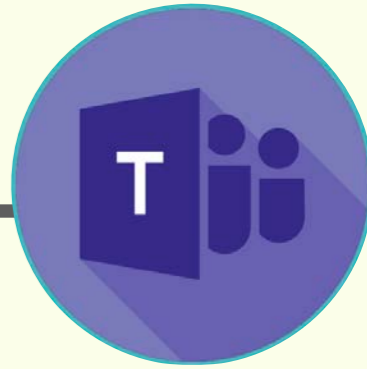




**Remote Learning  
Showcase**

# View

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## **Which technology worked well for delivering content?**

*Seesaw is used almost exclusively in Science to deliver content. It allows us to make use of a variety of other softwares and apps such as edited presentations previously created and stored in Firefly, which we can then annotate or record audio explanations over. Of course Teams Live Lessons are an invaluable tool teach and review prior lessons to clarify misconceptions which sometimes weren't apparent until students submitted work.*

## **How did the team plan lessons remotely?**

*We use MS Teams videos and email to communicate on a daily basis. This means that first drafts of lessons can be critiqued by colleagues allowing a collaborative approach to lesson planning, ensuring quality and challenge. At the start of Lockdown 3 we agreed to synchronise the lessons we taught in each year and lesson planning for specific years was allocated to specific teachers, reducing workload for all and streamlining the process. Links to Seesaw activities are uploaded to Google Sheets shared with Science which can then be assigned to students assigned to students.*

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

*As a department we opted for Ipad Pro's in September 2020 and while it took some practise to use this technology effectively, it works well for creating learning resources. Many of us use the Apple Pencil to annotate feedback to student work and the touchscreen for linking apps and webpages within Seesaw. We make extensive use of Youtube video's, exam paper questions from Exampro, Quizzes from Quizziz and Kahoot. We can also signpost other apps and webpages such as Tassomai, Century Tech and BBCBitesize using the functionality of the iPad.*

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

*The quality of the learning activities assigned to students via Seesaw ensures challenge is always evident. This is achieved through collaborative planning and a focus on progress in every lesson. Science is full of challenging concepts and the sheer volume of content in itself brings challenge, however the use of HPL methodologies ensures that challenge is at the core of Science tasks. The variety of Science activities necessitate students to explore ACPs and VAA's which are further encouraged by teacher support and feedback to student submissions.*

# Do



**Which type of tasks were the most engaging for your students?** *Students can struggle with reflecting deeply on their learning and it's really important they are given the opportunity to break down their tasks and think about how they handle topics/ concepts that are difficult for them. After they have reflected on this, they should think of strategies that will help them improve their understanding in the future. Here are examples of where students have reflected on the confidence and understanding.*

**Reflection** Purple pen

1 / 16

• Meta-cognition  
• Self-regulation  
• Strategy planning  
• Intellectual confidence

Meta-thinking

Score: 12/33  
% score: >

View Original  
View in Google

A	G	Reflection
		I am confident in using ERSCA to help solve equations and I used it wherever I could. It helped with structuring my answers and making things more digestible.
		I can rearrange most equations, but there are a few I still struggle with. Using things like the line method and just breaking down the equation helped with this.
		I understood some of the questions, but a few did confuse me.
		There are still a few calculations I need to master, but most of them I know. Some of the ones I got wrong were actually really simple, I'd just forgotten how to do them overtime. More revision will help.

## Exam question practice

Score: 15 / 24

is	Confidence (RAG)	Strategies to improve confidence
stars (recall)	●	make flash cards + test myself
data from a table	●	practice exam questions
ords to explain such as how stars le and how the nents were formed	●	I can use my CGP revision guid but also use bbc bitsize to ensure I got to grips with this.

I struggle with the elements to part.

• Meta-  
• Self-re  
• Strate  
• Intelle

Meta think

**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.*

QUIZZZ

Quizizz score 1: [camera icon]

Quizizz score 2: [camera icon]

4316

Understanding check!  
Describe what happens to a star like our sun when it runs out fuel.

the sun loses hydrogen and becomes a red giant the remaining helium fuses to form carbon and the red giant core collapses leaving a white dwarf, this gets cooler over many years and becomes a black dwarf also known as a dead star.

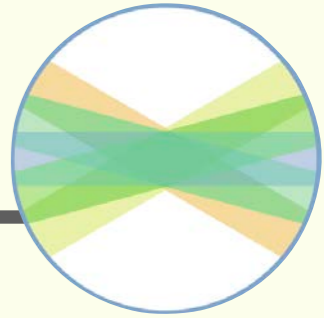
Skills check!  
I'm going to revise this by..

draw a storyboard of each stage of the stars life

• Meta-  
• Self-re  
• Strate  
• Intelle

Meta think

# Review



**What were the most effective methods for receiving completed student work?** *Students uploaded completed tasks onto Seesaw.*

