



## NEWSLETTER

MOUNTAIN ASH COMPREHENSIVE SCHOOL



## App/Website spotlight!

## Google Jamboard

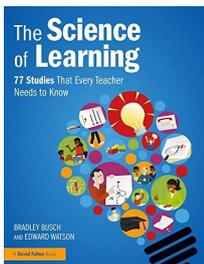
The Jamboard app is a collaborative online whiteboard. It provides you as a teacher with an online writing and presentation space, but also allows learners to access a shared creative workspace.

It is built in to Google Meet (for live teaching) but can also be found as part of your G Suite account, as 'Jams' can be prepared in advance or shared asynchronously too.

Visit the website by scanning the QR code with your camera phone/tablet for hints and tips and free downloadable templates!



## 'EduBook' Corner



This half term's recommended read is 'The Science of Learning' by Bradley Busch and Edward Watson. It is a great book packed with 77 research studies linked to teaching and schools. It is written in a way that you can 'dip in' to a handful of

'one page' style summaries that interest you - you do not have to digest the whole book.. The studies are helpfully colour coded based on major themes, so if you liked what you read then you can find more on a similar topic in the book. It is available in the MACS CPD library now!



## WHAT REMOTE TEACHING HAS TAUGHT US ABOUT: EXPLANATION

SOURCE: Adapted from [classteaching.wordpress.com](https://classteaching.wordpress.com) (Durrington High School)

The six principles of great teaching at MACS, based on 'Making Every Lesson Count' by Shaun Allison and Andy Tharby, has formed the foundation of Teaching and Learning activity over the past 18 months. Durrington High School have reflected on how remote working has taught us lessons about these pedagogical principles; mirroring our experiences at MACS.

## We have tried at MACS:

- Explanations of tricky concepts as short videos (Loom).
- Longer instructional recordings to navigate a lesson.
- Whole lessons recorded with explanations and modelling.
- Live explanations through Google Meet.
- Carefully selecting explanations provided by others (e.g. Oak National).
- Recording explanations as feedback to deal with misconceptions (Mote).
- Metacognitive explanation; explaining why a task is being done and the processes involved (e.g. modelling exam questions).

## We have learned at MACS:

- Some learners prefer recordings to live explanations: to pause/rewind/review/watch until it 'sticks'.
- Explanations need to be 'chunked': remote teaching has taught us to be succinct, and that clarity is important to support cognitive load.
- Dual coding can support great explanation: using drawing/modelling as we explain to make the content more concrete.
- The best explanations could come from others! During shared or team teaching, staff have been able to provide explanations beyond their own class groups (either live or recorded).

## We should consider keeping at MACS:

- Archives and banks of excellent teacher explanation recordings (and the tools and skills to record more in future if needed!).
- The ability for a teacher to explain a topic expertly that could then be played back in other classrooms in the school.
- More and more 'metacognitive talk': explaining to learners what and why we are thinking as we model a process as much as the process itself.
- Hold on to the importance of real clarity; explaining what we expect learners to physically have to do or complete to maybe reduce the "I don't know what to do" comments.

Remote teaching has been very tough at times, but what teachers have achieved and managed in such a short space of time is nothing short of remarkable, and there can hopefully be benefits to carry forward for the future.

TO VISIT THE MACSTANDL.COM WEBSITE SECTION ON 'EXPLANATION' USE YOUR PHONE CAMERA TO SCAN THE QR CODE

