

# Distance Learning Resource Pack

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Reading lists, insights and guides to save you time and concentrate on what matters most

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# Distance learning: Selected reading

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**This selected reading list includes resources relating to online, blended and remote learning, including research, blogs and articles and a range of other content. Even now schools have largely reopened, effective online teaching and learning remains a priority, with many schools still needing to deliver some learning online when pupils are required to self-isolate or schools partially close.**

**Whilst some of the resources linked have been written or produced specifically in response to the COVID-19 outbreak, many are more general. Some were written during national school closures but remain relevant now.**

*The views within linked articles and resources do not necessarily represent those of the Chartered College, and we are not responsible for the content of any external links.*

## Teaching at a distance: Blogs

A [blog by Paul Kirschner](#), based on a forthcoming book, with some top tips for teaching at a distance

A [blog by Marc Rowland for Unity Research School](#) looks at the possible implications of distance learning for disadvantaged pupils, along with some possible approaches to take.

[Jo Facer's blog](#) looks at what she has learnt about effective online learning

[Olly Lewis' long blog](#) includes links and reflections on lots of different aspects of online learning, from pedagogical models to e-safety and more.

A [blog by Harry Fletcher-Wood](#) has some tips for teaching online effectively.

A [blog by Daisy Christodoulou](#) looks at why remote teaching has not always worked well in the past, and how we might change that; she has also blogged about [why the challenge of remote teaching](#) is the challenge of all teaching – that learning is invisible.

[Ben Newmark's blog](#) explains how he creates teaching videos – he uses a physical whiteboard, but you can do similar with a whiteboard app or online tool and screen recording.

A [blog from Paul Moss](#) looks at how to encourage participation over Zoom (these ideas can be adapted to other video conference technologies with similar functionality).

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## Teaching at a distance: Research and articles

The EEF have released [a review of the evidence](#) around effective remote teaching.

This [ASCD article](#) is US-focused but offers some ideas for supporting EAL learners in online learning.

An [LA Times op-ed from Daniel Willingham](#) looks at why remote learning is hard and what we can do about that.

Dan Worth has summarised what we know (and what we don't) about maximising distance learning in an [extended article for Tes](#).

The Journal of Computer-Assisted Learning have produced [a virtual issue of free articles](#) from previous issues that may have particular relevance in the current context.

Cathy Lewin has written [a compact guide for the Chartered College](#) about setting effective collaborative / group tasks for pupils online – [go to page 16 of this pack to read it now!](#)

An [article from The Conversation](#) explores some potential challenges in online learning, particularly for pupils from disadvantaged backgrounds.

An [article by Andreas Schleicher](#) for the OECD looks at the access pupils have to devices around the world, as well as schools' preparedness for online teaching.

A [guide from SWGFL](#) includes advice on safe remote learning.

A [Tes article by Amy Forrester](#) offers advice on maintaining pastoral support for our pupils at a distance.

## Applying effective learning principles online

Mirjam Neelen and Paul Kirschner have translated a series of 12 posts from Wilfred Rubens that look at 12 building blocks for teaching and learning with technology. They cover 1) [activating relevant prior knowledge](#) 2) [how to give clear, structured and challenging instruction](#) 3) [using examples](#) 4) [combining words and visuals](#) 5) [using learning technology to make learners process the subject matter actively](#) 6) [using learning technology to understand whether all learners have understood the content](#) 7) [providing scaffolding for challenging tasks](#) 8) [spaced learning](#) 9) [variable practice](#) 10) [testing](#) 11) [feedback](#) 12) [learning more effectively](#).

Durrington Research School have created a [guide to how they apply their key learning principles](#) in a distance learning environment.

A [podcast from Evidence-Based Education](#) looks at effective assessment and feedback in an online context – plus five compact guides on assessment online exclusively for the Chartered College of Teaching – [head to pages 9-13 of this pack to read now!](#)

A [Schools Week article by Daniel Muijs and Dominique Sluijsmans](#) looks at why good principles of learning generally – for example worked examples, formative assessment and feedback, and metacognition – are just as important during distance learning.

A [Tes article by Mark Enser](#) looks at applying Rosenshine's Principles of Instruction when teaching online.

A [blog by Shaun Allison for Durrington Research School](#) explains how evidence can be used to inform online teaching practices, exemplified through 'the worked example effect.'

The [Teach Like a Champion site blog](#) includes a number of really useful new blogs reflecting on moving effective learning principles online – in a range of subject areas / phases.

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## Designing effective multimedia

An [Impact article by Richard Mayer](#) (based on a book chapter) outlines some key principles of designing effective multimedia for learning.

This [summary of Mayer's original 12 principles of multimedia learning](#) from the University of Hartford provides a useful overview of multimedia principles.

Mike Tyler has created [a series of videos looking at each of Mayer's 12 principles of multimedia learning](#) in turn

An [Impact article by Andy Tharby](#) looks at how slideshows can be improved through the application of cognitive load theory.

A [short blog from Dan Williams](#) outlines some key ideas for why using graphics can be helpful, based on his reading of Ruth Clarke and Chopete Lyons' book.

A [journal article by James Clark and Allan Paivio](#) introduces dual coding theory and some implications for education.

A [video of Oliver Caviglioli](#) introduces the concept of dual coding as part of a FutureLearn course.

## Online learning for teachers – some free CPD!

ResearchED ran a series of free online CPD webinars for teachers every day in the summer term, in the form of presentations from expert educators – the archive of these can be found on their [YouTube channel](#).

Jo Fletcher-Saxon and colleagues are curating [short videos in the BrewEd style](#) with an FE focus.

Jarlath O'Brien has collected together links to [CPD resources and courses related to SEND](#).

FutureLearn host a wide range of [online courses for teachers](#), with free options for access – including a number of [courses from the Chartered College of Teaching](#).

Tom Sherrington has posted a series of [Rosenshine Masterclasses](#) on YouTube.

Kathryn Morgan has created [a list of a huge amount of CPD](#), which includes online courses, videos and podcasts - this has been cross-referenced with other lists so should also contain all of the courses and resources listed in [Neil Almond's list of at-home CPD](#) and [Laura Tsabet's list of free CPD for teachers](#).

Andrew Currie has put together a collection of [links to free online courses for teachers](#), including subject-specific courses (note that there are multiple tabs).

The Chartered College of Teaching has put together [themed collections of Open Access Impact articles](#), which may be of particular use in running online reading groups etc – themes include cognitive science, metacognition, assessment and feedback, curriculum, and subject-specific collections. There is also [guidance on running reading groups](#), which applies equally online to in-person.

