

Remote Asynchronous Learning Design (RALD)



Our Vision

'Your Right to be the best you can be.'

In Morriston Primary School we aim to provide a broad, balanced and rich curriculum. We offer an inclusive environment where pupils are encouraged to be happy, digitally competent, creative, confident and resilient learners. We challenge our pupils to reach their full potential, equipping them with the skills necessary to continue on their journey of life-long learning.



Our School Mission Statement

‘Together Everyone Achieves More.’

Learning and working together as a community, we challenge and support each other, to achieve our goals

Context:

- 175 pupils aged 3-11 including 26 who attend the nursery class part-time (numbers May 2021)
- Staffing: 11 Teachers, 22 Teaching Assistants, 2 Office Staff, 1 Caretaker, 3 Cleaners, 2 kitchen staff
- There are 9 classes, including the nursery
- 22% A-E EAL, 16.4% A-C EAL (numbers at Plasc 2020)
- No pupils speak Welsh as their first language
- 43% eFSM (statutory school age only - numbers at Plasc 2020)
- 73.6% of pupils are in the 20% most deprived area in Wales (numbers at Plasc 2020)
- Mobility (number of in year leavers and joiners) are always high due to the social housing, traveller community and OAU (which is a short-term placement provision)
- 31.4% ALN, 26 pupils have a statement of special educational need, 9 are school action and 15 school action plus (numbers at Plasc 2020)
- Date of last inspection was March 2017 with an Estyn Review visit carried out in July 2018
- Categorisation: Yellow 2B
- Attendance: Latest reported figures placed us in Quartile 2.

Rationale

School leaders were eager to be involved in the Remote Asynchronous Learning Design (RALD) project, as they understood the importance of this offer, particularly as schools are recovering from the impacts of the COVID-19 pandemic. This opportunity allows practitioners to have a greater understanding to plan and deliver remote learning design.

It is of great importance that professional learning provides rich opportunities for teachers to develop and enhance their professional knowledge and practice, in order to progress the quality of teaching and learning and school improvement.

The RALD project allowed practitioners to gain an improved understanding based upon the theory and practice of learning design.

Project planning

Practitioners were originally divided into 3 'project teams'. The thinking behind these teams was to allow practitioners to have professional dialogue with colleagues based on their learning. Teams were allocated a module to engage with via prepared Hwb playlists.

Each module had its very own cross-consortia workshop which practitioners participated in, holding discussions and learning with colleagues pan South Wales.

Modules were divided into the following areas:

- Behaviourism
- Cognitivism
- Constructivism

Practitioners were asked to engage with their designated modules and to produce written feedback of their learning and how this would/could influence their future practice. The project lead (Mr Matthew Bannister) would collect practitioners' initial findings and construct an intellectual output for the school.

Behaviourism



John Watson explained that learners start as 'blank slates' or 'empty vessels' and it's the role of the expert instructor to control and deliver what they learn. They do this by breaking up or 'chunking' learning into small steps and rewarding or punishing learners as they achieve or fail to achieve their learning goals.

Behaviourists believe learning should be broken down into small achievable steps, allowing learning to work towards an end goal and demonstrate learning and achievement.

Practitioner's findings and case studies

Year 1/2

I believe that the children in the Foundation Phase benefit greatly from 'Synchronous' learning as the children appear to engage more when involved in face-to-face learning. After observing children during live sessions, it was obvious to me that they are more settled and focused in a Synchronous learning environment. The children enjoy the interaction with other peers and their teacher, and this tends to improve motivation and engagement. I believe that with the children in Foundation Phase being younger in age they need to be engaged in practical hands-on activities which is why they benefit hugely and enhance their skills using challenge areas within their classroom.

To keep the children motivated in Foundation Phase it is important to ensure that their tasks are given in small achievable chunks. If this is not done the children can lose interest and the challenge of the tasks become too great and this may push them into the 'DIP' where they lose confidence in their learning and find it tricky to stay on task.

The children were then asked to answer questions on the story.

I have not used podcasts with my children however we have used Flipgrid which is a beneficial video tool that the children are able to see which supports face-to-face interaction. For example, I used the Flipgrid tool to read a story. The children were then asked to answer questions on the story. This enabled me to assess whether they had listened to and understood the message of the story. When using these technologies it is important that to give clear instructions to the children and share the learning objective which is normally done at the start of the session. I always ensure that I slow down the pace of my speaking to ensure that the children understand and can follow the video easily. The children then share their responses with a video allowing me to assess their oracy and understanding of the task.

Intellectual asset 1



Update Topic: Week 2 Check-in

Details

Title

Week 2 Check-in

00:00

Prompt

B *I* U ~~ABC~~ 

00:00:00

How are you feeling this week?
What have you done over the weekend?

