How can we manage the change effectively?

So now that we're emerging from the pandemic, we can reflect back on many, many things that we have learned during those periods of remote schooling. Not least of which are some pretty basic but big questions that are asked, where and when does learning take place? And what is the role of schooling within children's wider lives? So let's embrace those challenges. Let's embrace those big questions and think, okay, what can we do now to build on all of that learning and take those valuable experiences that we all had during remote schooling forwards to the next chapter of our teaching and learning journey?

And I'm going to give you four things to have a little think about. The first one is that we explored all kinds of ideas around sharing teaching and learning resources during lockdown. So let's capitalise on that. Let's think about how we can give children in school the chance to self-pace their own access to different kinds of learning resources at different points in time. Whether that's within a lesson, giving them access to different types of materials and stimulus, or whether that's across a period of time. So, individualised learning and self-pacing through the use of technology.

The second one is about thinking about the access on demand. So, in the lockdowns, we were thinking about recorded lessons, for example. Now, let's think about the opportunity for children to access materials when and where they need to. Now, that might be within a lesson. That might be that they rewind the teacher to hear an instruction all over again. Or it might be that they revisit a recorded interactive whiteboard demonstration or a recorded audio of something that they were doing in a PE lesson, for example, outside of school hours at home, or as part of their revision for their GCSEs. That ability to rewind the teacher is critical. It enables children to revisit learning that they had explained to them within that lesson. It also frees up teacher time, which means the teacher can be more effective by using that freed up capacity to better target interventions within class time.

Through periods of remote lockdown, we saw children use technologies in all kinds of different ways. We saw them create digital pictures, to do coding, to create slideshows, to make videos, audio recordings, TikTok films, Jamboards, all kinds of things children tried. Some of those we're aware of, some of those we might have heard about from other colleagues. So now, when we ask children to produce an outcome showing their understanding of a particular piece of learning, let's use all of those kinds of tools. Let's give children the opportunity to be creative, to use the technologies that this generation of children know how to use, to evidence this generation's learning. So four very practical ideas to take forward, so that the lessons from the remote schooling period become launchpads for today and tomorrow's learning.