Leeds Beckett University have published various series of working papers to read, all freely available, including on [mentoring and coaching](#) and on [mental health in schools](#).

Dylan Wiliam has uploaded [videos of various of his talks](#) to DropBox, free for anyone to access.

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# Supporting the home learning environment

JANET GOODALL

ASSOCIATE PROFESSOR, SWANSEA  
UNIVERSITY SCHOOL OF EDUCATION, UK

**T**eachers and other school staff faced new challenges during partial school closures, and they continue to support families at home. This article aims to provide some support and advice around these unique challenges, drawing on a range of research about parental engagement.

## › Homes, not classrooms

The first thing to say is that these are extraordinary times, and we shouldn't be trying to recreate classrooms at home, or recreate the same style of learning at home that would generally happen in the classroom – first, because it's simply impossible, and second, because it wouldn't work.

Homes are, in general, not classrooms and rarely contain the numbers of children that inhabit most classrooms. School settings have evolved to be efficient (more or less) in providing education to groups of children – groups who are gathered together by age, rather than by being members of the same family. Although a good many teachers are parents, most parents are not classroom teachers, and we're not going to turn them into classroom teachers overnight – and we shouldn't be trying to. That's not what their children and young people need at the moment.

In teaching, writing and presenting during the past 10 years or so, I've often asked school leaders to consider what's really important in schooling – to think about what schools are for, and to concentrate on that. Schools were originally set up to enable groups of children to learn the things that society deemed were important for them to know (Goodall, 2017), and have come a very long way in being able to do that, mainly through the dedication and professionalism of the staff within the school walls. Now, though, we need to get back to those basics, to become radical, if you like (the word means 'root') – what's really important for our children to learn? To do, to be, to become?

And how can we help families support that learning? Now, more than ever, we

**We need to think creatively about supporting learning in different situations**

need to see growing partnerships between school staff and other families – and I say 'other' because one facet of the whole debate that seems to be ignored is just how many school staff are themselves parents or carers...

## The value of parental engagement

Research has shown the value of parental engagement for many years – the more parents are involved with learning, the more children attend school, the more homework is done, the more behaviour improves and the more children achieve; there's more than enough evidence to show this (Fan and Chen, 2001; Fan and Williams, 2010; Hornby, 2011; Jaynes, 2012, 2014, 2018).

But it's important to understand what 'parental engagement with learning' actually means – it doesn't mean coming into school, and it doesn't necessarily mean checking on homework (and it never has); effective parental engagement with learning means the attitude towards and support for learning in the home (Goodall and Montgomery, 2014). So supporting parental engagement isn't about just giving young people more homework or worksheets; it's about ensuring that young people have the best opportunities for learning that we – as a society – can provide. (And I would argue that that should always have been the point of homework, anyway (Goodall, 2020)).

Parents (those who are not teachers already) are not going to turn into professional teachers overnight (consider how much training you had before you stepped into the classroom and how much you've continued to learn since that first day!). We need to stop thinking about 'what we would have done if they were still in school' and start thinking about 'how we can support learning now that they're not in school'.



## Supporting families to support learning

We also need to realise that not all families will have everything we might like them to have, and not taking account of that could further disadvantage vulnerable students.

Many families won't have enough devices for all children and adults in a family to work at the same time – asynchronous support for learning, where possible, is a good option. Not all families will have a ready store of Playdough, Lego or paper plates... we need to think creatively about supporting learning in different situations. For many of us, this was one of the reasons why we wanted to be in education in the first place, to facilitate learning wherever and whenever we could – if we can, this is a time to recapture that creativity.

Many parents are very concerned about being able to support their children's learning, particularly for older children; parental lack of self-confidence was a barrier to engagement in learning long before COVID-19. Early on in your communication with families, it would be useful to let parents know your stock answers to 'Miss/Sir, I can't do this!' You know the answers: 'You can't do it yet!', 'Okay, how do you think you can find out how to do it?', etc. Share these with parents – let parents know that it's okay not to know the answers, as long as the search continues.

This is not, as I've said, a normal time. Many families will be experiencing grief

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and loss; most of us are worried about loved ones, particularly when separated. Trying to carry on as though nothing is different is simply not going to work. We need to acknowledge the fear, the grief and the lack of time, equipment, training and resources facing families as they try to support learning.

I've said that we need to start from the basics, from the root, and the basics here are that everyone involved wants what's best for the child: you, the parents, other family members. We need to be working with families to provide that 'best'.

'Best' is not synonymous with 'everything' – not everything can be the best. Think about what's really important – what do your students really need to know, to be able to do? What can be left aside for now? Approach creating materials for family learning as you would any other teaching material: start from the endpoint and work backwards, to how to arrive there. And please, let parents know that you're not expecting them to be professional

teachers: you're hoping that they will support (not necessarily even lead) their children's learning, with your help.


### The past, the present and the future

Teachers, parents, local authorities and government bodies are all trying to make this work for children. No one knows what the long-term effects will be. I'm hoping that one outcome will be that many parents are far more connected with their children's learning than they had been in the past, and that the partnerships between teachers and families that are being created and strengthened now will continue.

We won't walk back into the same classrooms, with the same young people, as the same teachers: we're all being changed by the pandemic. But it's not about the classroom or the school – but then, it never was. It's always, fundamentally, been about the learning.

### In summary: Things to consider

- Remember to 'put your own oxygen mask on first' – many teachers are parents themselves, so they are working to support pupils at a distance as well as to support the learning of their own children, or to care for other family members; this is a very difficult time for everyone. It's far better to do fewer things that have impact than many things that don't.

- Taking into account what's already been said, don't produce so much work that parents are going to feel that they are failing their children if they can't get through it all. This is really not a time for busy work, or for homework that has any aim other than supporting learning (Goodall, 2020).
- Concentrate on what's really important – what do pupils really need to be able to do or need to know? What can be left aside?
- Treat creating materials for home learning as you would creating learning experiences in the classroom – look at the outcome first.
- Remember that not all families will have access to lots of materials; as far as possible, suggest ideas for learning that don't put a burden on families in terms of money or excessive time.
- Just as you try to make learning in your classroom an enjoyable experience, try to help parents recreate that for their children. 

**Note: This article was written with help from a 3D octopus. If you have a smart phone, Google octopus, giant panda, wolf, etc. Click on the 'See in 3D' that appears under the Wiki article; after a short while, you'll find a virtual animal appearing. This is an obvious conversation starter with young people of all ages, but it's also amusing and oddly comforting for isolating academics...**

## REFERENCES

Fan W and Williams CM (2010) The effects of parental involvement on students' academic self-efficacy, engagement and intrinsic motivation. *Educational Psychology: An International Journal of Experimental Educational Psychology* 30(1): 53–74.

