Hybrid Teaching Self-Review:

Aim High, Work Smart, Care Deeply

Contents

1 Principles

These *Intentions for Hybrid Learning* at St Christopher's are designed to:

- give clarity to staff of the expectations in place during this period of Hybrid and Fully Remote learning, due to the Coronavirus situation;
- assist staff to identify areas in which they are already confident;
- help staff to identify areas where they would like support in order to develop;
- enable staff to identify areas where they are confident in assisting others.

The purpose of this document is to allow staff to identify where they may need extra support and to indicate where they are already meeting the intentions. Where extra support is needed, the relevant School will facilitate this, to help all teaching staff provide the very highest standards possible within the constraints of this world pandemic. Where staff are confident enough to lead others, they will be encouraged to do so, with SLT helping facilitate this e.g. by covering classes so staff can work together.

Similarly, these *Intentions for Hybrid Learning* are designed to support teachers during this challenging time to:

- ensure that every student, whether in school, fully remote of attending school on alternating days, makes expected progress in relation to their individual potential;
- provide inclusive learning opportunities within a culture of high expectations;
- make learning an enjoyable, interactive and challenging experience;
- promote assessment for learning;
- enrich the learning experience by promoting cross-curricular learning and wider research;
- ensure the achievement of students in knowledge, skills and understanding.

These Intentions also take into account St Christopher's *Hybrid Teaching and Learning Strategy* (2020) which requires teachers to provide:

- engaging lessons using high-quality resources to provide equivalent learning experiences (as far as possible) for both in-attendance and remote learners;
- remote lessons that can be independently followed by learners (age-dependent) taking into account the constraints of working from home;
- a blended approach that uses a mixture of pre-recorded and live interactions to provide remote learners with instruction, support, monitoring and feedback, together with some synchronous opportunities for remote learners to engage with in-attendance lessons where it is beneficial to learning and/or student wellbeing;
- responsive support to requests for assistance and proactive monitoring of student engagement/progress for both in-attendance and remote learners;
- high-quality feedback on student learning in a timely manner in line with policy, for both in-attendance and remote learners (identifying strengths and providing advice on how to improve).

Remote teaching creates huge opportunities for effective learning and collaboration outside the classroom, but these intentions also recognise that:

- the main focus should be on pedagogy and learning, rather than technology;
- all the tools and technology still require the skill, experience and expertise of a teacher;
- remote teaching may involve approaches and techniques that teachers would not normally use;
- the tools chosen have to be in line with the school's online safety policy.

2 Variation across the School

Remote education practice will vary according to the age of the students. The exact approaches adopted by teachers in each school stage will vary depending on the needs of students of different ages. This is true also of students with special educational needs and disabilities (SEND). In the Infant school and lower Juniors, for example, students will need more support from parents or an adult. In the primary school extended periods of screen time for learning may not be engaging without a mix of other activities. In the Senior School, older students may be able to learn more independently, while younger year groups continue to need support. The approach to teaching and level of contact teachers have with students may also need to be different across subject areas.

3 Intentions

All of these intentions apply to all school stages, however, some of the key components will not apply at all ages.

For each component, please reflect on your current practice and indicate whether you are:

- **Competent:** using the techniques and components on a daily basis with infrequent or no support needed. If there is an area where you would like some input/training, please indicate this in the Comment box;
- **Confident:** using the techniques and components on a daily basis efficiently and cohesively;
- **Instructor:** a high level user of the techniques and components, willing to support colleagues in developing their own skills. Specify in the Comment box exactly how you are able to assist colleagues

3.1 Intention One: Google Set-up and Technical Competence

Key components	Comp	Conf	Inst
1. Google Classroom/Seesaw is used efficiently to create learning experiences that are correctly assigned as assignments, questions, quizzes, announcements, etc.			
2. Resources are shared appropriately in Google as View only (View), Collaborate (Edit) or Make a Copy for each student (Copy).			
3. Students are familiar with Google Classroom/Seesaw and are able to access lessons with ease, navigate class resources, locate previous responses and access teacher feedback.			
4. Student responses are 'handed-in' and reviewed/marked via Google Classroom using in-document comments (typed or verbal - Mote), graded/scored and 'returned' with summary feedback/comment (as appropriate).			
5. Google Meet is used effectively to engage with remote students (video/audio and chat). Remote students are able to contribute to class discussions and/or interact with in-class students.			
6. Google Meet is used confidently to present to both in-class and remote students, using the Share Chrome Tab and/or capture front of class teaching using			

	Comp	Conf	Inst
microphone/classroom speakers, etc to ensure the best visual and audio experience for all students.			
7. Multiple devices are used confidently to facilitate different roles of teaching and provide student support/interaction.			