Media

Add a media resource



Download Video Download Cover Image

View all media resource options

Update Topic: The Bog Baby

Details

Title

The Bog Baby

00:00

Prompt

B *I* U ~~ABC~~ 

00:00:00

Look at the front cover of this book. What do you think the story is about? Share your ideas by recording a Flip Grid video.

Media

Add a media resource



Download Video Download Cover Image

View all media resource options

Update Topic: The Bog Baby Book Flip

Details

Title

The Bog Baby Book Flip

00:00

Prompt

B *I* U ~~ABC~~ 

00:00:00

Look at the pictures on each page. What do you think is happening in the story? Send Mrs Moore your response.

Media

Add a media resource



Download Video Download Cover Image

View all media resource options

I found audio useful when setting activities using J2E. I could record audio to explain tasks in more detail. Also using audio was beneficial when setting Welsh activities. With several EAL learners in my classroom it was important to translate resources into English for both children and parents. I found

by doing this more children engaged in the activities and parents were able to provide more support using the audio provided by myself.



We also use videos and animations such as the 'Morfo' app to convey information or as a hook into a lesson. The children respond positively to these and the information can be played numerous times to remind children of the tasks or learning objective. It also helps provide children with some prior knowledge on a subject.

[Intellectual Asset 2](#)

Specialist Teaching Facility 2



Lockdown has been a difficult time for the pupils in my class; they rely heavily on structure and routine as well as direct teaching. The pupils have a range of needs and abilities and work on specific individual targets. Many learners are inexperienced and struggle to engage in their learning independently. They have difficulties with social communication, emotional regulations and rely heavily on transactional support, for example, task boards, timers and First and Then boards. Pupils need their learning to be scaffolded, helping them to develop their behaviours towards their own learning. Part of my daily practice involves the pupils making small sequential steps of progress that are achievable, pupils are drip fed information as well as being taught through direct teaching; that is suggested by the behavioural approach. Asynchronous remote learning and teaching for my pupils in my class relies highly on the support from parents/carers.

My pupils benefit from direct face to face teaching, they need to overlearn basic skill, routines and the structure of the day is very important to them as they don't cope well with change. During lockdown, I used a range of Asynchronous learning techniques, from hard copies of work, videos via Microsoft Teams, the use of visuals and images to support the learners with their tasks. Images and visuals are vital for my learners in the class. They rely on them to understand the structure/instructions of a task by breaking down the steps. Task boards and visuals help the children focus and help them understand, gaining their interest and to pick up key information.



Podcasts are something I have never considered using with the pupils in my class, as the majority of the pupils would have difficulty to recall the information without the use of visuals. However, I may consider using podcasts with my more able pupils for comprehension tasks or quizzes on topic work. It is a useful way for my pupils to take the information and learn at their own pace.

Best practice for my class would be to use a range of remote Asynchronous learning, from videos, animations, websites, broadcasts and the use of visuals that includes images, words and symbols in order to tap into all of the learner's needs. For me, this is transferring our daily practice within the classroom to remote learning, however for it to be successful, pupils would require parental support.

PPA Teacher



I believe that using audio and podcasts would be an ideal tool for my own particular practice of teaching Welsh language, the Cwricwlwm Cymreig and also music across both key stages. As a Welsh speaker I have to remind myself to use the Welsh language patterns that the children use in class.

It is also difficult for the learners as they find meaning and pronunciation difficult and being as there is a high percentage of emphasis on Welsh oracy, listening to podcasts or audio will further support the learners.

I would use podcasts to support with:

Language patterns : how to pronounce them and their meaning



Focus on particular patterns (**more beneficial as a Foundation Phase focus**) and giving audio examples such as: **Ble es ti? Pwy wyt ti? Sut wyt ti? Sut mae'r tywydd?**

Learning Welsh songs and poetry

Writing genres: I would episodically record an example of each writing genre and have audio examples of each one during each podcast. For example:

A First Person Profile on Dan Biggar the rugby player.

To break down the podcast and also in order to assess I would have time for reflection and an opportunity for the learners to respond to certain questions based on the profile and they would also have supporting documents to support with answering the questions.

Opportunities for assessments:

I would be able to assess the learners through the following methods:

- Answering comprehension questions on the profile using the attached supporting documents.
- Asking the learners to respond by creating their own podcast. This could be a first person profile on a person of their choice or to extend the learner further they could use the first person profile to help them write a third person profile and change the language patterns needed accordingly.
- Assessments opportunities could also be provided via a Teams meeting or whole class discussion.