Fan X and Chen M (2001) Parental involvement and students' academic achievement: A meta-analysis. *Educational Psychology Review* 13(1): 1–22.

Goodall J (2017) *Narrowing the Achievement Gap: Parental Engagement with Children's Learning*. London:

Routledge.

Goodall J (2020) Scaffolding homework for mastery: Engaging parents. *Educational Review*: 1–21. DOI: 10.1080/00131911.2019.1695106.

Goodall J and Montgomery C (2014) Parental involvement to parental engagement: A continuum. *Educational Review* 66(4): 399–410.

Hornby G (2011) *Parental Involvement in Childhood Education: Building Effective School–Family Partnerships*. Berlin: Springer Science & Business Media.

Jeynes W (2012) A meta-analysis of the efficacy of different types of parental involvement programs for urban students. *Urban Education* 47(4): 706–742.

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# Assessment and feedback in an online context: Checking understanding

## Evidence Based Education

### What's the idea?

Moving from the classroom to online learning presents new challenges, including around assessment and feedback. Many of the principles of good feedback and assessment can still apply to the online environment, they just need to be reframed to fit this new context. Regardless of the setting, there are some key considerations around assessments that teachers need to bear in mind.

For example, first and foremost, good assessment practice is purposeful. We need to target precisely the 'what', i.e. what we want to assess and the why, i.e. for what purpose we want to assess it. In the current context, for example, this might be to check understanding to inform what we do next as teachers, to support pupils' learning by encouraging them to recall information and thereby strengthen its memory, or to provide feedback to pupils so they can redraft and improve their work. This Compact Guide focuses particularly on checking pupils' understanding.

### What does the research say?

In a classroom environment, teachers can use proxies and nonverbal cues for pupils' understanding such as smiling or nodding or quite simply students signalling that they haven't understood a particular topic - although such proxies are often poor indicators of learning, so should be interpreted cautiously for this purpose. But we also have the opportunity to walk around the classroom to see how they are progressing. In an online environment, it is more difficult to get

this regular feedback so it is important to incorporate opportunities to check on students' learning. This means we need to be much clearer about the output that we need from students to assess their learning; while planning learning activities, assessment already needs to be at the forefront of teachers' minds. Activities used to generate the outputs needed can include well-targeted questions (such as MCQs) or curriculum-aligned tasks, although teachers working with students remotely should be aware of the potential for such outputs being the work not solely of the individual student concerned.

### How does this work in practice?

One approach to checking understanding that works well online is using quizzes. A Compact Guide by Jose Picardo covers some practical advice on selecting and using online quizzing tools, whilst another Compact Guide in this series covers the use of Hinge Questions, which are a helpful way to assess pupil understanding.

Good assessment is often about generating actionable and meaningful information - so for it to be worthwhile, we also need to make sure we take action based on what we learn about pupils' level of understanding, for example adapting the next bit of teaching to take into account any gaps or misconceptions identified through the assessment activity.

One other advantage of quizzes is that they also support learning through retrieval practice. Research around retrieval practice shows that the process of retrieving information from the mind strengthens its memory. Quizzes are thus not only a good way to test pupils' learning but also help them to remember information. However, it is important that the information students

are retrieving is accurate or that they receive feedback if their answers are inaccurate. Retrieval practice works best when we create desirable difficulties. A question is desirably difficult if students have the prior knowledge to be able to answer it, but are challenged in doing so. If questions are too easy, students are not challenged and do not benefit from the retrieval effect.

Applied to an online environment, this means that teachers should give students sufficient opportunities to recall and apply information instead of mainly providing them with input. Online learning might hence be a good opportunity to test students' knowledge on topics teachers have taught a couple of months ago through online quizzes. Students can also design their own questions to test each other.

### Top tips

- Ensure that the assessment you design is purposeful and provides meaningful, actionable information
- Make sure to formulate questions that help you to assess what pupils have learned already and where they might need some more support, as well as helping them to test their own learning
- Be clear about the purpose of quizzes. Students need to know that they are low-stakes or no-stakes tests and that they are designed to help their learning
- By getting students engaged in designing questions, they get the additional benefit of revising study material while they put together a question board. Younger pupils, for example those in primary school, will benefit from more structure, such as partially-completed templates or prompts - in fact these may be helpful for all pupils!

## WANT TO KNOW MORE?

- Brown P, Roediger H and McDaniel M (2014) *Make It Stick: The Science of Successful Learning*. Cambridge, Massachusetts: The Belknap Press of Harvard University Press.
- Evidence Based Education (2020). Assessment and feedback in an online context. Podcast available online.
- Picardo J (2019) Checking pupil understanding using online quizzes. MyCollege.
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- Wiliam D (2011) What is assessment for learning? *Studies in Educational Evaluation*. 37:3-14.

# Assessment and feedback in an online context: Feedback

## Evidence Based Education

### What's the idea?

Moving from the classroom to online learning presents new challenges, including around assessment and feedback. Many of the principles of good feedback and assessment can still apply to the online environment, they just need to be reframed to fit this new context.

Regardless of the setting, there are some key considerations around feedback that teachers need to bear in mind. Good feedback should be purposeful and meaningful and most importantly, it should give pupils a clear direction of what to do next to improve their work. The most important thing about feedback is what a pupil does with it.

### What does the research say?

Feedback should help pupils know where they are, where they are going and how to get there (Hattie and Clarke, 2019). It is more helpful when it is given at the level of the task rather than the level of the pupil. For example 'You are good at fractions' will not help a pupil to understand why they have performed well on a particular task and fails to help them know how to move forwards. Task-specific feedback, on the other hand, helps pupils to understand what went well and why. It should also give them a clear indication of how they could improve further. The most powerful feedback is the feedback

that is received, understood and used by pupils to get better. Feedback about pupils' self-regulation can also be very powerful, especially when pupils are not physically in the same space as the teacher.

### How does this work in practice?

Comments need to be clear and specific. For example, just telling pupils working on their writing that they did not meet the word count is not particularly helpful because pupils probably already know that, and might have struggled to meet it in the first place because they did not know which aspects to expand on. More specific feedback would point pupils to the parts of their writing that could be explored further, with suggestions and examples of how to do so. It could, for example, point them to some additional reading, suggest another line of argument that they could explore, or comment on how an example piece of writing has worked well. Non-examples (what success does not look like) can also be helpful.

