



Transcript - Teaching and Learning Online for Cambridge Primary and Cambridge Lower Secondary

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Sara Ceroni: Welcome everyone to our webinar on Teaching and Learning Online for Cambridge Primary and Cambridge Lower Secondary a question and answer live panel and thanks for participating at this great time of great challenge and uncertainty.

My name is Sara Ceroni and I'm the school's coordinator for Cambridge International Italy. And I'm joined here by Josephine McNulty, School's Relationship Manager who will help me moderate the Q&A session today.

We understand that teacher and students are facing enormous challenges as they confront the growing stresses of COVID-19 and look to finish the school year through remote schooling. We also understand however that this is an especially difficult time for our younger learners, as well as for you teachers who have transitioned from the classrooms to teach online, to teach children and teenagers online.

With the help of our speakers today whom I'll shortly introduce, we at Cambridge International hope to answer your questions and give you some practical ideas on how to engage with students and make learning fruitful and enjoyable.

Let me remind you of the resources that we Cambridge International have created and made available over the last period. We have a number of resources to help you deliver effective teaching outside of the classrooms, as well as to help for your own professional development. You can access all of these resources, tools to support remote teaching and learning, webinars and online training, resources for you and your learners, as well as eBooks and other online resources from our endorsed publishers, on the teaching and learning when school is closed page on our website. And we're going to post the link to this page on the in the chat box. So please bookmark this page and keep checking for updates and resources over the next period.

Cambridge Primary and Cambridge Lower Secondary specifically, remember you also have access to our secure online support sites where you can download teaching and support resources like curriculum frameworks, endorsed resources, schemes of work, teachers guides and testing and analysis tools. Again, you'll find the links to this site in the chat box.

And I'd now like to introduce our speakers today. Abigail Barnett is Deputy Director for Curriculum Programs at Cambridge International. She's responsible specifically for Primary and Lower Secondary programs. Alison Borthwick is Cambridge Primary trainer and Education and Mathematics Consultant. She has helped to write and deliver several of our Cambridge International training programs and is actively involved in our trainers selection events. Brooke Wyatt is Assessment Manager at Cambridge International and has worked with the primary and lower secondary team on Checkpoint and Progression tests for the last four years. And finally, Daniela Cuccurullo is an Adjunct Professor of English at the University of Naples here in Italy and the secondary school teacher of English and teacher trainer. She's an expert on digital teaching and teaching English through multimedia.

Let me now give you a quick overview of the webinar today. So to kick off the session in the first part, our speakers will answer the question you sent at registrations over the last couple of days. And then in the second part we'll move to our live Q and A session. Please, you can keep posting your questions in the chat box to your right, and we will make time for them in the Q and A session in the second part of the webinar.

So let's get started and let's look at the first question that some of you sent. And the first question regards course books and other physical materials that we can adapt to online teaching. And I think perhaps Alison, you can get this one.

Alison Borthwick: Thank you very much there and hello everybody. This is a really interesting question and probably one that every teacher is asking. So I I'm really not surprised that it's here.

I've thought a little bit about how we might be able to use the coursebooks, textbooks, pupil books, and other physical materials. And I think the first thing that you will undoubtedly thought about is, you know just consider the resources that your students have at home. So they might already have the text books or the pupil books at home. They might have a variety of physical materials but when you're looking at those coursebooks really think about what is it that they have got at home.

I think also remember that when you are teaching in the classroom, the activities that we would call face-to-face activities actually take a shorter amount of time than if you're teaching online. So really make sure that you allow yourself and your students more time if you are setting tasks from the books and they're working in their own home-school environments.

We're going to talk about group work a little bit later on. But one of the things that I would advise is when you're looking at the course books to have a think about selecting, maybe some more independent tasks, tasks that your learners can be doing individually, or perhaps with some support from people around them. It's also helpful to think about breaking up some of the tasks that are in the coursebooks into smaller, manageable chunks. Again, the point about that some of the activities that we would normally do in a classroom actually don't often take that much time, expect longer, set longer periods of time for your students and your learners at home. So think about breaking into having a look at an activity and breaking it into smaller manageable chunks maybe over two or three days as well.