Record a First Person Profile

3 messages • 0 comments • 0 reactions

Write and Record your own First Person Profile. Listen to my example first and use the questions below to help you.

How old am I?
Sut wyf i?
Ble ydy i'n byw a'i?
Ble ydy i'n gwyb? (Where do you know?)
Sut ydy i'n gwyb? (How do you know?)
Sut ydy i'n gwyb? (How do you know?)
Sut ydy i'n gwyb? (How do you know?)
Sut ydy i'n gwyb? (How do you know?)
Sut ydy i'n gwyb? (How do you know?)
Sut ydy i'n gwyb? (How do you know?)
Sut ydy i'n gwyb? (How do you know?)

1 - Intellectual asset 3

Nov 27, 2020	-	-	📎	Active ▾	...	+
Nov 27, 2020	-	-	📎	Active ▾	...	+
Nov 27, 2020	-	-	📎	Active ▾	...	+
Nov 27, 2020	-	-	📎	Active ▾	...	+

Llythyr Hedd Wyn

3 messages • 0 comments • 0 reactions

Write and Record your own Llythyr Hedd Wyn. Listen to my example first and use the questions below to help you.

How old am I?
Sut wyf i?
Ble ydy i'n byw a'i?
Ble ydy i'n gwyb? (Where do you know?)
Sut ydy i'n gwyb? (How do you know?)
Sut ydy i'n gwyb? (How do you know?)
Sut ydy i'n gwyb? (How do you know?)
Sut ydy i'n gwyb? (How do you know?)
Sut ydy i'n gwyb? (How do you know?)
Sut ydy i'n gwyb? (How do you know?)
Sut ydy i'n gwyb? (How do you know?)

Observation Assessment Unit

I feel that synchronous learning and teaching is by far the preferred option for children and staff in the OAU. Children in the OAU are unable to sit for any length of time in front of a computer screen

and adults need to be present in a room with the children to observe/pick up on the slightest of changes in behaviours.

Asynchronous remote learning and teaching has been successful in part of the OAU . We were able to provide learning packs; disks with familiar songs and regular counting activities. Families were able to deliver a daily check in which engaged the children in cross curricular activities including Welsh, Literacy, Numeracy drill, PSD and KUW Practice is key to teaching and learning in the OAU as skills and tasks are repetitive in their nature as children with ASD benefit from structure and routine. The children in the OAU are so young too that drills and practice of routines have to happen throughout the school day (reinforcing basic life skills on a daily basis).

Children in the OAU have needed digital home based support. Apps for Autism were provided for parents to use with children and parents engaged with interactive check in.



Text and images were provided to learners in work packs in the form of PECS and visuals that would be of use to pupils when working at home.

Children have engaged with television programmes that are useful for improving their Makaton signing e.g. Mr. Tumble/Singing Hands.

Parents were provided with reward systems to reinforce positive behaviours and photographs were shared via Dojo. PECS symbols for 'Good listening, Good sitting, Good looking, Good working together' were also shared with parents to use as success criteria for every activity they carried out.

On reflection, Flipgrid lessons involving Makaton signing, building progressively on knowledge, would be beneficial for my class moving forward.

Cognitivism



Contrasting with behaviourism, cognitivism is a theory of learning that focuses on internal cognitive processes to explain how learning takes place. Individuals are not seen as empty vessels but active participants in their own learning. Cognitivists focus on how we interpret information and make sense of it; how we process, organise and recall information.

Practitioner's findings and case studies

Nursery/Reception/Year 1

We store information through our short term memory and our long term memory. There is a third store called sensory register which is visual and auditory where information selected goes to the short term memory and consolidated in the long term memory if rehearsed over and over. We process information continually through shallow and deep processing where we remember more. With deep processing we apply meaning to information and make links to other information otherwise known as schemas. Deep processing allows us to create learning experiences that encourage remembering. With a short term memory store information is held but not processed, working memory is more complex. Working memory has different parts that process different types of information. There is a channel for visual and channel for auditory.

John Sweller suggested that the ability to build schemas is key to learning. Cognitive overload in working memory can prevent learners from developing schemas and therefore from being able to learn. He identified three types of cognitive load and suggested what we as practitioners can do to optimise learning.

- **Extraneous Load:** This refers to the load that results from method of instruction or how content is delivered.
- **Germane Load:** This refers to the load that results from activities that enhance learning.
- **Intrinsic Load:** This refers to the cognitive processing that occurs as a result of inherent difficulty of the content being studied.

Year 5/6

I enjoyed the RALD project and found the research interesting but also informative and certainly applicable in synchronous and asynchronous settings.