If pupils have succeeded at a task, it is equally important to be specific so they know they are on the right track and can continue to use and even enhance specific strategies in their next piece of work. Even in these cases, pupils can be steered towards strategies that would further improve their answers, for example, the use of additional references or quotes. It is important that feedback is purposeful and meaningful. However, the most important thing is what pupils do with the feedback, which is why it is important to include clear

next steps and to check to see if these have been taken.

Feedback can be particularly powerful in online learning when pupils have to work on tasks independently, assuming they have the prior knowledge and self-regulation to use the feedback as intended. Both tasks and feedback can be presented orally. Pupils could, for example, submit a recording of a short presentation for their MFL lesson and teachers could comment on it using a voice-recording function. Fancourt (2020) trialled a verbal feedback approach and found that verbal feedback can allow for more in-depth comments than written feedback, all while reducing teacher workload. It could thus be a good alternative to written feedback, particularly in an online context.

### Top tips

- Feedback should be task-specific and provide pupils with a clear direction
- Use prompts to encourage pupils to reflect and to act on specific aspects of the feedback to support their learning
- In an online situation, providing feedback on work that pupils have completed independently will be particularly important
- Consider using verbal feedback as an alternative to written comments on pupils' work.

## WANT TO KNOW MORE?

- Chohan A (2019) Digitising effective feedback. *Impact* (Special Issue).
- Evidence Based Education (2020) Assessment and feedback in an online context. Podcast available online.
- Fancourt A (2020) Listen and Respond: Evaluating the use of audio feedback. *Impact* 8.
- Hattie J and Clarke S (2019) Visible Learning: Feedback. Abingdon: Routledge.

# Assessment and feedback in an online context: Hinge questions

## Evidence Based Education

### What's the idea?

Moving from the classroom to online learning presents new challenges, including around assessment and feedback practices. Many of the principles of good feedback and assessment can still apply to the online environment, they just need to be reframed to fit this new context.

Hinge questions, for example, can be a great way to assess where pupils are in their learning and if they are ready to move on to the next topic or if there are still areas that require further improvement. This compact guide therefore looks at the principles of hinge questions and how they can be applied to online learning.

### What does the research say?

In a classroom environment, teachers may use proxies and nonverbal cues for pupils' understanding such as smiling or nodding – although such proxies are often poor indicators of learning, so should be interpreted cautiously for this purpose – and can also move around the classroom to see how they are progressing. In an online environment, it is more difficult to get this regular feedback so it is important to incorporate opportunities to check on pupils' learning.

A hinge question is one way of telling if pupils are ready to move on in their learning. According to Dylan Wiliam

(2015) lessons never go to plan which is why teachers should build plan B into plan A from the start. This involves asking hinge questions somewhere in the middle of a lesson / sequence of lessons to check if all students are ready to move on. Hinge questions should elicit a response from every single student, be time-efficient, inform whether the teacher goes forward or needs to repeat previously taught content and elicit the right response for the right reason. The crucial aspect of using this technique is to have a plan of how to move individual pupils or groups of pupils on in their learning based on their answers to the questions. Hinge questions can be powerful, but should be used with caution: information gleaned from just one question can be unreliable, especially if the quality of the question used is poor.

Hinge questions differ from retrieval questions as their main purpose is for teachers to check pupils' understanding and inform their next steps in teaching. You can learn more about this in the Checking Understanding Compact Guide that forms part of this series.

### How does this work in practice?

Multiple choice questions are a straightforward and time-efficient tool for use as hinge questions. There are different ways to design informative hinge questions in the form of multiple choice questions. They could have three options, one of which is clearly right, and two of which are wrong but for different reasons. This helps the teacher to understand what exactly pupils have misunderstood about a specific topic,

and allows them to design more targeted follow-on activities. Regular well-targeted questioning can increase teachers' certainty that pupils are learning and that the learning sticks.

In online learning sessions, you could either use the chat function and ask the whole group or just individual students to make sure that they are all engaged. You could have a daily 'big idea' question and then multiple smaller questions that provide you with the information you need to know if pupils are engaged and learning. It might be a good idea to think about and prepare these questions during your initial planning to ensure that you receive regular feedback on pupils' learning.

### Top tips

- Use hinge questions to check pupils' understanding
- Have a plan for those pupils who are ready to move on in their learning and those who require further support
- Use multiple choice questions that include answers that are wrong, but for different reasons
- Include questions in your lesson planning to make sure you receive regular feedback on pupils' learning.

## WANT TO KNOW MORE?

- Doherty J (2017) *Skilful Questioning: The beating heart of good pedagogy. Impact 1.*
- Evidence Based Education (2020) *Assessment and feedback in an online context.* Podcast available online
- Wiliam D (2015) *Designing great hinge questions. Educational Leadership: Journal of the Department of Supervision and Curriculum Development 73: 40–44.*

# Assessment and feedback in an online context: Peer assessment

## Evidence Based Education

### What's the idea?

Moving from the classroom to online learning presents new challenges, including around assessment and feedback practices. Many of the principles of good feedback and assessment can still apply to the online environment, they just need to be reframed to fit this new context. Regardless of the setting, there are some key considerations around assessments that teachers need to bear in mind.

Peer assessment is not only a good way for pupils to support each others' learning but also helps them to continue to feel part of a classroom community. This compact guide therefore looks at the principles of peer assessment and how they can be applied to online learning.

### What does the research say?

Peer assessment does not simply mean that one pupil reviews and marks another pupil's work. It works best as a formative process. As with self assessment, covered in another Compact Guide in this series, pupils need clear worked examples that show them the desired end product and how to get there so they can use this information to assess their partner's work and provide them with feedback. In addition to understanding the success

criteria, it is important that pupils learn how to communicate feedback effectively and constructively.

### How does this work in practice?

Just as with self assessment, it is important to provide pupils with clear worked examples and success criteria for peer assessment so they know what they should be paying attention to in their partner's answers. Pupils can then review their partner's work against the success criteria and use the worked example to figure out which areas require further improvement. Once pupils have reviewed their partner's work, they need some time to comment on each other's work and provide each other with constructive feedback and detailed suggestions on how their partner could improve.

Before pupils can do so, it is important to provide them with some guidance on how best to formulate such feedback. For example, simply telling their partners that specific answers are right or wrong is not very helpful. It might be a good idea to provide pupils with some examples of the type of feedback they should be aiming for and discuss with them why it is important. Online, pupils could either be grouped together using programmes such as Microsoft Teams, or they could comment on each other's written work using the comment function in Google Docs. Pupils could also verbally record their feedback and share it with their partners.

