



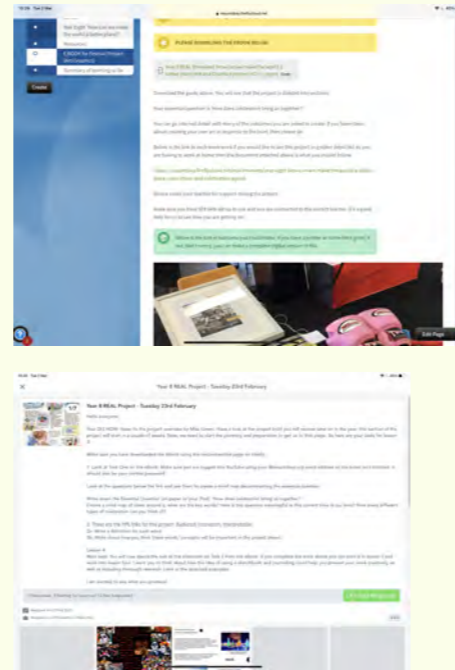
Remote Learning Showcase

View



Which technology worked well for delivering content? Explain the workflow your department used here..(e.g. devices - apps - interaction)

In REAL we have used a range of methods in line with the 'View, Do, Review' policy. Many projects have been delivered using iBooks and tasks within these have been set as activities on Seesaw. Some links have been made to Firefly to direct students to larger files and exemplar material, for example online exhibitions so students can see what their outcomes are. These exemplar materials and demonstrating to the students that they are capable of GCSE quality work is very important to the ethos of REAL.



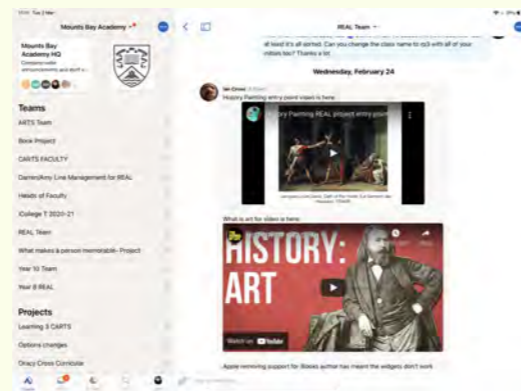
Which hardware (e.g. Apple Pencil/Touch Screen etc), online tools and apps were effective for planning lessons? Explain how they were used and their effectiveness.

Most of the faculty have made the transition to the iPad Pro and have been using the Apple Pencil in a range of ways with this new technology. Many projects lend themselves to using Apps and Software that involves art programs, film making, and students have often share ways in which things can be done during their online lessons. All of the new technology has made teaching online much more sophisticated and yet simple.

How did the team plan lessons remotely? Explain the ways in which colleagues worked collaboratively while working from home

Many of our projects were planned and resources before lockdown, but we have maintained our communication as a team through meetings on Teams and conversations on Basecamp. We have separate groups on Basecamp for each project and year group.

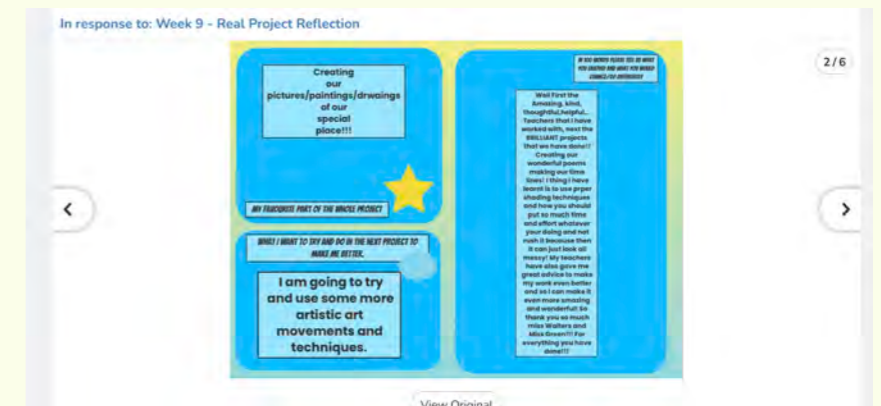
Using Basecamp keeps communication timely but allows the team to access the same information in their own time-minimising meetings.



