 4-8 students and once the lesson has been introduced they often want to work independently. However, the work that has been uploaded is often very good.

***Geography*** – mixture of Oak and live lessons, with varying levels of engagement. Some excellent work uploaded.

***RE*** – mixture of Oak and live lessons, with varying levels of engagement. Some excellent work uploaded.

### Year 10 and 11 (History, Geography, RE and H&SC)

Across all subjects there has been the use of more live lessons and we have found the greatest engagement levels amongst the Year 11 classes. Year 11 and Year 10 have asked for live lessons and as far as possible we facilitate them. They feel that it helps to keep them motivated and on track.

Oak National Academy lessons have been set where appropriate to supplement live lessons and to provide variety. We have been pleased with the quality of the Oak lessons.

***H&SC*** has a clear plan that is shared with students so they know exactly what they are doing each lesson.

**General points about live lessons:**

During live lessons we have found that the following things have worked:

· Putting ‘done’ in the chat and asking students to click on it when they have completed the title/task/etc.

· Using hands-up and then picking someone to write the answer in the chat or cold-calling.

· Using polls in the chat.

· Screen-shots of slides, e.g. the title slide in the chat when students join a bit later and need the title.

· Using the visualiser to demonstrate setting out or to model a task.

· Using PPT with an individual slide per pupil in the OneDrive to give feedback in ‘real-time’ on written tasks so that students can improve their work.

· Year 11 – giving oral feedback on extended answers by speaking to students individually – with students joining at set times – and recording the lesson.