### Top tips

- Allow enough time to prepare the peer assessment activity so pupils know what is expected from them
- Be clear about the purpose and benefit of peer assessment
- Provide pupils with clear worked examples that show the desired end product but also the steps that were involved in achieving it
- Share clear success criteria with pupils
- Explain criteria of good feedback to pupils so they can learn how to formulate helpful comments for their peers
- Provide pupils with enough time to comment on each other's work.

## WANT TO KNOW MORE?

- Boon S (2020) Using peer assessment as an effective learning strategy in the classroom. Impact 8.
- Christodoulou D (2016) *Making Good Progress? The Future of Assessment for Learning*. Oxford: Oxford University Press.
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- Li H, Xiong Y, Vincent-Hunter C et al. (2020) Does peer assessment promote student learning? A meta-analysis. *Assessment and Evaluation in Higher Education* 45(2): 193–211.

# Assessment and feedback in an online context: Self assessment

## Evidence Based Education

### What's the idea?

Moving from the classroom to online learning presents new challenges, including in the assessment and feedback practices you use. Many of the principles of good feedback and assessment can still apply to the online environment, they just need to be reframed to fit this new context. Regardless of the setting, there are some key considerations around assessments that teachers need to bear in mind.

The current environment necessitates that pupils take even more responsibility for their own learning, and self assessment can support them in doing so. This compact guide therefore looks at the principles of self assessment and how it can be applied to online learning.

### What does the research say?

Self assessment applies the same principles as good assessment practice more generally, but relies on pupils' ability to self-regulate. Pupils need to understand the goal of self assessment and it is important to help them develop an understanding of and a willingness to use self assessment in their learning. The following strategies are needed to enable effective self assessment: providing worked examples, defining clear success

criteria, letting pupils assess their work against the success criteria and giving pupils time to work on areas that require further improvement.

### How does this work in practice?

To support pupils' self assessment, it is important to provide them with examples of what exactly it is that they are learning and should be looking for in their answers. Modelling is a good way to support pupils in developing that understanding. The challenge in an online environment is that you cannot easily add further clarification along the way as you might do in a classroom environment. This is where choosing the right example becomes even more important. It is important that pupils have examples of what their answers should look like but also the steps that are involved in getting to those answers. For example, if the learning objective of an arts lesson is to use perspective in a drawing, an annotated drawing and an illustration of the steps that were involved in reaching the final product can provide additional support. Non-examples can also be helpful here.

In addition to clear worked examples, specific success criteria are also important to support pupils in their self assessment. Pupils can then review their own work against the success criteria and use the worked example to figure out where they might have gone wrong. Once pupils have reviewed their work, they should have some time to work independently on those areas

that they have identified as requiring further improvement.

### Top tips

- Be clear about the purpose and benefit of self assessment.
- Provide pupils with clear worked examples that show the desired end product but also the steps that were involved in achieving it.
- Share clear success criteria with pupils.
- Once pupils have assessed their own work against the worked example and the success criteria, give them some time to address the areas of difficulty that they have identified.

## WANT TO KNOW MORE?

- Christodoulou D (2016) *Making Good Progress? The Future of Assessment for Learning*. Oxford: Oxford University Press.
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- Panadero E, Jonsson A, and Strijbos JW (2016) Scaffolding self-regulated learning through self-assessment and peer assessment: Guidelines for classroom implementation. In Laveault D and Allal L (eds.) *Assessment for Learning: Meeting the challenge of implementation*. Dordrecht: Springer.

# Using online quizzes to check and build understanding

José Picardo

## What's the idea?

Quizzes and low-stakes assessments are not just good for providing teachers with information about how much a student knows and what they still need to learn to inform future planning – they can also help students take advantage of the benefits of 'retrieval practice', where recalling things from memory actually helps to strengthen retention of that knowledge. Online quizzing tools will be particularly useful for this while pupils are learning remotely.

## What does the research say?

Research into the 'testing effect' and 'retrieval practice' shows that one of the most effective ways to secure material in students' long-term memory is dedicating time to retrieving the information from memory frequently (for example, see Brown, Roediger and McDaniel, 2014). Given that frequent retrieval practice boosts retention, incorporating frequent, low-stakes or no-stakes testing and quizzing into teaching and learning activities can be really valuable.

In this way, testing and quizzing become part of the learning process, not just assessment. Of course, information collected from low-stakes quizzing can also be used to identify misconceptions and inform future teaching, acting as a form of formative assessment too.

## How does this work in practice?

Online quizzing could be a really flexible approach for you to use with your pupils while they are learning at home. There are many online tools that can help you to create quizzes for your pupils to complete. Quizlet and Socrative are useful off-the-shelf quiz makers, with Quizlet having lots of pre-built quizzes too. They can both be used for pupils to complete in their own time or for 'in class' use (including in a virtual classroom). The flexibility of quizzes pupils can complete in their own time is particularly helpful in the current environment.

Your school's virtual learning environment may also have a quizzing function, and Google for Education and Microsoft also offer quizzing options that you can set for pupils to complete in their own time. An advantage of something built into your school system is that it'll be easy for you to track who is completing what, and they will give you access to your pupils' results quickly, effectively and almost effortlessly, allowing you to check for understanding, while also taking advantage of the power of retrieval practice. You can often do this through third party tools too, but it can involve creating accounts (be sure to follow appropriate guidelines around safety and data use, and check how any platform will use your data) – another option is just for pupils to share a screenshot of their results to show what they've done, but this is less seamless.

It's worth noting that all of these tools can be set to automatically mark pupils' submissions (including multiple choice questions and short-answer questions), and in many cases provide tailored feedback – reducing the time taken for you to provide the same feedback to every pupil.

Even if your pupils' home-learning resources are primarily paper-based, you could consider linking to dedicated web pages where learners can self-test. QR codes and URL shortening services are a great way to blend hard copy materials with online resources.

## Top tips

- Remember that the point of low-stakes tests is not so much to assess, as to help pupils learn. Explain this clearly to your pupils so they understand the purpose of the quizzes.
- Recognise (and explain to your pupils) the value of learning key facts off by heart (vocabulary, dates, key events and their dates) in enabling critical thinking.
- Retrieval practice isn't just about quizzes! You could also ask pupils to create mind-maps (on paper or using an online tool like Popplet) or simply write down everything they know on a piece of paper or Padlet board. Younger pupils, for example those in primary school, will benefit from more structure, such as partially-completed templates or prompts - in fact these may be helpful for all pupils!

