

MBA Remote Learning
Scrapbook

Humanities Faculty



**Remote Learning
Showcase**

View



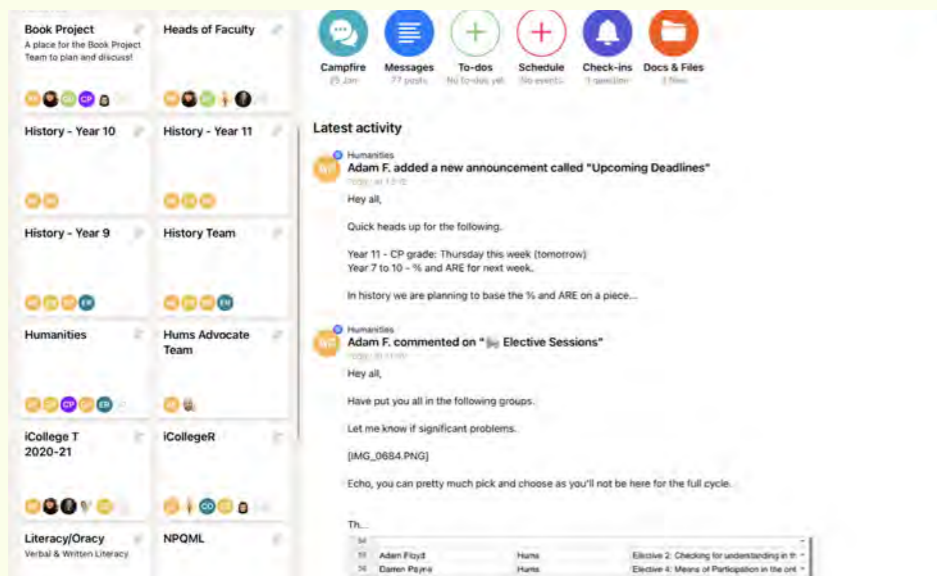
Which technology worked well for delivering content?

The Humanities faculty chose to continue using the view, do, review protocol established during the first Lockdown. This was familiar to the students, staff and families and removed a potential barrier to learning. In recent weeks this has evolved, with some members of the team centralising the delivery with Seesaw (although this still includes links to Firefly).

How did the team plan lessons remotely?

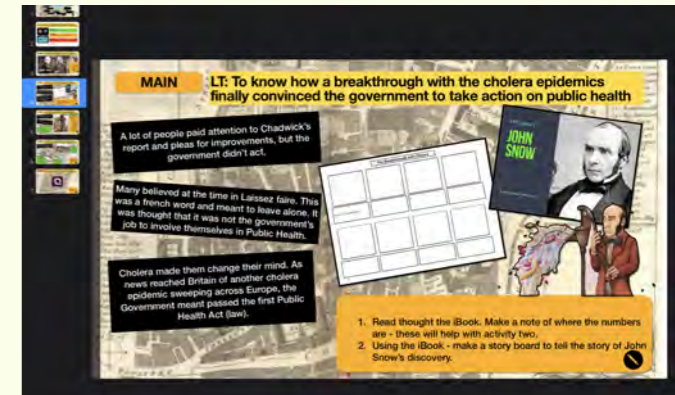
Planning takes place in a number of ways now, the most effective and widely used across the dept. is Microsoft Teams. Faculty Meetings always take place on Teams.

Basecamp is widely used for less immediate meeting content and allows for team based conversations to easily be recorded, reviewed and evidenced.



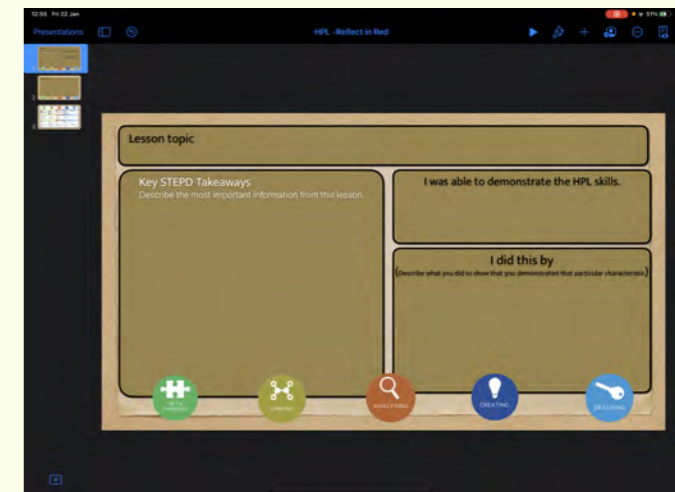
Which hardware (e.g. Apple Pencil/Touch Screen etc), online tools and apps were effective for planning lessons?

The majority of the Humanities Faculty have made the transition to utilising the iPad pro. Planning is centred around population of Firefly pages and extensive use of Keynote presentations and iBooks. These bring a character and identity to each lesson which we feel engages and motivates the students.



How did you ensure that challenge was at the core of tasks being set?

