

## **A Parent's Guide to using video lessons for remote education:**

### **Developing learning and independence.**

Video based learning activities are an important part of our remote education programme. This guide is intended to help parents to get the most out of these as learning tools at home – and at the same time to be able to use them to foster some independence in their child's learning. Obviously if an adult can sit with a child throughout the video presentation and support them throughout, they will get more from it. But we are aware that this is far from realistic and most parents will need to be able to support another child, or do their own work so this guide should give some strategies that could be implemented to help.

#### **All students:**

To prepare:

- Teach your child to pause the video on whatever piece of equipment they are using
- Teach your child how to use a timer of some kind – a simple egg timer will work
- Make sure that your child has paper or a notebook and some writing/ drawing materials to hand

After the session:

- On the weekly plan the teachers are noting the tasks that a child should have done as part of that video lesson. This is so that you do not have to watch it in advance or with your child to be able to know what work they should be able to show you at the end of that session. When they have finished a video lesson – ask your child to show you what they have done and tell you about it.

#### **Reception/Year 1 and Year 2:**

- Make sure that your child has paper and things to write with for the lesson
- Encourage your child to join in with what is happening on screen – if they are using a tablet, prop it up so that they can stand and do actions etc. Explain that they can join in with singing and repeating phrases to help them learn.
- Where the teacher is modelling a skill on the screen- encourage your child to copy the model. We don't usually encourage copying – but in this case the modelling is scaffolding the process for your child so that later in the session or after the video they can apply the same skill independently or to some different content
- Ask your child to pause the video when there is a question or when the teacher asks them to do a task – explain that you will want to see something they drew or wrote at the end of the session
- Use a kitchen timer for pause sessions – children will naturally want to do things very quickly, but if they know they have to set the timer going and work on them for all of that time they will pace themselves better and the quality of what they do will be better. At this age the time set might be just 2 to 5 minutes.
- Explain to your child that it is ok to talk to teacher on the computer even though they cannot answer you back – children will benefit from pausing when asked questions like 'how did you find this task?' and explaining it out loud.

- After a session, ask your child to share their learning with you. You might want to talk about it with them or use one of the learning review sheets for them to do independently first and then talk with you about it later. You can use some of the questions from the learning review sheets for older children if you are having a conversation.

### **Year 3 and Year 4:**

- Make sure that your child has paper and things to write with for the lesson
- Encourage your child to join in with what is happening on screen – if they are using a tablet, prop it up so that they can stand and do actions etc. Explain that they can join in with singing and repeating phrases to help them learn.
- Where the teacher is modelling a skill on the screen- encourage your child to copy the model. We don't usually encourage copying – but in this case the modelling is scaffolding the process for your child so that later in the session or after the video they can apply the same skill independently or to some different content
- Ask your child to pause the video when there is a question or when the teacher asks them to do a task – explain that you will want to see something they drew or wrote at the end of the session. For this age group, you can ask the children to write down their responses and it would be beneficial to expect them to do that in sentences rather than just words or phrases so that they keep their sentence structure and punctuation skills developing.
- Use a kitchen timer for pause sessions – children will naturally want to do things very quickly, but if they know they have to set the timer going and work on them for all of that time they will pace themselves better and the quality of what they do will be better. This age group will be able to have 2 different times that they set – for example 2 minutes to write an answer to a question but 15 minutes to do a set task.
- Explain to your child that it is ok to talk to teacher on the computer even though they cannot answer you back – children will benefit from pausing when asked questions like 'how did you find this task?' and explaining it out loud. For this age group – again it would help their writing skills development to pause the video and write their response down in a sentence.
- Encourage your child to replay any instructions or tricky explanations to make sure that they have understood the lesson.
- After a session, ask your child to share their learning with you. You might want to talk about it with them or use one of the learning review sheets for them to do independently first and then talk with you about it later. You can use some of the questions from the learning review sheets for older children if you are having a conversation.

### **Year 5 and Year 6:**

- Make sure that your child has paper and things to write with for the lesson
- Encourage your child to join in with what is happening on screen – if they are using a tablet, prop it up so that they can stand and do actions etc. Explain that they can join in with singing and repeating phrases to help them learn.
- Where the teacher is modelling a skill on the screen- encourage your child to copy the model. We don't usually encourage copying – but in this case the modelling is scaffolding the process for your child so that later in the session or after the video they can apply the same skill independently or to some different content

- By the time the students are in upper key stage 2, it good to ask them to take notes as well whilst they watch the video and the modelling of skills – a list of bullet points of the key ideas or things to remember will help focus their learning. This is an excellent skill to develop for study beyond primary school. Where they are being shown an process – like carrying out a maths calculation they can arrange their notes as a checklist or flow chart.
- Ask your child to pause the video when there is a question or when the teacher asks them to do a task – explain that you will want to see something they drew or wrote at the end of the session. For this age group, you can ask the children to write down both the questions they were asked and their responses and it would be beneficial to expect them to do that in sentences rather than just words or phrases so that they keep their sentence structure and punctuation skills developing. Encourage students at this stage to develop their thinking by explaining their response as well as giving it – simply put tell them each answer must include the word ‘because’.
- Use a kitchen timer for pause sessions – children will naturally want to do things very quickly, but if they know they have to set the timer going and work on them for all of that time they will pace themselves better and the quality of what they do will be better. This age group will be able to have 2 different times that they set – for example 2 minutes to write an answer to a question but 15 minutes to do a set task. You can also also year 5 and 6 students to jot down 3 success criteria they are going to try and meet at the start of the task and then go back and check off if they did them at the end.
- Explain to your child that it is ok to talk to teacher on the computer even though they cannot answer you back – children will benefit from pausing when asked questions like ‘how did you find this task?’ and explaining it out loud. For this age group – again it would help their writing skills development to pause the video and write their response down in a sentence. Again at Year 5 and 6, they should explain or justify their answer – using that ‘because’ word to make sure that they have given a considered response.
- Encourage your child to replay any instructions or tricky explanations to make sure that they have understood the lesson.
- After a session, ask your child to share their learning with you. You might want to talk about it with them or use one of the learning review sheets for them to do independently first and then talk with you about it later.
- At this age, students can also be asked to create a summary of the lesson and the learning they did by engaging in it without using the formal review sheet.

It may take a bit of support for a couple of sessions to help your child to use the videos in this way – but over time these ideas should help your child to get the most out of a video lesson and to be more independent in their learning.

Early Years Learning Review:

Did you enjoy the activity?



Am I proud of my learning  
today?



Did you work well independent-  
ly?



How did the video help you with your learning?

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What are your next steps for learning?

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How well do you think you did?



**Key Stage Two Learning Review:**

What were you learning about this lesson? -

Has your learning developed? If so how?

How did the video help you in your learning?

On a scale of one to ten (ten being the most involved) how would you rate your involvement in this lesson?

1

10

What was the most challenging aspect of the lesson?

What strategies did you use to help you in your learning?

What are your next steps in your learning?