Misunderstandings are going to be one of the things that your learners might anticipate because when we're teaching in the classroom, we use eye contact, we use body language. They're very good at teachers at being able to explain and maybe re-explain picking up if our learners are not quite understanding. We're not going to have that luxury necessarily online. So think about when you're setting those activities to perhaps think about layering, lots of different teaching points just so that you can really help with that clarification when you're trying to deliver some exposition. If you want to use some of the activities or the learning objectives you can screenshot and often embedding them into a PowerPoint is a really useful and easy way. What I would say is don't feel that you have to slavishly follow the textbook and the course books. You're going to want to pick and choose some of the more suitable activities that your students and your learners can be doing at home. So you're going to be able to adapt and mix it up a little bit more and I'll come back to that point in a minute.

If resources are required, think about what do your resources have on hand. It's very easy to assume that everybody has paper and pencils, but they might not. However, hopefully they're all going to have the water, electricity. There's some great things that we can be doing there already with the science curriculum, lots of mathematical investigations, thinking about picking up tins or cans of food, thinking about what are their masses. And of course, we're going to think about online writing with our other questions, but just being mindful that some of your activities with the resources might just need to be adapted a little bit.

Think about variety of pedagogy. This is something that we would be thinking about anyway if you are in the classroom and online learning is exactly the same. So really think about what tasks you would like your students to do some writing, maybe watching something, just doing some observations, some noticing. It might be that the pedagogy advised in the coursebook is something that you think actually that's going to be more difficult to do at home. So feel free to adapt it and use a better pedagogical technique. I've already said don't try replicate the course book in its entirety. Now, obviously your schools will be giving you advice on how much content to follow but these are interesting and exciting times. So we do need to be a little bit more creative and imaginative. So you might not be going through the course book in the way that you would if you were in school, remember home is not school. So don't be afraid to mix it up a little bit, go backwards and forwards pick and choose tasks that are really suitable.

You might also want to think about if you are teaching online or offline and this is going to make a difference. And again, your schools will be taking giving you some advice here. Online teaching, using various learning platforms, particularly for primary students, my advice would be keep it short. So if you're going to use a Zoom platform or Microsoft Teams or other platforms, just keep the teaching to maybe five or 10 minutes to begin with. So you will find that your students maybe are distracted as well. If it's offline and therefore you have the advantage of teaching asynchronously, then you can think about a little bit more structure. And so it might be that you're using an activity or a task from the coursebooks but you break it into those manageable smaller chunks I talked about, but you, maybe you set it over two or three days, whereas in the classroom you would have nailed that activity quite quickly. Think also about giving one or two discrete activities. But also this is a really good opportunity to set some longer tasks over a few days, maybe some projects and some investigations. And finally think about how much to draw and teach on prior knowledge and new knowledge. And I think this is

really because actually one of the things that we want to do is to keep our learners really excited. We want them to feel really successful in their learning. So drawing on prior knowledge which will support memory, retention of knowledge, give them confidence and success is really powerful, as opposed to teaching lots and lots of new content. Obviously you can do a little, but that would be my advice. So hopefully that helps you to think about how to adapt those coursebooks and physical materials.

Sara Ceroni: Great, thank you so much, Alison. And if none of the other speakers have anything else to add I would move on to the second question.

Second question is specifically on online resources, apps and tools that we might recommend for our class in our classrooms with younger learners and perhaps Daniela, you would like to get this one.

Daniela Cuccurullo: Thank you, Sara. Yes, I can answer this question and the hello everyone. Well, the question is what online resources, and tools we might recommend for younger learners? Well, I will say that there are hundreds of free online resources. These are tools and apps both for English teachers and the students, of course.

So you can find a usable selection that is already available on the Cambridge website, the secure online support that has just been mentioned, but this website is also continuously updated. You have just to identify what works for your context in terms of activities that you want to promote. And that it is to say, you want to do a synchronous or asynchronous activity if you want to adopt a methodology or a strategy, or it depends also on the class dynamics or you want to activate if it is an individual or peer or group work and what is very important the language skills that you want to enhance that the content of the lesson and the type and level of interaction that you want to use.