## WANT TO KNOW MORE?

- Brown P, Roediger H and McDaniel M (2014) *Make It Stick: The Science of Successful Learning*. Cambridge, Massachusetts: The Belknap Press of Harvard University Press.
- Rosenshine B (2012) Principles of instruction: Research-based strategies that all teachers should know. *American Educator* 36(1): 12–19.
- Sumeracki M and Weinstein Y (2018) Optimising Learning Using Retrieval Practice. *Impact* 2.

You can see Socrative in use in a video case study in the Chartered College's FutureLearn course on using technology in evidence-based teaching.

# Teaching mixed-age classes

Aimée Tinkler

## What's the idea?

In small schools across the country, many children are taught in mixed-age classes. It is not uncommon to find four year groups being taught in one class, and sometimes the mixture of ages is even greater. While there is some evidence that this type of grouping benefits children's pro-social behaviours (Lindström and Lindahl, 2011) this type of class can be challenging to plan for and organise.

During the current climate, many schools caring for the children of key workers are supporting mixed-age classes for the first time and although academic progress is not a main focus, classes such as this can provide a new challenge for teachers.

## What does the research say?

While there is much research around mixed-attainment grouping, there is a lack of evidence around approaches to teaching in mixed-age classes, particularly in the UK. However, Smit and Engelo (2015) have provided a number of practical suggestions and considerations about how to structure the curriculum in permanent mixed-age settings, which may help teachers support this kind of class. These include:

**Differentiating instruction:** Learners in each grade group engage in learning tasks appropriate to their level of learning

**Socially collaborative classroom:** Supportive classroom climate, where students help each other and collaborate flexibly

**Flexible grouping:** Learning is flexibly organised in the whole class, and includes

teacher-led groups, individuals within groups, collaborative groups and individuals

**General topic learning:** The same general topic/theme in the same subject is covered for all learners, but at different levels

**The quality of the learning tasks:** The learning tasks are more open-ended, exploratory and problem-oriented.

## How does this work in practice?

Mixed-age classes can provide a nurturing base for children of all ages during these uncertain times. While not always focusing on academic content and the acquisition of new knowledge, it may be a good idea to think about planning activities which will engage children of a variety of ages. For example, although all children may enjoy painting, older children will be able to paint with more skill and for longer periods than their younger classmates who may still be developing their fine motor skills and ability to maintain concentration. As a result of this, groupings may have to be flexible, as some children move through a number of activities during which their older classmates remain focused on one.

In a socially collaborative classroom, older or more confident children are encouraged to take on the role of mentors and coaches, providing scaffolding and support to their classmates with the benefit of developing their own social competencies and enabling younger pupils to access more challenging activities. Finegan (2001) suggests that project work such as that seen in Italian Reggio Emilia schools may be beneficial in mixed-age settings, because this type of activity allows

children to explore a topic at their own pace and level in an exploratory and open-ended way.

Although the current school situation may not be focused on children making academic progress, and there will be no measurement of this, it remains important that children are engaged and motivated during their time in school as well as feeling supported. Although it presents challenges for the teachers, mixed-age classes could support rather than hinder this.

## Top tips

- » **Plan a variety of activities which may run concurrently and cater for children who are developing the ability to concentrate for increasing periods of time.**
- » **Provide activities, games or toys which children have access to at any time to ensure everyone can remain involved.**
- » **Encourage older and more confident pupils to act as mentors to support their younger classmates.**
- » **Keep groupings flexible; they may change from activity to activity over the course of the day.**
- » **Consider the use of a general theme allowing a whole class introduction but then plan age-appropriate activities within it.**
- » **Use open-ended and exploratory topics so that children can learn and explore at their own pace.**
- » **Remember that if your children leave school happy, you have done a great job.**

## WANT TO KNOW MORE?

- Finegan F (2001) Alternative early childhood education: Reggio Emilia. *Kappa Delta Pi Record* 74: 82–84.
- Lindström E and Lindahl E (2011) The effect of mixed-age classes in Sweden. *Scandinavian Journal of Educational Research* 55(2): 121–144.
- Smit R and Engeli E (2015) An empirical model of mixed-age teaching. *International Journal of Educational Research* 74: 136–145.

# Online group work/collaboration

Cathy Lewin

## What's the idea?

Pupils work together in pairs, small groups or as a whole class and co-construct knowledge and understanding, solve problems, and/or create artefacts together. The teacher's role is to provide a structure for effective learning to take place, and support students as and when necessary. Technology lends itself to supporting this approach through a wide range of communication tools and by providing shared access to documents and resources.

## What does the research say?

Syntheses of research evidence provide compelling support for the effectiveness of group work when it is well-designed and well-set up (Tenenbaum et al., 2019); this has also been found in studies of online learning (Means et al., 2013; Chen et al., 2018). The role of the teacher can be challenging, requiring a careful balancing act between too much and too little support and guidance (van Leeuwen and Janssen, 2019). In particular, pupils should be supported to take greater control of the learning and be provided with guidance (as and when necessary) on how to manage and organise collaborative learning tasks (van Leeuwen and Janssen, 2019).

## How does this work in practice?

Collaborative learning can take many forms from brainstorming ideas and short discussions to co-producing artefacts such as reports and presentations. Remember

to ensure that knowledge-building (rather than recall for example) is at the heart of the activity. When planning activities for pupils, careful thought should be given to the types of tools that might usefully support it. Your school's virtual learning environment may provide the tools you need to support collaboration and knowledge representation.

If you want to use tools outside your school's learning environment, applications like Padlet, Wakelet, Flipgrid or Edmodo support online communication and the sharing or collating of resources. Google Docs and Google Slides allow students to collaborate on a shared document and online whiteboards (e.g. Microsoft Whiteboard, Google Jamboard) can help students to generate ideas together synchronously or asynchronously. Video-conferencing applications are great for synchronous whole-class or small-groups discussions. Whatever tool you choose, make sure you follow appropriate guidance on e-safety and data use, particularly if you intend to use video.

During group work, pupils need clear guidance on what is expected of them, the timeline, including whether they have specific roles in a group, how often they should interact (e.g. post messages), and how the activity will be assessed. In addition, it should be made clear to pupils what they can expect of their teacher and how the activity will be facilitated.

Any collaborative activities should also be framed by ground rules that will help peer interactions to be productive. Exploratory talk (Mercer & Dawes, 2008) offers a useful

starting point by highlighting the importance of: all group members actively participating, students providing reasons for their individual suggestions, and the group taking collective responsibility for making decisions on how to proceed.

