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T R A I N I N G

Remote Learning in the time of COVID and beyond

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Presentation for Hounslow
SACRE

Starting at 3:45pm



Why this matters

- We've learned a lot
- Some students will still use distance/ remote learning
- Possible lockdown?
- Emergency online learning vs deliberate distance learning

Synchronous vs asynchronous

- Behaviour protocols must be established for both.
- Children are not born knowing how to behave
- What we are asking them to do is VERY hard, even for adults



1. Be on time
2. Keep track of what you are doing
3. Have your own equipment ready
4. Avoid distractions
5. Study independently
6. Find an appropriate space

Habits

- Take a while to form
- New habits required
- Require CLARIFICATION
 - EXPLANATION
 - EXAMPLIFICATION
 - REITERATION
 - REPETITION
 - REINFORCEMENT

How do we do this

- 1. Be explicit about what behaviour YOU want to see
 - Frontload this
 - BE clear yourself
 - What behaviour do you want them to AVOID and what behaviour do you need them to be good at.
 - Send them a written summary of behaviour norms
 - Make behaviour the first thing you teach them.

- 2. Remind them frequently about goals
 - What are they supposed to be doing, and what are they supposed to have achieved by now
 - Every lesson/ day
 - Reiterate at the end of the day
 - If possible get them to write down targets and goals.

Asynchronous v synchronous

- Find a quiet space
- Turn off all other devices or apps
- Avoid siblings if possible
- Eat before working
- Set timed goals
- Mute all microphones
- Stay in camera at all times
- No moving around
- No use of chat box unless instructed
- Use HANDS UP facility for qs.
- Ask permission to leave camera
- No snacking etc



Remember pedagogy

- Recaps
 - Summaries
 - Open ended qs
 - Examples
 - Check for understanding
 - Repeat if necessary
 - Correct common misconceptions
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- IMP: create a space where students can let you know privately how they are doing



Involve parents and families

- Reach out to them proactively
 - This is how we will be learning
 - This is what we need you to do to help
 - This is how you can find the resources.
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- BEFORE the curriculum and during.

Classrooms are social spaces

- A large part of the classroom experience is interaction with peers and the relationship with the teacher, not just the learning
- Try to build space in your synchronous activity for students to interact with one another, and for low-level competition
- Targeted sincere praise.

Be kind

- Some children have far greater home advantages; some have difficult circumstances.
- Balance high expectations with this appreciation.
- Accept that distance learning is not ideal.

Distance learning for Primary

- Focus on Asynchronous for most learning, in order to accommodate different family capacities and circumstances
- Lots of similar structure throughout the week
 - Starter activities
 - Phonics
 - Numeracy tasks
- Stories and personal messages, however short, daily.
- Social aspect of the class is very important

Parents and primary

- Parents much more important at this stage- they are a key stakeholder, so manage their behaviour too by support
- Encourage parents to photograph activities and send to teacher
- Light feedback very useful, even just encouragement
- Children need to feel their work is valued
- Adults need to feel that too, as active drivers of the behaviour



Group identity

- Use 'registration' top make children feel part of a group
- Use weekly zoom group chats to reinforce the classroom dynamic

Rewards and sanctions

- Much more difficult online, but sincere targeted proportionate praise vital.
- This must be tailored to the individual context
- Sanctions obviously much reduced, but reprimands still possible- in private.

- Asynchronous activities
- Make sure they involve as much repetition of old work as possible.
- Young children forget much more quickly
- Use it or lose it.
- Focus on gateway skills- literacy and numeracy

- Keep expectations high!
- Repeat your standards
- Involve parents
- Praise
- Make them feel involved, valued and seen
- Good luck!



Distance Learning for Secondary

- Focus on Asynchronous, with milestones like:
 - Deadlines
 - Social chat
 - Feedback
 - Show and tell

Work

- Communicate goals and success criteria
- Most of your comms will be directly to students so:
- Be explicit about the behaviour they need to exhibit:
 - Workspace
 - Good study habits
 - What independent learning means
 - How to hand in work
 - What to do if stuck
 - When to work and take breaks.

Work

- Use the most efficient, trimmed down pedagogy you can
- Bin the warm up tasks
- Watch carefully for those falling behind.
- Assess work (light touch only) as often as you can.
- Correct common misconceptions en masse
- Be sensitive to family time and what they are capable of.
- Focus on core material, and provide optional extension work for the more able.

Parents

- Pre-comms with parents is very important
- Parents find secondary work harder to support in eg marking
- So focus on involving them with
 - Timetabling
 - Creating a good workspace
 - Not slacking/ pace!
 - Deadlines and handing in
- Communicate any issues personally to the teacher

Social aspect of education

- Competitiveness
- Community
- Reassurance- 'you matter'
- Peer influence is very high
- Make sure the learning space is a gadget free zone.



What are the challenges now?

1. Students may have partially or entirely lost the habits that enable them to flourish as learners and as member of the school community.
2. Staff may also be a little rusty, and uncertain. This is perfectly natural.
3. Students will have to observe far higher standards of respiratory and tactile hygiene than ever before.
4. Many students - especially young children - will already have hygiene habits that we would probably describe as less than ideal
5. Staff, too will have to observe not only this type of virological etiquette but also be expected to train and maintain these behaviours in others.

Some students/ staff will have experienced hardship/ loss/ fallen back in learning



Final COVID-19 thoughts

- First few days are crucial- offer high challenge AND support to norm breakers
- FAST consequences: sanctions, praise, removal etc.
- MAKE COMPLIANCE IMPORTANT
- Celebrate success
- Involve parents
- Reassure and explain constantly. 'Here's why we are doing this...'



- Decide what existing behaviour you want to reinforce
- Decide what new behaviour you want to see (especially in response to Covid-19, but not only that)
- Design a system for training staff in the systems.
- Design a system for training students in these systems
- Design appropriate consequences for staff/ students not following (or being able to follow) these systems. These could be sanctions, rewards, pastoral conversations, retraining, counselling etc.
- Design a system to monitor and maintain these systems
- Plan reboots and reinforcement of 1-6: CPD, induction training, reminders, assemblies, etc.

COVID-19 Implications

High levels of compliance more important than ever

- TEACH the new behaviour norms (explain, demonstrate, practice, and SELL the benefits)
- TEACH STAFF FIRST!
- First few days are crucial- offer high challenge to norm breakers
- FAST consequences: sanctions, praise, removal etc.
- MAKE COMPLIANCE IMPORTANT
- Celebrate success
- Involve parents
- Reassure and explain constantly. 'Here's what we are doing...'



- Update your policies to reflect respiratory etiquette- NOW
- Plan Induction/ ITT/ CPD all staff
- Train staff in new systems
- Existing systems
- How to teach these to students
- Prepare accountability systems
- Codify all systems for future accountability.

Thank you for listening

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