In any case, I can give you some hints to find the right technology, like apps or tools online and to make the most of these free online resources. I say that first of all, I would suggest to search the net and search for inventories of tools and of open educational resources, you know, for distance learning and remote teaching. And you have to pay careful attention to the reliability and quality of these websites. Just to mention some that I always use for my remote teaching, the European Centre for Modern Languages, or also the UNESCO that have a list of educational applications, platforms also, and lots of resources that can help not only teachers and students but also parents and this is very important for young learners. And they can facilitate the student learning and provide social care and interaction during this time of school closure. But most of the solutions suggested are free and many can carry to multiple languages. And this is also important. Even if their solution do not carry the UNESCO's explicit endorsement, they tend to have a wide reach a strong user base and evidence of impact. So I strongly recommend them. They are categorized and is based on distance learning needs, and most of them also offer other functionalities across multiple categories.

Then also consider that it is a very important as teachers that we take into consideration our student's psychological and emotional wellbeing. So I would select also tools and resources that enhance collaboration, interaction and cooperation and creativity. So if you, for learning management systems and the communication tools for distance learning you can find lots of resources and then you have to adapt them to your own context. And I would also consider the potentiality of a motivation and engagement because it is very important that we always promote motivating activities. Then we have not to forget the need to improve language skills, of course and the cultural awareness as they can be in a multicultural classroom. So please look for language learning distance and intercultural learning tools. Well we know that children have the ability to gain fluency in English faster than older learners, but this can only happen if we give them regular contact with the language as part of their daily and weekly routine. And so find that the technologies, the resources the apps that can promote language learning. I would also mention some strategies for keeping students engaged while remote learning to help you through these very challenging moment. I would always start with an enjoyable input to catch their attention sort of icebreaking activity to set the scenario. And this can be singing a song or taking turns to sing a rap, each verse of a song or watching a video clip to have students play and have fun

while also moving. This is just to follow the Tudor physical approach that is very useful for younger learners. This is a way to start lessons in a different way, and you can find a lots of songs for kids or videos, also on YouTube for kids and other channels, English channels. And last but not least there are lots of activities based on identification or gaming apps that you can select also quizzes online that you can choose. You can also modify and adapt to your own and your students' needs. So just to summarize, and it really, in a nutshell, I would say that ensure students have a safe ways to access the internet, find the right technology according to your own context and let your students learn, but at the same time because it is very important.

Sara Ceroni: Wonderful. Thank you, Daniela. Thank you so much for this. All right, so let's get to our third question. Some of you shared their experience in their classrooms having a lot of students and students having a lot of classes and spending their free time in front of a screen. What can teachers get them to do that is not just computer-based? And I think perhaps Abi, you'd like to get this one.

Abigail Barnett: Hello everyone, yes I'll start with this one. It's great to see so many of you joining us today and I hope you're all staying safe and feeling well. I want to talk a little bit about the Cambridge resources that we have. So we now have 10 subjects in our primary and lower secondary curriculum and it might be that you haven't been teaching all of those but of course your free, you're very free to have a look at all the subjects that we offer and all the teaching and learning resources and activities that we provide for all of those. And I was having a look through our schemes of work.

So we have schemes of work for each stage of the Cambridge Primary and Lower Secondary curriculum on the support sites. So primary for stages, one to six and stages seven to nine for lower secondary. And those schemes of work give you a suggested structure and activities to cover all the learning objectives in the curriculum. And for me, just dipping into those and having a browse through those gave me some ideas of activities that I could adapt and that I could use at this point at this time and ensure that as you say that it's not just all screen-based work. So for example, we have our art and design curriculum and in stage one of that, we have some work on observational drawing, looking at fruit and vegetables. So especially with our primary curriculum, a lot of the resources that are required are resources that could easily be found in the home. As Alison mentioned as well, when she was talking about adapting course books and materials. So there might be an element that you want to use online for some kind of stimulus or research. So you might ask learners to go and look at a particular painting or picture online or to do an online tutorial about an art technique but then they can actually be doing some work for those more practical and creative subjects in our curriculum.

Even with the more academic, the less practical subjects like English, maths and science, there are activities in the schemes of work that you can adapt and that don't involve students being on screen all the time. So for example, in primary science there are some investigations there and this depends on your context. It depends on how much you know about learners and how they are set up at home but there are activities around, for example when we're looking at light in stage two in science, some activities around shadows that it would be very easy to get the students to try out at home. In lower secondary in stage seven, there is some work on observing plants, again knowing your context, that could be something that you could get students easily to do if they have a garden or if they have plants in their house. Even in maths when we've got work on, you know, if you select the topic that's going to help you to deliver the content as easily as possible at this time. So if you're looking at something like time there's an activity in stage four which involves looking at calendars and time tables. So there are resources listed in those schemes of work that you could easily imagine would be found around children's homes. And I think that's a good opportunity to get them to connect their learning to real life. So they're not in school where they're used to being to do their learning, they're at home but actually we can bring that learning to life in the home by using the common objects that are around them. So do you take a look at the schemes of work if you don't normally or commonly follow those. And it might be an opportunity as I say to dip into some subjects that you don't normally use.

