

A FRAMEWORK FOR REFLECTION: REVIEWS of REMOTE LEARNING

6 Key Principles	Reflective Questions (in preparation for pre-lesson discussions)
BEFORE (Professional discussion*) *consider an area of pedagogy you want to focus on/make improvements to and be ready to share this with your reviewer during the discussion.	
1. PLANNING FOR LEARNING (including start of lesson)	<p>How are you planning for your students to stay engaged (especially if online) and to be supported and challenged in this lesson?</p> <p>What do you want to achieve as students arrive and how do you plan to get the most out of the start of the lesson?</p> <p>How are student profiles used to inform planning (e.g. adaptations to learning) and to ensure inclusivity?</p> <p>How are disadvantaged learners/learners with SEND going to be supported?</p> <p>How will students know where this lesson fits into their learning journey?</p> <p>How are you planning to greet students, build community and promote wellbeing (including use of cameras if online)?</p> <p>How clear are your students in your expectations around the use of Teams functions in an online lesson?</p> <p>Can students access high quality resources directly relevant to the lesson, topic, and course before (in the case of flipped learning), during and after the learning period/lesson?</p>
2. MANAGING LEARNING	<p>How do your students know what you expect of them when in class; if online are they clear around the use of Teams functions (mute/unmute, cameras, chat, hands up) and how to use them appropriately?</p> <p>How do you promote and manage a professional learning environment? Are there any strategies you particularly use/support you engage with?</p> <p>To what extent are these professional/employability-type behaviours and expectations established and how do they impact on learning?</p> <p>How are students made to feel safe and secure during learning? Are you sure your students know how to report issues/concerns?</p> <p>How do you ensure that students who can't access the planned learning are still able to learn?</p> <p>If you have a support colleague in the lesson, how do you prepare and plan to maximise their involvement?</p>
3. COMMUNICATION	<p>How will you ensure that your communication is clear and understood by all (e.g. task instructions, knowledge sharing, questions, and answers)?</p> <p>What methods of communication work best for you and your students? (e.g. verbal, written, visual)</p> <p>How would your students describe your methods of communication?</p> <p>How will you promote strong listening skills (yours and your students)?</p>

<p>4. ACTIVITY AND INTERACTIVITY</p>	<p>What activities are you planning and how do they maximise learning? If appropriate, how do they help students to commit new knowledge to long term memory? How are you chunking the lesson to retain students' focus and engagement (especially if online)? To what extent are you planning to use pair/group work (breakout rooms or alternatives if online)? How are students encouraged to participate in independent study and to take responsibility for their learning? Considering the 'pitch' of the lesson, how do you make sure all students are stretched? Are there any scaffolding and/or modelling activities or retrieval practices planned to support and embed learning? What opportunities are there for students to develop their subject specific vocabulary and English and maths skills?</p>
<p>5. ASSESSMENT & PROGRESS (including end of lesson)</p>	<p>What strategies will you use to tell you how much students are responding to and engaging with the lesson? (especially if online). What types of questioning do you use to check all students and promote their learning? How much lesson time is given to this? To what extent do you use student names in your lessons? How do you plan to share and revisit lesson objectives? How do you know your students have understood and are learning? How is homework/formative assessment used to promote learning and how effectively are students' understanding of each topic assessed? In what ways, how frequently and how effectively is feedback given to students, especially in terms of knowing what they are doing well and what they need to do to improve? How do you plan to make the most of the end the lesson and bridge the gap to the next? What work/tasks will you be setting?</p>
<p>AFTER (Professional discussion – see RoRL template for detail)</p>	
<p>6. REFLECTION & FORWARD PLANNING</p>	<p>Be ready to reflect on and discuss:</p> <ul style="list-style-type: none"> • Progress made against your chosen aspect of pedagogy • The 5 key principles listed in this document • What went well • What challenges you came up against • Any training, development, or support needs • What you'd like to focus on going forwards