## Top tips

- Agree the ground rules together so that pupils have ownership of them. Review the rules regularly, especially after the first few activities, so that adjustments can be made if anything is not working as expected.
- Keep it simple to begin with, particularly if your pupils are not used to working in this way. Start with a short, easy task and keep a close eye on how the groups (and individual group members) are coping with it. Provide more support and advice initially to make sure that the pupils understand what is expected of them. Continually model the interactions that you would like to take place.
- Encourage pupils to provide peer feedback and support so that your role in doing so is more manageable.

## WANT TO KNOW MORE?

- Bates AW (2019) *Teaching in a digital age: Guidelines for teaching and learning*. 2nd edn. Vancouver, B.C.: Tony Bates Associates Ltd. Retrieved from <https://pressbooks.bccampus.ca/teachinginadigitalagev2/> See section 4.4 Online collaborative learning. (free access)
- Mercer N and Dawes L (2008) The value of exploratory talk. In: Mercer, N and Hodgkinson S (eds) *Exploring Talk in School: inspired by the work of Douglas Barnes*. London: SAGE (pp. 55-71).
- Tenenbaum HR, Winstone NE, Leman PJ and Avery RE (2019) How Effective Is Peer Interaction in Facilitating Learning? A Meta-Analysis. *Journal of Educational Psychology*. Advance online publication.

# Using online independent study projects effectively

Cathy Lewin

## What's the idea?

Whilst face-to-face teaching has not been possible, schools have taken many different approaches to providing remote learning for pupils – from synchronous or asynchronous lessons, to project-based approaches. One particular approach is the use of independent study projects – typically making use of the internet for research. This kind of project usually requires searching online for information, evaluating and selecting the information that is most useful and reliable, analysing and synthesising it, and presenting it in the required or chosen format (e.g. document, presentation, mindmap). Students can be provided with a list of specific sources of online information, be asked to locate the information themselves or a combination of the two.

## What does the research say?

Independent study projects can be effective if well-designed and supported – but learner guidance is critically important, particularly in relation to increasing the quality of the activity outcomes (Lazonder & Harmsen, 2016). Pupils can find it difficult to locate information online efficiently and effectively; that is, they struggle with how to formulate searches, how to scan resources, and how to evaluate resources. They need clear and detailed instructions on how to do this when faced with this kind of activity for the first time (van Deursen & van Diepen, 2013).

There is very little research on the use of these approaches with younger children and struggling readers. Unsurprisingly, reading comprehension is an important predictor of learning gain in such activities (Segers, Droop & Verhoeven, 2010).

## How does this work in practice?

Critically, an online study project approach will only work if you know your pupils have

access to a device and the internet. Assuming that this is the case, you will usually need to start by preparing the students to work in this way focusing on information literacy skills and metacognitive skills (there are useful links in the further reading below). If students will be expected to locate some or all of the information themselves, they may require more detailed guidance on how to approach this. In particular, students can find it difficult to formulate queries in search engines. Students may also benefit from guidance on how to scan text documents and how to evaluate information. Obviously, younger learners will need more guidance and support than older ones. You could present such guidance in a document but could also use other media such as audio or video.

Giving students a chance to discuss the guidance and ask questions may be useful, as may creating opportunities to practice information literacy skills prior to starting the project. Students may also need additional guidance on a range of other beneficial skills such as time-management, formulating questions, how to present the project outcomes etc.

There are various ways in which online research can be set up, either for individuals or for small groups of students. If you want students to be able to use a search engine then you might want to consider tools that have been specifically designed for young people to use. For example, Swiggle has been designed for Key Stage 2 students.

Projects can be organised in different ways. A scavenger hunt asks students to find a set of items and/or accomplish a set of small tasks; finding images and gathering factual information works well in this kind of activity. More substantial research projects are also possible – pupils will need to be provided with an outline of what is required and expected outcomes, and possibly even pre-selected resources. Pupils can be asked to engage in virtual tours or field trips of galleries, museums, landmarks and places for example – many museums and galleries also have

useful resources (including ideas for projects) that can be adapted for online research projects (e.g. Natural History Museum, Science Museum, Imperial War Museum, The Tate).

Various tools exist to support online research and independent study projects. Social bookmarking tools or curating tools (e.g. Diigo, Wakelet, Evernote, Onenote) can be used to collate and organise online sources as well as notes and ideas. Mindmapping tools (e.g. Popplet, Mindmeister) can be used to help organise ideas arising from online research projects. Some tools (e.g. Wakelet, Onenote) have been integrated with Immersive Reader which improves readability by converting text to speech.

## Top tips

- Take pupils through a short, exemplar research project, highlighting the research skills (eg information literacy, time management etc) and sources used.
- Provide guidance on how to plan the project, how to develop a research question, and how to structure the report (including how to record the sources of information the students choose to use). Students will find templates useful, particularly if they have little prior experience of working in this way.
- Ensure that the desired outcomes and assessment criteria are shared (or co-constructed) with students prior to starting the activity.
- If you are specifying some links for students to base their research on, include a range of media types if possible.
- Provide clear guidance on how students can get support with their project work once it is underway (e.g. a whole class discussion forum, progress meetings with students).
- Keep the timeline relatively short (e.g. 4-6 weeks) to make it more manageable and keep the students motivated.

## WANT TO KNOW MORE?

- Lazonder AW & Harmsen R (2016) Meta-Analysis of Inquiry-Based Learning: Effects of Guidance. *Review of Educational Research* 86(3): 681–718.
- CILIP/ILG (undated) "Research Smarter" resource sheets. <https://infolit.org.uk/information-literacy-group/school-resource-sheets/>.
- Quigley A, Muijs D & Stringer E (2018) Metacognition and self-regulated learning: Guidance report. London: Education Endowment Foundation. <https://educationendowmentfoundation.org.uk/tools/guidance-reports/metacognition-and-self-regulated-learning/>.
- Segers E, Droop M & Verhoeven L (2010) Integrating a WebQuest in the Primary School Curriculum Using Anchored Instruction: Effect on Learning Outcomes. *CORELL: Computer Resources for Language Learning* 3: 65–74.
- van Deursen AJAM & van Diepen S (2013) Information and strategic Internet skills of secondary students: A performance test. *Computers and Education* 63: 218–226.

# Supporting student wellbeing by encouraging them to use the 'Five Ways to Wellbeing' (while staying at home!)

Shelly Masters

## What's the idea?

The idea behind 'Five Ways to Wellbeing' is that wellbeing can be achieved in different ways and these five evidence-based actions can help your students feel better. They are simple, free things to do and the aim is to prompt students to consider what they can do to improve their wellbeing, rather than focus on the things they can't do in the current situation.