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

Describe how a depth of knowledge could be gained from the resources used/created for the lessons

Challenge is really central to the REAL curriculum. There is a balance of academic rigour (which is planned and embedded in teaching teams and monitored by Heads of Subject and Heads of Faculty) alongside an element of student independence and creativity in their outcomes and learning styles. This has still been as prevalent in home learning as it is in school. HPL is built into all aspects of each lesson, intertwined with the key concepts within each project. We have also been using 'Exit tickets' to ensure students reflect deeply on their own learning.



Do

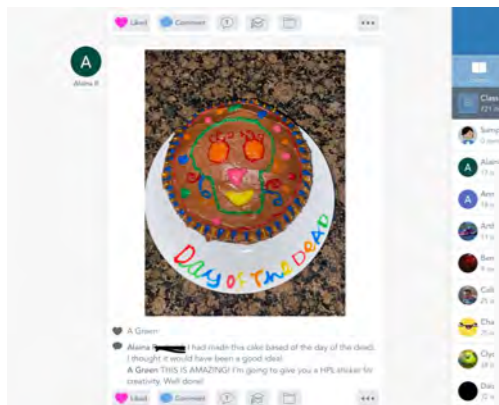


Which type of tasks were the most engaging for your students? Give some varied examples, explain how they were completed by students and what made them particularly engaging for your students

-Students like tasks that are direct and concise in their instructions, yet allow room for personal and independent 'project' style outcomes

-Many students sent work that went above and beyond when they were not given limitations, giving them the opportunity to make, build and do. This was even more crucial during a period of time when they were heavily reliant on their iPads.

Examples of this are when students were asked to complete a piece of research on 'Day of the dead' in year eight- and they not only did the research but also made this:



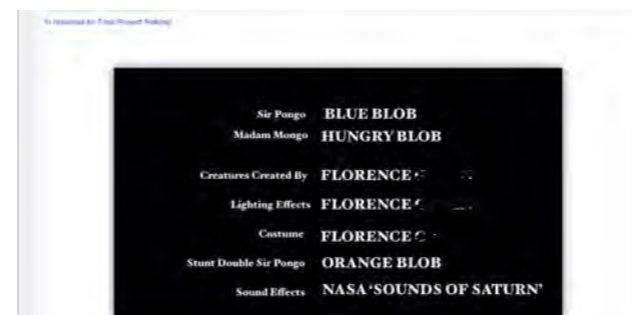
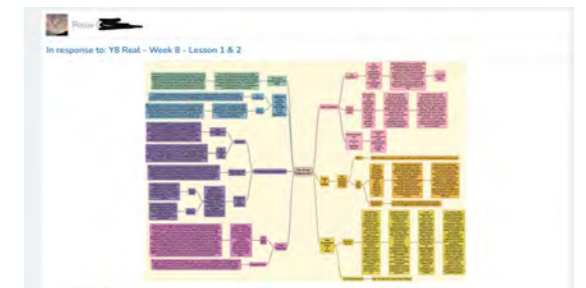
And this art history timeline made by a year 7:



Which types of outcomes received from students indicated the most depth of knowledge? Using examples, explain why this type of work received was particularly good at showing depth of knowledge for the delivered content

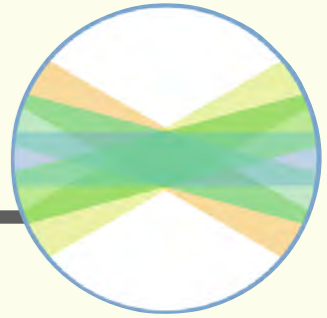
Students have been able to demonstrate their recall of information and also ability to analyse complex sources and starting points through developing mind maps; categorising and organising information.

Students have also been given GCSE content to use in their lessons to help scaffold them towards their outcomes, for example learning about the Soviet Union whilst learning what a 'Montage' is when filmmaking.