Links to evidence

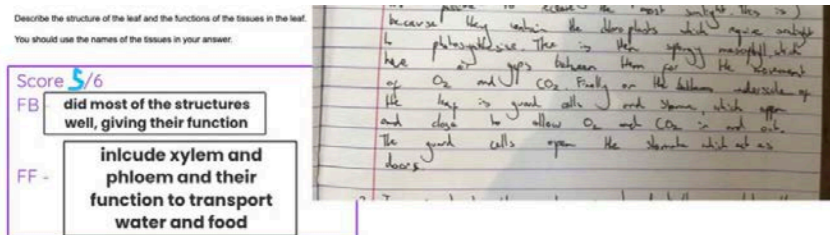
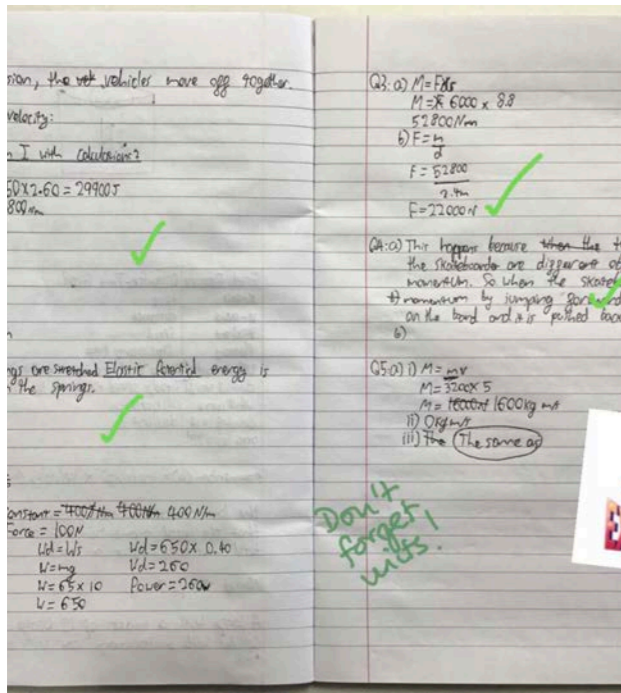
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**Which were the most effective methods for the team to provide Feedback/FeedForward/Questioning?**

*Again Seesaw allows teachers to provide verbal or written feedback to students. This then allows students the opportunity to respond on Seesaw, resulting in a learning dialogue. Students have also been encouraged to share their work where it supports the learning of others.*



## Bioenergetics

Finch Hi Miss sorry I've got a lot of questions. Firstly how come you use pondweed like why do the other plants not produce bubbles at a rate that is proportional to photosynthesis? Also what is that dark cell in the middle of the spongy mesophyll? And finally I can't remember how the syringe or putting it in another upside down boiling tube works exactly other than that it makes the oxygen more measurable, do I need to be able to say that?

N Hall Hi Finch, no problem! So...I think pond weed is used because it can photosynthesise underwater and therefore the oxygen produced can be seen in bubbles or collected and delivered into a syringe. The dark tissue bundle in the middle is the xylem and phloem. You can absolutely add detail about using a gas syringe but counting the bubbles is equally valid at this stage so I would stick to that for ease, it is just important that you know ways of making the experiment more accurate if they ask you to evaluate it. I hope that answers everything?!

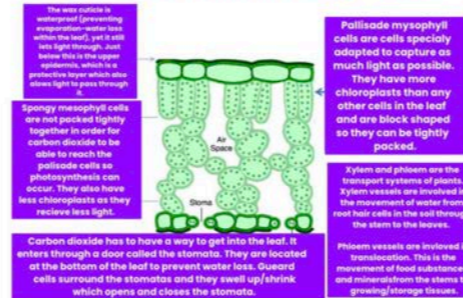
Finch Ward Cool thanks yep all good  
 N Hall Well done Finch!

## In response to: Bioenergetics L1 - Photosynthesis

Use the information from the text and the slides to label and describe how each part of the leaf is adapted for photosynthesis.

3/4

### How leaves are adapted for photosynthesis?



Seen by: Louise Bennett and lukefrostoli@hotmail.com

## Bioenergetics

N Hall Brilliant well done Leo, you have identified the structures of a leaf and described how they are adapted for photosynthesis. Q - Chlorophyll is green and therefore reflects which part of the visible light spectrum?  
 Leo Frost Green  
 N Hall Excellent well done - HPL Linking (to Physics!) 🌟

Like Comment

## In response to: Red Shift and the expanding Universe

Meta-cognition  
 Self-regulation  
 Strategy planning  
 Intellectual confidence

Meta-thinking

Question	Confidence (RAG)	How can I improve?
Red shift	100%	I think I should just keep recalling information and revising this to imprint this into my mind. I have several resources at hand, such as Tassomai and Seneca and my book which I can use.
Spectral lines		

Understanding Check:  
 What is Red shift?  
 Red-shift describes how light shifts towards longer wavelengths as objects in space (such as stars and galaxies) move further away from us. Looking at visible light on the electromagnetic spectrum (EM spectrum), we see that towards the red end of the visible light spectrum we see that the wavelength is much longer and therefore has a lower frequency. Red-shift is where the wavelength of the light is stretched, so the light is seen as shifted towards the red part of the spectrum as evidenced on the diagram to the right. We can analyse this through spectral lines, where elements in the star absorb some of the emitted wavelengths, so dark lines are present when the spectrum is analysed (I looked back in my book to recall this). As the distance increases, the visible light wavelengths stretch out (like how with the doppler effect wavelengths are longer the further away the object is and become compressed when they are moving closer to the observer) so they are therefore red. Galaxies that are further away have a bigger red-shift, so these galaxies are moving faster than galaxies that are closer (with reference to the graph on the next page).

REDSHIFTED  
 BLUESHIFTED

## Space Physics

N Hall

N Hall Well done for linking the relative motion of stars and the wavelength of light emitted. A very clear explanation, linked clearly to your previous learning. HPL

Liked Comment