The suggestions within the Five Ways to Wellbeing are typically actions that pupils would be encouraged to do/experience in school normally, but there are ways teachers can promote or encourage these while pupils are learning at home, too.

## What does the research say?

There has been a huge amount of research into the Five Ways to Wellbeing across many different countries. They were developed in 2008 based on a Government Office for Science report. They are:

- connect with other people
- be physically active
- keep learning
- give to others
- take notice/pay attention to the present moment.

## How does this work in practice?

Listed here are some ideas for encouraging pupils to engage with the Five Ways to Wellbeing while learning at home.

**Connect with other people.** Encourage your pupils to take time to video or voice call with their friends, as well as doing learning activities. They could arrange a FaceTime or WhatsApp call with their friends or encourage parents to organise this for them. Social friendships are key for everyone's development and wellbeing. You can also build collaboration opportunities into learning activities, of course!

**Be physically active.** There are lots of activities pupils can do indoors, without needing much space. For example, Joe Wicks' 'PE with Joe' daily class at 9am is a live activity, and lots of other home workout activities can be found online, from circuits to Pilates.

**Keep learning.** Learning is a key part of wellbeing – as well as any specific learning activities you may be asking them to do, you could also encourage pupils to choose some learning of their own, such as a FutureLearn MOOC for older children, or learning a new language through Duolingo or other similar applications and websites.

**Give to others.** We are seeing amazing examples of this in many ways at the moment, but there are simple actions

we can encourage children to do too – from helping to make a meal at home, to volunteering to shop for neighbours who may need to isolate (assuming they are safe, well and able to do so). You could also ask your class to write a letter, story or draw a picture to send to a care home – this could be sent by email if post is not possible.

## Take notice/pay attention to the present moment.

While being sensitive to the challenges many pupils are facing, think about how you can encourage them to focus on the present moment. This could be by asking them to note down three things they are grateful for before bed or at lunchtime.

## Top tips

- Some of these ideas can be suggested to parents or pupils; others are tasks you could set for homework or send out students using email or your virtual learning environment.
- Consider setting one challenge a day – pupils will have a lot going on and we need to avoid overwhelming them, but helping them to focus on at least one of the Five Ways to Wellbeing is a good start.

## WANT TO KNOW MORE?

- Government Office for Science (2008) Mental Capital and Wellbeing: Making the most of ourselves in the 21st century. Available at: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/292450/mental-capital-wellbeing-report.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/292450/mental-capital-wellbeing-report.pdf) (Accessed 26 March 2020).
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# Leading a school during lockdown

Professor Alma Harris

## What's the idea?

Leading in difficult, challenging and unprecedented times – where there is no predictability, no certainty and potentially no end in sight - requires a different type of leadership, a different form of leadership practice.

In this global lockdown, education has been rebooted as a home-based, technology-enabled, remote activity with zero physical contact. What we know about good teaching has suddenly been redefined and repositioned into lessons online. Some schools have morphed into places where children and young people, of varying ages, now play, learn and work together side by side during long days. School leadership has also been radically re-modelled through lockdown.

## What does the research say?

While the evidence base on school leadership practices within a pandemic is non-existent, drawing upon the general leadership literature and the evidence about effective online collaboration offers some pointers, some ideas, some reflections for those currently leading in schools and classrooms.

School leadership, of course, is not just confined to those in the leadership team. If leadership is influence, then teachers and teaching assistants exercise leadership every day. In times of crisis, leadership at all levels or distributed leadership, is needed to address the complexity of the challenges and to carry the burden of leading in uncertain times (Harris, 2013).

We know that the best school leaders develop other leaders and build positive cultures where the professional talent, capability and knowledge of all educators can be fully expressed, enhanced and extended (Leithwood, Harris and Hopkins, 2020). Leading in a virtual world is not impossible but it will require extra effort to remain connected with others in meaningful ways that sustain relationships with colleagues and keep things moving forward.

## How does this work in practice?

For those responsible for leading virtual schools and classrooms today, the education landscape is still emerging, and the leadership practice is still evolving. Yet, school leadership remains a critical and positive force in shaping the value-base of an education system that has shifted so far from its axis. At present, school leaders, teachers and teaching assistants, cleaners and caretakers are now the new front-line of leadership. Each person counts, each person is a leader and the collective work is now the most important catalyst for change and action.

Leading others at a distance requires establishing clear protocols of engagement around online communication and collaboration to ensure the experience is positive for all participants. This includes creating boundaries around online communication with colleagues and scheduling dedicated time slots for discussion. These boundaries need to be respected to give work colleagues the time and space to do other things and to meet other needs - family, friends, etc.

Not everyone is technologically confident or competent so, where possible, leaders should communicate with colleagues through one channel only so there is some predictability and pattern to the ongoing dialogue. This will lower stress levels for others and ensure that there are not multiple or competing channels of communication open.

Of course, there must be formal leadership guidance, direction, co-ordination and advice, to ensure we get through these times of global insecurity, panic and concern. There is no neat blueprint for leadership in such times, however, no pre-determined roadmap, no simple leadership checklist of things to tick off. There are only highly skilled, compassionate and dedicated education professionals trying to do the very best they can and to be the very best they can be.

## Top tips

- Setting your leadership vision over the next weeks and months will be critical - establish what matters most and what is of marginal importance.
- Localised, contextualised leadership will be needed more than ever to respond to an unfolding and unpredictable set of situations.
- Connect with community expertise and support to harness the capacity to deal with complex issues; forging stronger links with parent/community groups to support families, young people and children is critical.
- Cross-agency and collaborative leadership practices are important as the issues that arise will be multi-faceted and require input from a range of specialists.
- Continuously focus conversations around learning and teaching; while technology can provide some ready-made technical solutions for learning, its pedagogical demands need careful thought and planning.
- Online learning also highlights sharp equity issues; not every child has access to the new tools of learning and teaching, so this is an ongoing leadership challenge and consideration.
- Every single person (including you) will be facing their own battles, both large and small, so kindness, gratitude and empathy will be the leadership currency to get things done
- Not everything on your list will get ticked off in the timeframe expected; make reasonable demands on staff and have patience for others and yourself
- These are highly fraught and stressful times, so monitoring emotional states - including your own - is important; there will sometimes be emotional responses to reasonable demands
- Self-care and consideration must be the central concern to ensure that you remain healthy and well enough to help others; self-care and good health is at the core of leadership in lockdown.

## WANT TO KNOW MORE?

- Harris A (2013) *Distributed leadership matters: Perspectives, practicalities, and potential*. Thousand Oaks: Corwin Press.
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