There's a couple of subjects that you might find particularly useful at the moment. So we have Global Perspectives as part of our primary and lower secondary curriculum. And that's a skills-based course. And one of the skills that we really try and develop there is reflection. And I think at this time this is a time where we're all actually being given cause to reflect quite a bit more so giving children the opportunity to reflect on their learning, to reflect on certain questions. I think if you look at the global perspective challenges there's some really interesting questions that you could ask and adapt from those resources that we provide. Yeah, and also I noticed that somebody, a couple of people asked about E-safety. We do have our digital literacy curriculum as part of our primary and lower secondary program. And that has specific content about E-safety, about operating safely in the digital world. And so there's some really good, really focused teaching there about E-safety that you might want to draw on. So do dip into those schemes of work. You will need to think about and adapt some of the ideas there. But I think you'll find a really good selection of activities that aren't just computer-based and do get children moving around at home, looking for items or working in different ways, not just on screen, thank you.

Sara Ceroni: Thank you, Abi, that was wonderful, lots of wonderful ideas and suggestions for our teachers. All right, moving on to the 4th question, actually a question that someone in the chat box also asked, how can I inspire writing online? And I think Abi, you might want to say something about this as well and then perhaps Alison would like to add something, thank you.

Abigail Barnett: Thank you, yes, I think we're both going to have to go this one. So this is a really interesting question. And I imagine that the teacher has asked us this question normally teaches writing, you know in the classroom with the whole class and you have lots of discussion and collaboration and you maybe scaffold the writing together. And the teacher will be modelling the process especially when learners are developing their writing skills and developing their understanding of different forms of writing. And all of that, it is hard to do at the moment. So it's requires us to think a little bit differently. Now you might have some children and you'll know your children and your context really well. You might have some children who actually are very confident writers and who might really enjoy writing at this time. They might really get inspired by the idea of keeping a journal or by blogging. At this time, they might find that quite an absorbing focused way to spend their time. But I appreciate very much that you might have some other learners who really struggle to get going to write independently who aren't so confident. And I think it would probably take some experimentation but I know that that as other speakers have said earlier, keep things simple, start small. You might want to start off letting some really easy, short personal writing tasks and responses because it's important that children feel connected to you as their teacher at the moment. So you might want to ask them just to write something very short about something that's been different in the last few weeks that they'd really enjoyed doing. And to send that to you and you can just give them a little bit of feedback just acknowledg and thank them for the for what they've sent to you. It's not a time, I don't think to be really kind of picky about technical details about learners writing. It's more about having some genuine communication I think at the moment.

Depending on your setup, you might want to do things like to start a class story where learners, somebody might start off the story and other learners might add to that so that you build up different chapters so that there can be ways to collaborate even if you're not all in the same space obviously. And again, depending on the age of your learners and what they're used to you might be able to set up some writing partners or use peer feedback as well to share each other's writing and to give comments on that. And I think in terms of inspiration for writing it's a very interesting time to think about perspectives and the different perspectives we're having about things and the different ways that we might want to use to communicate. So at the moment I have a six and three year old niece and nephew, and we talk via face time and, but also I'm sending them a postcard once a week and I'm not sending it as if it's from me their auntie, I'm sending it as if it's from our little puppy, because they haven't met her a puppy. They were supposed to come and visit us. And because they haven't been able to do that their getting postcards from the puppy instead.

And so, you know, it doesn't all have to be writing on screen as well. You might want to ask your children to write things on postcards that they take photos of and upload to you so that it's not just all on screen writing. But I think the editing online actually something that some writers and learners enjoy a lot more than when they're writing on paper. So that could be something that you explore and that can help some learners who are reluctant to put pen to paper because of making a mistake or editing on screen is great you can just delete anything that you're not happy with. You might be using, story still you might be doing shared reading time. And of course, stories are of great stimulus for any kind of writing that you might do.