Students show the most depth of knowledge through applying the above to create their own informed, personal and contextualised outcomes that offer new ideas, through making their own films, artwork, designs and innovative ways of problem solving.

Review

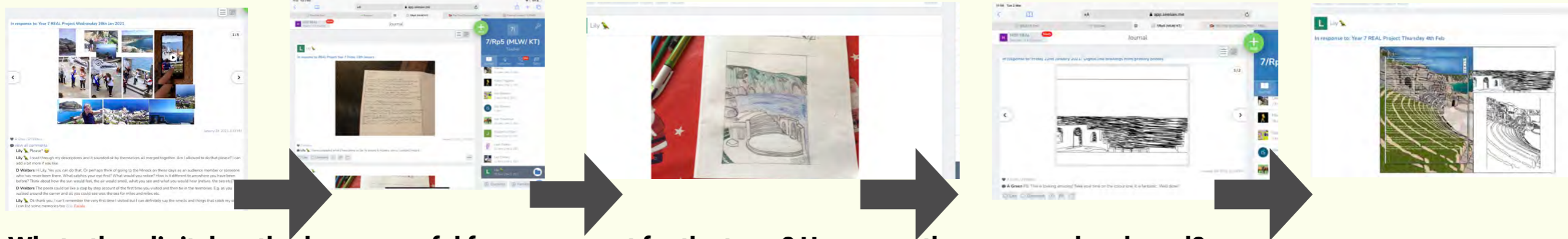
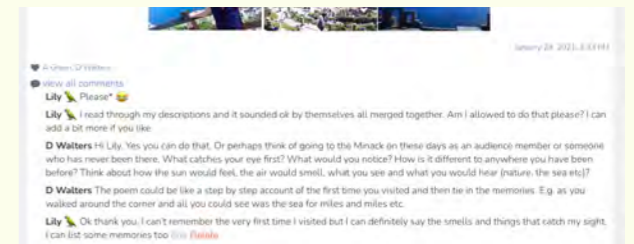


What were the most effective methods for receiving completed student work? Explain the workflow your department used here..(e.g. devices - apps - interaction)

To highlight the cross section of methods in which work is completed at different stages of projects, I have evidenced the learning journey of one piece of work being developed. Here you can see how a student starts with their own photos, to the drafting of a creative writing piece in their sketchbook, to the making of an original artwork on paper, to using Apps on the iPad to create a digital drawing, to then using design software to create the digital layout. This is evident on Seesaw across all of the projects.

Which were the most effective methods for the team to provide Feedback/FeedForward/Questioning? Explain the workflow your department used here..(e.g. devices - apps - interaction)

Students and parents responded really well to comments under work to keep students motivated, and to offer timely feed forward. Some staff used the microphone to give verbal feedback. Seesaw is great to allow students to send their teacher a draft outcome for next steps, which is another important part of the REAL Project ethos.



What other digital methods were useful for assessment for the team? How were they accessed and used? Explain the workflow your department used here..(e.g. devices - apps - interaction)-

- Google forms or collaborative documents to gather outcome or test knowledge
- Kahoot, Quizziz, usually for a short term test or prior knowledge
- Exit tickets, for a more reflective and conclusive dialogue surrounding student metacognition

Noteworthy moments



Are there any other successes to mention? Add here along with screenshots too! (Duplicate this text box to add more if required)

-Student engagement was excellent, and the effort put into their outcomes

-Creative and resourceful approaches to tasks that evidence student resilience and ability to problem solve

-Great interaction between teachers and students within conversations and feedback

-Students appreciating what they have when they are in school, they are looking forward to coming back and using our facilities



Are there any other successes to mention? Add here along with screenshots too! (Duplicate this text box to add more if required)

REAL Projects is always a chance for students to have some autonomy over their learning, and a chance for them to produce outcomes that engage with the real world. In lockdown, students have to be even more independent when completing tasks, which I think will set them in good stead when back in the classroom. Also, teachers have to be more flexible to allow students to use what they have at home- and sometimes there have been occasions when the teachers get new ideas because of this more open minded approach. All in all, we have been very lucky to have the resources that we do to teach this subject during lockdown.

