

## Home Learning Rationale & Guidance

Court Moor is a very learning focused school and largely follow evidence-based practice. In preparation for lockdown the school has engaged with the latest pedagogical research and lessons from a range of sources on effective strategies during the previous lockdown.

This short document is to provide reassurance to parents that our approach is based on quantifiable evidence from external sources, is well-thought out and is rooted in the teaching and learning principles of Court Moor School.

### KEY PRINCIPLES

Departments have been asked to create a blended learning programme which incorporates independent study alongside interactive elements. The choice of activity must be driven by the needs of their subject and specific topic, not by some arbitrary blanket school approach. The home learning programme is not about entertainment, superficial engagement or occupation; it is rooted on the principles of strong teaching and learning, namely:

1. Effective explanation
2. I do, we do, you do model of increasing independence
3. Independent work to test and apply the learning
4. Review and feedback.

**Effective explanation:** our model occasionally uses live explanation but more often uses recorded explanations which often are highly scripted, this ensures a consistency amongst teams and allows students to re-visit if they are uncertain. Some of these videos will be bespoke, but we also will source quality materials from Oak National and other reputable providers. We are aware of avoiding excessive teacher talk and cognitive overload so the input will be focused and recording explanations avoids staff talking excessively and thereby reducing the effectiveness of the explanation.

**I do, we do, you do:** this is the typical structure of learning at Court Moor. The 'I do' phase is when the teacher demonstrates, the 'we do' phase is when both teacher and learner share together and then a student heads off for the 'You do' stage to apply their new learning independently. Typically the 'I do' phase will be done by video, the 'we do' will be interactive and the 'You do' independent.

**Independent work:** most learning episodes include a period where students are asked to work alone so the teacher can assess their work individually and they can practise using the knowledge or skills they have acquired. It is essential that the home learning model includes time for deep work and solo concentration.

**Review and Feedback:** learning can be assessed in different ways from simple quizzes, exit tickets to practising recall to the production of more extended pieces of work. Teachers are exploring a range of ways in which to ensure learners receive feedback, some automated (e.g. quizzes) and some more personal.

## MODES OF TEACHING & LEARNING

**Whole class:** this will be kept to a minimum due to the difficulty of having meaningful dialogue with large classes. Experience shows that teenagers are often self-conscious and reluctant to talk in large groups on line. Some work will be done like this however there are limited opportunities for meaningful dialogue and feedback.

**Small class:** a lesson will be split into two or three sessions with groups split across these, so students will have less time with the teacher but with smaller groups to go over work which can often lead to more meaningful engagement and dialogue.

**Independent work:** this can be preparation or consolidation as part of the 'You do' aspect of the model.

**Video explainers:** these may be sourced videos, original videos or voiced powerpoints by the teacher. Typically these will be to introduce lessons or to give an explanation of the key learning point.

## WELL-BEING

The school has a clear responsibility to support our learners during these trying times and ensure that the home learning adds interest and routine to their day without causing excessive stress. The bi-weekly tutor check-ins are primarily a pastoral check on students in order to help them feel connected with each other and the school.

We are very aware about parents' concern about the amount of screen time their children may have to endure. With this in mind, we will aim for a mix of online and offline activities to avoid them spending the whole day in front of a screen (and for many of them then spending their 'social time' in front of the screen too). Whilst we will use Team and Zoom for some interactive work, we also recognise that it can lead to superficial engagement; however, we want active and not passive learning. We hope to include opportunities where students are encouraged to do practical and physical activities away from the computer. We have taken into consideration the psychological fatigue from too many Zoom lessons and will aim to strike a healthy balance.

<https://www.bbc.com/worklife/article/20200421-why-zoom-video-chats-are-so-exhausting>

<https://www.scienceofpeople.com/zoom-fatigue/>

## RESEARCH

The school has adopted the recommendations of the Education Endowment Fund (EEF) which is a nationally recognised educational research organisation which outlined the key findings from their research on of effective home learning (summary document with Court Moor's response attached).

1. Teaching quality is more important than how lessons are delivered
2. Ensuring access to technology is key, particularly for disadvantaged pupils.
3. Peer interactions can provide motivation and improve learning outcomes.
4. Supporting pupils to work independently can improve learning outcomes.
5. Different approaches to remote learning suit different tasks and types of content.

## REVIEW

After three weeks of this model we will evaluate with parents, students and teachers the effectiveness. Our aim is to create a sustainable model which works for all parties. Ultimately home learning is never going to be as effective as in school learning however we will continue to work on refining our offer based on the principles set out in the guidance.