Challenge is an intrinsic part of the Humanities curriculum. The content area, as well as volume at GCSE, ensures that all students are stretched. However, we have integrated HPL into each history lesson. This reflection facilitates metacognitive exploration of students' learning and enables them to identify when and how they are demonstrating high performance learning values and attributes. Our current plan is to roll this out across the faculty for Quadmester 4 - although, similar activities already exist in both Geography and RE.



Do

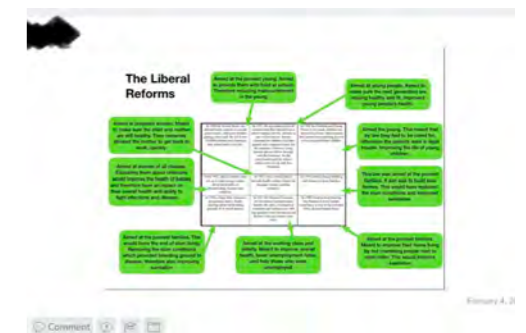
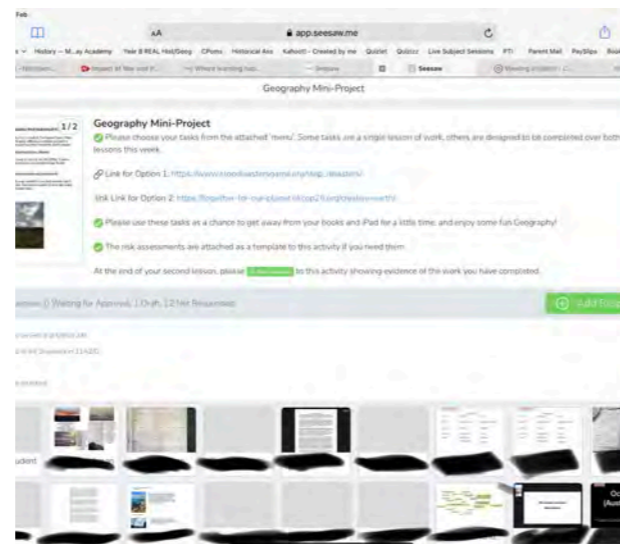


Which type of tasks were the most engaging for your students?

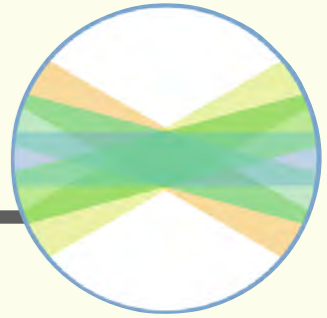
- Using Facebook templates for students to investigate key individuals was an excellent way to enthuse students.
- Utilising choice and menu's for students improved engagement with Year 11 students.
- Creating tasks have allowed students to explore drafting and re-drafting, which has engaged students to produce work of an excellent standard.
- Structured close reading tasks yielded evidence of good learning.

Which types of outcomes received from students indicated the most depth of knowledge?

Students work incredibly hard and assimilate huge volumes of knowledge in Humanities. As mentioned previously, the subjects are driven by knowledge. Outcomes vary, but where students are guided to either demonstrate their acquired knowledge, or in activities, such as the one shown below where they are acquiring the knowledge - students perform best where they can organise their understanding. Therefore templates and categorisation tasks, as well as the traditional exam question all play an important part in evidencing students' depth of knowledge.



Review



What were the most effective methods for receiving completed student work? *We have committed to receive all student work via Seesaw. This facilitates the QA and establishes us well with it the ICT ecosystem of the school. Students can complete work in a number of ways:*

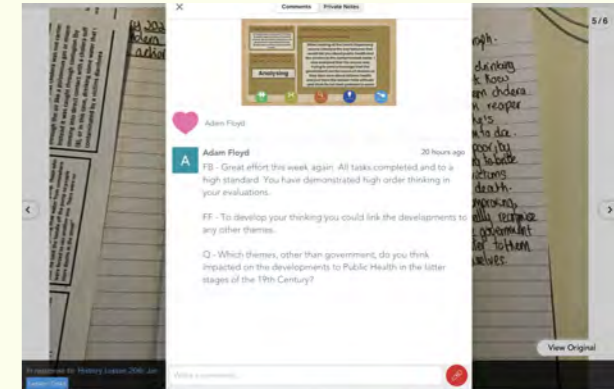
- in their exercise books
- on pre-composed worksheets
- In Seesaw templates



Whichever way they complete the learning, it is submitted and assessed in Seesaw.

Which were the most effective methods for the team to provide Feedback/FeedForward/Questioning?

Humanities have continued, where appropriate to use the FB,FF and Q model to comment on student learning. In many cases, assessed pieces of work are based on essay questions with a published mark scheme. Good examples of collaboration can be found where teachers share workload by pre-loading comment banks, appropriate for given levels. These can then save teachers time feeding back on students' work, and allow more time to add personalised comments where appropriate. The in-built dictation function is gaining traction in the dept. too, this allows for meaningful feedback to take place on a regular occurrence.