And I don't know if any of you seen this on social media. It's certainly been around here, something about Shakespeare actually writing King Lear when he was in quarantine because of the plague. And I was wondering whether that was true or not and doing a little bit of research into it but it looks like yes, there was so time during the peak of his writing career, when the playhouses was shut because of plague that he wrote some of his best works. And yeah, somebody said Romeo and Juliet mentions the plague exactly. It's a plot device in that. So we are not the first generation to be going through something like this. And I think being able for learners to be able to hear that and know a bit more about that may be quite reassuring. And of course it Shakespeare's birthday tomorrow. So there's lots happening I think, online connected with that and lots of theatres and museums that are making their content available.

So I know that there's, I can see lots of great creative suggestions coming up in the chat. I know there's great things happening. And as I say, I think it's a time to experiment. I think it's a time to not expect kind of lengthy pieces of individual writing that is sent to you but we can find ways to ensure that we're connected, we're communicating. And as I say, you might get some really interesting creative responses that surprise you from some of your learners. So, and as Daniela said as well, we hope to be able to create some engagement and to have some fun as well at this time although so much is so serious. So yeah, do you have an experiment with some of those ideas? Alison, I don't know if you want to add anything.

Alison Borthwick: Thank you, thank you. I'm exhausted, listening to all of your amazing examples and I'm not sure I'm going to be able to top the puppy and the postcard one. But I think the thing that I would say is remember the purpose and the audience for writing because it's really important that even though we're not in the classroom with our learners, if we're going to ask them to do some writing there's still got to be that purpose and audience. I'm thinking that actually that purpose and audience is going to be a little bit different at the moment. So really try to think about what's going to motivate your learners. Who do they really want to write for. Again I completely agree with Abi that, you know we're probably going to be doing some shorter piece work. Although I saw that somebody put on the chat box to do a story marathon. So I'm really excited about that one. I look forward to seeing all these story marathons. The one thing I would say as well is that don't forget that just because you're not that not there in the classroom, you still have all these amazing skills and frameworks that you would use within your teacher toolkit. So remember about, if you're asking your students your learners to do some writing, you can still give them examples, give them some key words to use. Think about writing frames. Abi already mentioned in the previous question about Global Perspectives. Another of the skills in Global Perspectives is research. So again, this is a really opportunity to draw on the research, to inspire the writing and just be creative. You know, this is a really good opportunity to get that imagination and those creativity thinking hats on. So hopefully that helps too.

Sara Ceroni: Great, thank you so much Abi and Alison and great ideas coming from our teachers in the chat box. So thank you for that. And then moving to our next questions. Something that students are asking about group work, doing group work online, perhaps Daniela and Alison, perhaps you Alison might want to say something about group work for sciences and maths. Since we had a couple of questions coming in about that and that perhaps Daniela can add if she has something to say on this one, thank you.

Alison Borthwick: Great, well, thank you again. So, I mean, there's no easy way to say it group work is gonna be a little bit harder. So we are going to have to think a little bit differently but there are also opportunities. So again, depending on if you're using some online learning platforms, say for example, I know that Zoom if you and your learners have Zoom your ability to put your students into breakout rooms. So that's an opportunity to stimulate some group work. But even if you don't have that facility, you can also try and perhaps pair students up, put them into smaller groups or misuse that's kind of that self-help almost in terms of a self-assessment peer assessment group work things. So I think it is really important to try and keep your learners but Abi's already mentioned that. I think one of the things that we do need to be sensitive towards is that not only are learners missing you, the teachers but they're gonna be missing their peers as well. So anything you can do to keep them connected, you know maybe even have some sessions where you are just there to ask about their wellbeing, to ask what they've been doing to have a look at what they're wearing, that they wouldn't normally wear in school. All of those other things just helps your students to think that they are connected. And then you can think about that group work online.

On the back of that as well, which is kind of tied in. I can see a lot of the chat is coming in about asking for math support as well. So I can tie these two things together. One of the great websites that I always recommend, it's in the Cambridge math primary and lower secondary schemes of work NRICH website. And I'm mentioning Enrich which is a worldwide free website. It has over 14,000 tasks. It goes from three year old to 18 year old. So something for everybody. But what NRICH are doing is that every it's about every six to eight weeks they publish what they call live tasks. And with the live task, the solution is hidden and the students and the learners are encouraged to submit their own solutions, which can be then, they can take a photograph of their work and they can send it in. And if it's chosen by the NRICH rich team in Cambridge, and their solution is published forever on the website. And that's a really good way of connecting students and getting them to work in a group. And I can see that somebody already put the link up for me. So that's authentic NRICH.maths.org hopefully that helps.