I was in the 'Cognitivism' module and found the module accessible and enjoyable (Perhaps the way the module was set out was in itself rooted in the 'cognitivism' approach).

The module began by looking at how we process, organise and remember information. This unit looked at our short – medium – long term memory. Our memory best remembers through creating schemas to help organise and relate information.

The module moved onto how we present information to learners whether synchronously or asynchronously using the principles of Multimedia learning. This was an area I found interesting and useful in moving forward with our own blended learning approaches. The principles are set out by Clark and Mayer 2016, where they look at the best 'conditions' for multimedia information we want learners to retain.

The module began by looking at how we process, organise and remember information.

Redundancy principle – Use audio description with a visual graphic or relevant text with a graphic and no audio. But most certainly not both (Unless for specific cases eg learning a language or no graphics)

Contiguity principle – 2 elements – labels with arrows or lines to relative area on graphic (spatial) and sound and graphics timed well together (temporal).

Modality – Using sound in place of text relieves extraneous overload.

Coherence – exclude clutter, less is more – don't include info or graphics that distract from the learning objective eg background music.

Personalisation – conversational presentation using personal pronouns, using online hints with familiar voice. Create a balance between formal and informal instruction so that learners feel comfortable with the task.

The module finished with looking at distributed practice and advanced organisers. Pupils learn best when they can create links to prior knowledge and there is a visual representation of how they can embed that link into their retentive memory. Examples of advanced organisers are Venn diagrams and KWL grids.

What I Know	What I Want to Know	What I Learned
*	*	*




Pharaohs: KWL Grid

K (What I know)	W (What I want to know)	L (What I have learnt)
- I know mummies are thousands of years old and come from Egypt - Howard Carter fell in the king's tomb with loads of gold beneath - Cleopatra was a princess - Pharaohs were kings in ancient Egypt - There are pyramids in Egypt - In Egypt they speak Egyptian - People from Egypt are called Egyptians	- Where is Egypt? - How long ago was ancient Egypt? - Who were the Pharaohs? - Who made the pyramids and how long have they been there? - Who was the first mummy that was discovered? - Who was the first Pharaoh? - What did they wear? - Were there any queens and how were they? - Who was the oldest ancient person in Egypt? - Who was the first person in Egypt?	

2 - Intellectual asset 4

Overall, the module makes you consider how pupils learn new information and concepts both synchronously and asynchronously and the fact that what you present to the learners will affect how well they learn. The importance also of not creating extraneous overload and presenting germane information with opportunities to use advanced organisers.

I will most definitely consider the presentations I wish the pupils to use and apply as many of the principles of cognitivism and multimedia learning with thought and direction towards the expected learning. Also, in teaching the pupils to present their work for them to consider the above principles.

Constructivism



Constructivism as a learning theory is often viewed as a response to reductive behaviourist beliefs, challenging the notion of learners being purely blank slates.

Instead, learners are seen as active participants in learning. For constructivists, past experience, past learning and social interactions all impact on learning.

Practitioner's findings and case studies

Year 3/4

Constructivists favour learner-led learning that incorporates peer collaboration as a means of scaffolding. Learner-led learning can be achieved in the asynchronous remote setting as well as in the classroom.

Constructivism is 'an approach to learning that holds that people actively construct or make their own knowledge and that reality is determined by the experiences of the learner'

(Elliott et al., 2000, p. 256).

Constructivism's main principle is that learning is constructed by building up knowledge on previous learning experiences. The second notion is that learning is active as opposed to a passive process.

Instead, learners are seen as active participants in learning.

According to social constructivism learning is a collaborative process, and knowledge develops from individuals' interactions with their culture and society. Social constructivism was developed by Lev Vygotsky (1978, p. 57) who suggested that,

Every function in the child's cultural development appears twice: first, on the social level and, later on, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological).

The primary responsibility of the teacher is to create a collaborative problem-solving environment where students become active participants in their own learning.

From this perspective, a teacher acts as a facilitator of learning rather than an instructor.

The teacher makes sure he/she understands the students' pre-existing conceptions, and guides the activity to address them and then build on them (Oliver, 2000).

A scenario-based learning task is usually a description of events that a learner is able to imagine and engage with (real-life context)



The anchor or hook:

Anchored instruction starts with a scenario (the anchor or hook) containing all of the information learners need to find answers to problems posed.

Discovery:

In anchored instruction, the process of thinking and learning is as much the focus as the discovery of new information or knowledge (Bransford et al., 1990). Learners are active in their search for answers. They must explore the scenario and problem solve to find answers.

Use of multimedia:

The scenario is often recorded on video to make it come alive. Bransford et al. (1990) the benefits of video presentation in anchored instruction including that of improved comprehension of information when it is displayed visually.