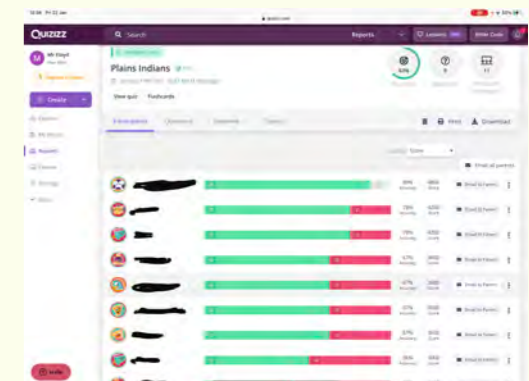


What other digital methods were useful for assessment for the team? How were they accessed and used?

In addition to Seesaw and Firefly, we use a range of applications to facilitate low stakes tests. These include:

- Seneca
- Quizizz
- Kahoot - *although not as successful when attempting synchronous learning.*

Google Forms are used for student voice and knowledge assessments.



Noteworthy moment

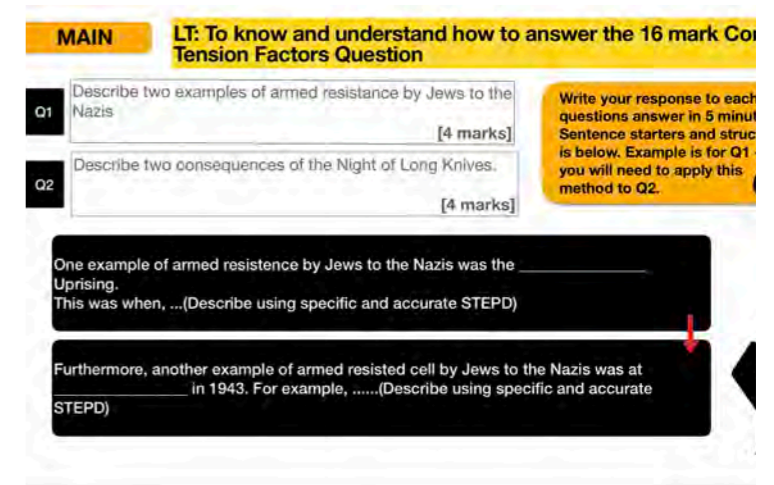


Are there any other successes to mention?

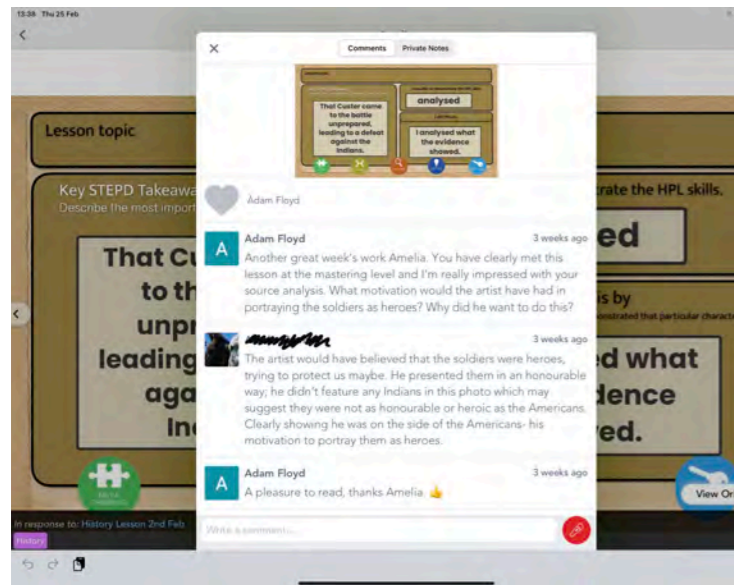
- Creativity has been excellent. Examples below.
- Re-development of resources has increased engagement.
- Individual students perform at a higher level in lockdown than during regular school.
- Some wonderful engagements with students about their learning.



Storyboarding



Y11 Exam Questions



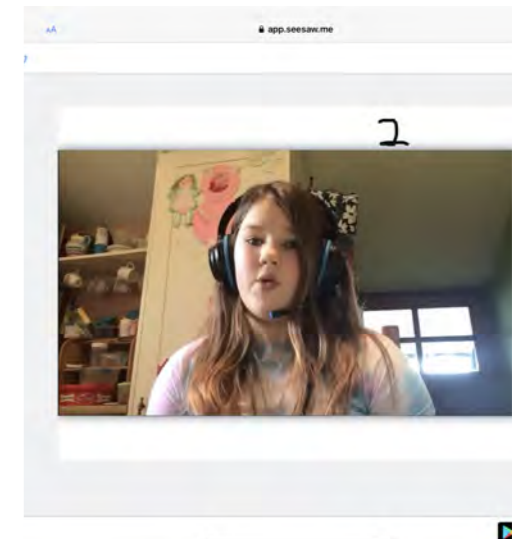
Y9 Purple Pen



Timelines in RE

Are there any other successes to mention?

- Dual teaching of History has allowed students to benefit from knowledge from two teachers. Feedback has been positive from the students, and the quality, and engagement, of Y11 answers have been excellent.



Creative Responses