Sara Ceroni: Thank you, Alison. Daniela, would you like to add something on this one? I wonder if Daniela, Daniela can you hear us? It looks like she's reconnecting.

Daniela Cuccurullo: Yes, here I am, again. Can you hear me?

Sara Ceroni: Yes, we can hear you.

Daniela Cuccurullo: Okay, so thank you Sara for asking me to give my contribution to this question because I do think that I encourage student collaboration. We group projects is very important. I think that still sometimes students can be each other's best teachers. So it is important and essential to continue to give our students opportunities to collaborate even online is more groups or teams. Of course, there are different solutions for this and they gain, there are hundreds of resources in terms of platform and tools. And I'm not mentioning one in particular, but of course Cambridge is supporting schools, teachers, students and parents through the website can find lots of solutions. Or you can just search again on the internet with some key words. In this case, collaboration kits, distance learning a team work or online group, work group and that you'll find a huge amount of material.

What is difficult then is a to analyse these materials these tools to select and adopt or adapt them to your own context. My personal advice is to make sure that these are tools that makes a productivity and the creativity that is very important because you have to get students share and collaborate in projects you should always give them feedback and take feedback on what you say, annotate, brainstorm, or just hang out as I said before for social interaction. No matter the use of these tools. So once they are quality tools about collaboration certainly can lead to better knowledge because it can help building social and emotional skills in a teamwork. Also games and this help a lot in these direction.

And then I totally agree with Alison because I think that also captivating these STEAM activities can be used to enhance collaboration. STEAM activities is, STEAM is an acronym that stands for science, technology, engineering, art, and math all together. And it is an integrated approach to learning that really encourages students to think more broadly about real world problems. You can find hands-on materials and ways to inspire our students, your students and make them have fun because the activities should always be joyful for them. You can ask a question like a scientist. You can have them make some experiments online. You can have them design a like technologist or build like engineers in the while playing with their toys. You can also play math games with their schoolmates or you create like artists because I think that the visual code is very important. Students that use visuals everywhere in daily life. And it is also important to bridge the gap between formal and informal learning because you have to enter their houses and do what they daily do. Also considering that not only visual but also art workshops can be a therapy for time to enhance a warm cognition. And so these are the answers are therapy and the STEAM activities a warm cognition to find a way to explain the task prerecording the idea tutorial. So to have the whole class understand what are the procedures to follow and have them draw something or do a collage or a poster or infographics something that puts together information and graphics and what are also important to create with them lab books. So you can also create a digital lab books assembling different materials and different ways and different channels, different codes of learning and communicating nutshell again, just have fun. To summarise that the key concept of a lesson learned to something that can be done in a collaborative way.

And another important thing that I also would suggest is that reading books together. You can also have lots of audio books that are now online for free and can be an alternative to have students read, understand and share the ideas. I think that also research shows how and essential and important is narration the narrative therapy in boosting children's social and emotional skills. These means improvement, improvement in self-awareness, in social awareness, in self-management, in empathy that is very important and responsible decision. So digital storytelling, reading and telling stories can be therapeutic and at the same time particular in this challenging moment of lockdown. There are lots of platforms that give you the opportunity to find these digital blackboards where you can collaborate to write together, to speak together and to share activities together, such as edutech or common sense education just to mention some of them. They have extraordinary release of collaborative tools.

And last but not least, I would also say that to enhance and courage collaboration, you should also show a start a twinning project. A twinning is a platform of the European community that is for teachers and students, and that work in the same school or in different schools of the European countries involved. And it is a platform with toolkits to communicate, to collaborate, to develop projects, to share, and to feel, to be part of a learning community. In Europe, of course but it is very important.

And there is also another platform. This is a global one and this is Pen Pal Project. It is the world's largest collaborative learning community. And that connects to students with same age students from all around the world. I think that more than half a million students from more than 150 countries have joined this platform and they practice writing, they create a regional projects. They make friends are from all over the world. And this for me is a way to facilitate authentic and cross cultural collaboration in and beyond the classroom.