Additional information: comments are welcomed from the teacher and their line manager

3.2   Intention Two: Planning and Learning Objectives

Key components	Comp	Conf	Inst
1. Lesson planning is adapted by the teacher to meet the nuances of hybrid and remote teaching and learning			
2. The teacher plans for a balance of learning methods: live sessions, pre-recorded videos, learning tasks, assignments, peer interactions, …			
3. Planning allows for momentum and continuity in remote learning			
4. Planning for remote learning is age appropriate with a balance between screen time and other activities			
5. Teachers' planning is collaborative and takes into account teacher and student workloads across the curriculum/subject areas			
6. The lesson activities that are set by the teacher are available online so that they can be accessed outside of the timetabled lesson in order for parents to support their children when required			

Additional information: comments are welcomed from the teacher and their line manager

3.3 Intention Three: Teacher Presence

Key components	Comp	Conf	Inst
1. The teacher's presence is established through sharing high quality, personalised resources and regular live interaction with students (posts, videos, live streaming, participation in discussion)			
2. The teacher engages remote learners and maintains positive relationships with those students who are learning remotely (as if they were present with them in school)			
3. The teacher is sensitive to time and place limitations of individual students where practicable			
Additional information: comments are welcomed from the teacher and their line manager			

3.4 Intention Four: Feedback and Assessment

Key components	Comp	Conf	Inst
1. The teacher gives regular and timely feedback so that both students in class and those working remotely can respond to it			
2. The teacher understands that not all work must be marked and that appropriate self-assessment, peer assessment or verbal feedback is provided			
3. Teacher (and, where appropriate, student) modelling is used to facilitate learning			
4. Where appropriate, the teacher uses digital formative assessment tools such as Google Docs, Mote, Google Meets, Quizlet and Kahoot skillfully and appropriately			
5. A variety of assessment approaches are used to monitor students learning –verbal, visual, and written cues are taken into account			
6. In the Senior and Junior Schools, the teacher modifies informal assessments to ensure robust data from remote learners			
7. In the Senior school appropriate steps are taken to ensure robust data for Years 10-13			
8. The teacher communicates with parents of remote learners effectively to address any issues (YES/NO)			
Additional information: comments are welcomed from the teacher and their line manager			

3.5   Intention Five: Communication

Key components	Comp	Conf	Inst
1. The teacher provides remote students with clear instructions about expected outcomes of tasks			
2. The teacher communicates clear expectations for online participation, communication and etiquette			
3. The teacher ensures remote students (and parents where appropriate) follow online etiquette. Any issues are addressed promptly and consistently following agreed protocols			
Additional information: comments are welcomed from the teacher and their line manager			

3.6   Intention Six: Lesson Provision and Quality Resources

Key components	Comp	Conf	Inst
1. In the Senior and Junior Schools, live lessons will provide opportunities for remote learners to respond to questions, collaborate with peers, experience appropriate challenges etc. In the Infant School, the Google Meet sessions are age appropriate, replicating learning activities from the classroom.			
2. Lesson resources (Google slides, Loom videos, Jamboards, Seesaw assignments etc) shared with learners (and Nursery - Year 1 parents) are easily accessible, high quality and take into account cognitive load at an age appropriate level.			
3. Students are fully aware of when they are to be online participating in live lessons (or Google Meets for Infant children).			
Additional information: comments are welcomed from the teacher and their line manager			

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3.7   Intention Seven: Student Engagement

Key components	Comp	Conf	Inst
1. The teacher has a system in place, in line with agreed protocols, to monitor remote student engagement and follow up promptly where there is concern			
2. The teacher identifies students who may need additional help and works to address gaps in their capability and increase their confidence. This may be more challenging for remote students and the seeking of support is encouraged from their line manager and/or Learning Support. (This may be by additional targeted work, TA / LS support etc)			
3. Teachers have a system in place to monitor a lack of student interaction/engagement and take appropriate steps to improve a student's interaction/engagement			
Additional information: comments are welcomed from the teacher and their line manager			

3.8   Intention Eight: Online Safety and Wellbeing

Key components	Comp	Conf	Inst
1. Teachers follow up with their line manager / Designated Safeguarding Lead, if a remote learners isn't perceived to be in an appropriate, safe environment			
2. Teachers successfully maintain a central hub for all classroom materials, assignments, digital tools, and anything else required to complete tasks eg Seesaw / Google Classroom			
3. The teacher gives clear guidance about online safety when appropriate			
4. The teacher ensures that remote students know what actions to take and/or who to speak to if they have concerns about their online activity			
5. Where appropriate, the teacher ensures that students / parents where appropriate are aware of the sanction for breaching any of the school rules regarding unacceptable use of technology			
Additional information: comments are welcomed from the teacher and their line manager			

4   References

The references below may be helpful to provide further information for your development.

Cambridge Assessment International Education (2020) *Tools to Support Remote Teaching and Learning*
https://www.cambridgeinternational.org/support-and-training-for-schools/teaching-and-learning-when-school-is-closed/tools-remote-teaching-and-learning/

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Department of Education (2020) *Adapting Teaching Practice for Remote Education*
https://www.gov.uk/guidance/adapting-teaching-practice-for-remote-education

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https://iscdigital.co.uk/coronavirus-continuing-learning/