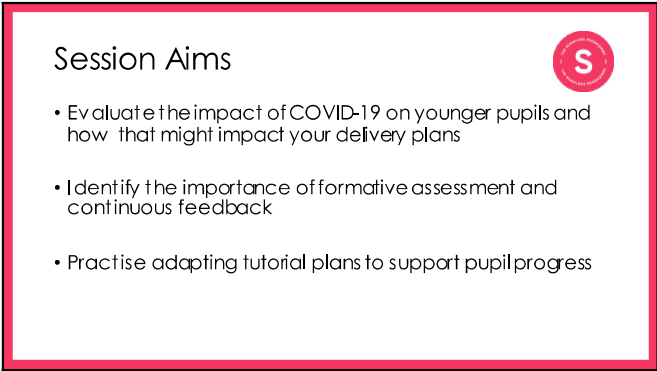







Supporting Learning in Pre-Designed Courses

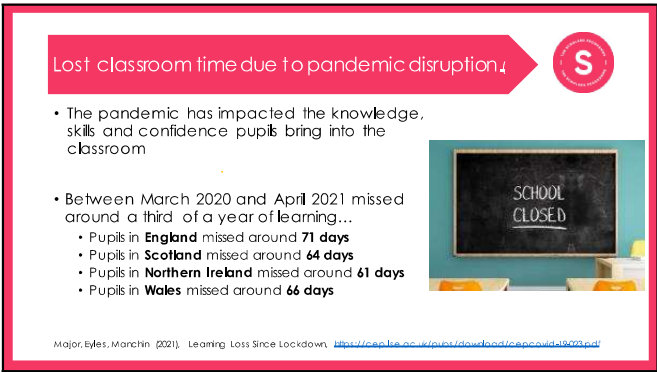
Please sit with people in the same subject area as you, delivering the same pre-designed course if possible!






Session Aims


- Evaluate the impact of COVID-19 on younger pupils and how that might impact your delivery plans
- Identify the importance of formative assessment and continuous feedback
- Practise adapting tutorial plans to support pupil progress





Lost classroom time due to pandemic disruption

- The pandemic has impacted the knowledge, skills and confidence pupils bring into the classroom
- Between March 2020 and April 2021 missed around a third of a year of learning...
 - Pupils in **England** missed around **71 days**
 - Pupils in **Scotland** missed around **64 days**
 - Pupils in **Northern Ireland** missed around **61 days**
 - Pupils in **Wales** missed around **66 days**



Major, Eyles, Marchin (2021). Learning Loss Since Lockdown. <https://cap.le.ac.uk/pubs/download/capcovid1922.pdf>

The pandemic and the digital divide in online learning

Just 10% of teachers reported that all their students had adequate access to a device

32% of teachers in the most deprived schools reported that more than 1 in 5 pupils lacked access to basic IT equipment

Just 5% of state school teachers reported that all students had suitable internet access to online learning

Data taken from January 2021 <https://www.education.gov.uk/research/research-into-the-digital-divide/>

Overview of months lost in learning due to school disruption

- Catching up on lost learning is still an ongoing issue and **learning losses continue to disproportionately affect students from economically disadvantaged backgrounds**

| | Maths | | Reading | |
|-------------------------------------|-----------------------|--|-----------------------|--|
| | Average learning loss | Average learning loss disadvantaged pupils | Average learning loss | Average learning loss disadvantaged pupils |
| Primary Pupils (Year 5 and below) | 1.9 months | 2.2 months | .8 months | 1.4 months |
| Secondary pupils (Year 7 and above) | Data not available | | 2.4 months | 3.5 months |

Department for Education (2022). Understanding Progress in the 2020/21 Academic Year.

What does this mean for my pupils?

- Concepts and skills that are typically challenging to Scholars Programme pupils may be even **more** challenging now
- Pupils may lack confidence in their knowledge and learning
- Pupils may have less experience of classroom learning and struggle to stay focused

What can I do?

- Use the principles of backwards planning...
 - identify the concepts that are essential to success on the final assignment, and which could be deprioritised
 - carefully consider what explicit and detailed support pupils may need to develop their academic skills
 - include checks for prior knowledge in your plans
 - consistently include formative assessment opportunities to check pupil understanding

You are not expected to cover everything in each tutorial verbatim. Instead, you can (and should) adapt your pre-designed course to suit the needs of your pupils

Identify the desired results

- What do pupils need to know and understand to be successful on their final assignments?


Identify pupils' starting point

- What does the baseline tell you about the support pupils may need?
- What academic skills will pupils need support in developing?


Plan your teaching experience

- How can you adapt activities and content to support your pupils progress?
- What concepts or skills might you need to explicitly break down for pupils to fill gaps in their confidence and knowledge?

Formative Assessment and Supporting Younger Learners



How can you know if learners are making progress?



How can you know if learners are making progress?

Asking students to explain concepts in their own words



Students' self-reporting their own confidence levels

Questions and activities to check for understanding

Improvement in homework assignments



Students' contributions in tutorials in terms of both content and confidence

Students asking questions when they don't understand





Formative Assessment

- **Formative Assessment** refers to anything which helps to check learners' understanding during teaching.
- This information helps you to plan what you will do next depending on how learners are progressing
- *Did pupils understand the concept? Or does something need to be revisited?*




 

Quick Reaction as Self-Assessment






1 = I don't understand and need help
 2 = I need help
 3 = I think I understand but I'm not sure
 4 = I understand this
 5 = I understand and can explain this to someone else!

I Can... Assess Myself

-  I can do this! I'm ready to move on or explain to a friend.
-  I'm almost there! I may need more practice or help.
-  I don't understand. I need more work or help on this.

Rating Scale Self-Assessment

This is how I rate my understanding of the _____ activity... (Circle one.)

-  I think I got this!
-  I need a bit more practice.
-  I'll get there, but I need help!


Other Strategies

- **K-W-L**
 - At the start of a tutorial, pupils write down what they already **know** about the topic and what they **want** to know
 - Before pupils end the session they should write down what they have **learned**
- **Exit ticket**
 - Pupils answer one closed question on a sticky note which you can collect and review
- **3-2-1**
 - Students note **three** things they've learnt, **two** things they're confident with and **one thing** they still don't understand very well

Formative Assessment

What other examples of formative assessment can you think of?

- Direct questioning to pupils (could be closed or open questions)
- Independent tasks which you review
- Pupil summaries of learning
- Open-ended prompts e.g. 'I feel confident with X because...', 'I'm still finding X hard because..'

Your Turn 

Looking at Tutorial 2...

What knowledge and skills from this tutorial are essential for the final assignment?


What prior knowledge do you need to check pupils have?

When do you need to check for pupils' understanding?

What could you condense, skip or save for the next tutorial if pupils struggle with other concepts?

What tasks will require you to explicitly break down what pupils need to do?

What will you do if its clear pupils do not have the relevant prior knowledge/understand a key concept?

The aim of **The Scholars Programme** is to provide pupils with a **university-style learning experience**, rather than to create subject experts 

- + **DO** identify which activities and concepts are essential for the final assignment, and which could be condensed or skipped
- + **DO** revisit concepts if pupils haven't understood
- X **DON'T** power through all tutorial activities without checking for pupil understanding and adapting accordingly

Remember... 

- You do not need to cover everything in your pre-designed course
- You can adapt your tutorial plans if pupils are struggling with particular concepts
- Your Programme Officer is there to help throughout your placement if you need support