Constructivists value the process of learners discovering information for themselves and making mistakes is a part of that process.

Specialist Teaching Facility 1

A theory that believes that learners construct knowledge for themselves and this knowledge deepens when scaffolded by teachers or other learners. Theorists believe learners are active participants in their learning. Constructivists deny that learning is the passive transmission from the teacher. Constructivists feel past experiences/ learning and social interactions all impact on the success of learning. Diversity of groups will enhance the learning.

Discovery learning and scenario based learning work well for this approach as they enable children to build upon what they know, search for new information to develop learning and work in groups to conclude. Constructivism works best when a real life problem is identified, a plan is developed to demonstrate understanding, learner's work in groups to solve the problem and evaluate the solution with peers and their teacher.

Constructivism may lend itself more to asynchronous remote learning. Anchored instruction is a form of discovery learning that lends itself to ARL and is often compared to project based learning. It starts with an anchor which contains information needed to problem solve. Learners are active in their search for a solution, therefore taking responsibility for their learning and acting upon previous knowledge while gaining new knowledge. The constructivism approach during ARL is most beneficial when learners have support at home and access to digital devices, so that they can bounce ideas off those around them and explore a range of ideas/opinions and sources to develop understanding.

During these times practitioners should provide relevant sources to scaffold learning, differentiate activities, offer several pathways for learners to explore and build in extension tasks. If providing non digital exercises practitioners should write the hook/problem on paper, provide resource packs with everything the learner needs to explore solutions and ask learners to engage with various sources.

Year 4/5

Participating in this project has allowed me to critically evaluate my classroom-based practice and how the following elements of professional learning and research can impact and evolve this moving forward:

Discovery learning

The new [Curriculum for Wales](#) aims to create opportunities for learners "to critically evaluate information, make connections, develop deep conceptual understanding and transfer knowledge and skills to new situations to solve complex problems in a creative way" (Donaldson, 2015, p. 65).

Successful Futures

Independent Review of Curriculum
and Assessment Arrangements in Wales

Professor Graham Donaldson CB
February 2015



Discovery learning requires practitioners to create tasks that encourage learners to:

Build on what they already know.

KWL grids are used to 'bookend' topics, accessing learner's prior knowledge. Learners return to these at the end of the topic and note new knowledge and answer the questions they posed themselves at the beginning of the topic.

Search for new information to complete a task and, in doing so, build upon their existing knowledge and understanding.

Learners have a range of media sources (including digital) to hand when searching for new information to complete tasks and activities. The national digital platform (Hwb) has transformed learner's digital competencies. Learners have access to a range of new pieces of software to extend and consolidate learning in different innovative ways.



3 - Intellectual asset 5

[Scream Machines Wakelet](#)

The use of Microsoft tools such as Office 365, Teams and Wakelet were accessible to learners during face to face and blended learning phases.

Work with peers to explore ideas and come to conclusions.

Well designed and managed **small group** or **pair work** can be effective in enabling learners to explore a topic, and problem solve. Within the Year 4/5 class setting, pupils rotate their partners weekly, this allows them to access a number of different skill sets via a number of different 'talk peers'.

Overcoming barriers to asynchronous remote discovery learning

Practitioners can help learners to overcome barriers in the following ways:

- Encourage learners to bounce ideas off those around them.
- Ask learners to find opinions online, or by providing them in the form of video or audio recordings.
- Use scenarios, stories, visual aids and creative activities to support learners and maintain their interest.
- Use video or audio recordings to not only provide alternative viewpoints but to create a personalised experience to focus and motivate learners.
- Provide or suggest relevant sources of information that are readily available e.g topics on Wakelet or Flipgrid
- Provide differentiated activities to meet the needs of learners.

- Have several different paths that learners can explore so if they find one challenging, there are others they can try.
- Build in extension /mastery activities.

[Evaluation of the project](#)

When reflecting on engagement of this project, practitioners reported involvement was of benefit. The project allowed practitioners to reflect on their current practice modify, and tweak in line with suggestions / research from the project. Practitioners agreed the project was of great relevance due to the current learning climate moving out of a blending /remote learning phase during the COVID-19 pandemic back to traditional face-to-face learning.

Intellectual asset 6

[Blended learning at Morriston Primary School Video](#)

Intellectual asset 7

[Blended Learning at Morriston Primary School](#)

The project also added additional benefits, allowing staff to engage with professional learning and wider educational research, which allowed staff to participate in cross phase professional dialogue. These dialogues informed practice, which in turn added new dimensions to classroom-based practice, learning design and learner's standards moving forward.