Sara Ceroni: Great, thank you so much, Daniela. And thank you, Alison. And thank you, especially for picking up the math and science question. Before we open up the floor to some of the questions that just came in in the chat box, we've got one final question on assessment. So I'm gonna ask Brooke to get this one. The question is, can we assess students by Progression tests even if we are in distant learning? Brooke this one for you.

Brooke Wyatt: Right, thank you. Thank you so much for joining us. And I think it's really admirable that teachers are trying to carry on as you would usually. And part and parcel of that is trying to assess as well. So the example that you've posed is Progression tests. I think you want to think really carefully about the purpose of the assessment that you want to be giving children at this time. You want to be fair on yourselves. We're in very different times at the moment but also fair on the children. Think about the situations they might be in at home. Are they able to access the equipment that they would need to fully complete any assessment that you want to give them? Are they able to access even an hour of time where they don't have siblings running through the room or they might need quiet concentration to be able to complete a formal assessment properly and fairly?

I think we want to think about the purpose of that assessment, is it, is your intention to give quality feedback to the learner? If that's the intention there's a lot of ways you can give feedback to the learner. And that feedback at this time in particular is so valued. I can tell you from having my own two children at home, I've got one in primary school, and the other's in lower secondary. Every piece of work that their teacher looks at and comments on means the world to them at this moment. It's that connection back with school, that sense of normality, but then also the constructive nature of their feedback that they're getting is what's motivating them every day. So that kind of feedback is so invaluable at this time even if it's just for that personal connection to know that you're still available, you're still there, you're listening. If the purpose of giving an assessment such as the Progression test is to make some sort of judgment to verify the judgments you've made up until this point. I'm not certain that we can decide that that is a fair assessment to make. If they're in different situations, you could have a class of 30 children who are all at home with different surroundings in different contexts. What I would recommend is, if you want to use the Progression test and if you can possibly wait until they are back at school, that that would be the best use of that tool. They are an incredibly valuable tool, especially if you use them with the progress checker analysis being able to track where their strengths or their weaknesses are and track the progress that way is really incredibly valuable but would be potentially more meaningful if you can wait for them to actually sit the assessment when they're back in school.

When there was some questions coming up in the online chat there, on the side there I saw there was a reference to the on-screen progression tests that we have. We have on-screen progression tests for stages seven, eight, and nine. And that is for the subjects of English and science and maths. And they are up there. They can access their it onto our website. They do have a token whereas our paper-based progression tests are available through the website. The on-screen ones you need to purchase a token for that. If any change or information on the on-screen progression tests comes to light we'll make sure to make an announcement through our website on that.

I think that it's important when we think about how we're going to assess the children as being just very aware of the different circumstances they're in, they all obviously we're at a certain point in the year when we were all sent to learn at home and we want to support the children as much as possible but also make sure that everything you're doing is manageable, manageable for your learners, manageable for yourselves. Be fair on yourselves, be fair on your learners and and just think about the most fair way to support them. But also you've been doing assessments yourself throughout the whole year since you've started teaching your classes and remember to trust your professional judgment throughout this, you know your learners better than anybody else. And you know, you probably already know where their strengths and the weaknesses are. And quite often our assessments do just verify what we know about our learners. So I know there may be more questions to come regarding assessment and I'm happy to answer those if more come up. But I see we do only have nine minutes left to do a Q&A so I'm quite happy unless anyone else has anything to add on that.

Sara Ceroni: Great, thank you so much, Brooke. I think I'm just going to hand over to Jo who's be collecting questions during the session and perhaps we might get a couple more and ask you speakers to answer them. Thank you, Jo.

Jo McNulty: Wonderful, yes there's been lots of great questions. We might not be able to get through all of them just now for the time that's left. So what we could do, is get the questions that are go unanswered today, we'll try to put together a question and answer sheet drawing from the questions that have been asked and try to give some of the answers. And we'll put that together with the recording that we'll make available too, with the slides.

So lots of questions have already been answered but one of the key questions that seemed to get repeated was about teaching science online particularly for lower secondary and if there are any apps, any suggested websites particularly for teaching, looking at experiments. Does anyone have any suggestions for that?

Brooke Wyatt: Alison were you about to jump in there?

Alison Borthwick: I can, I can, but please go for it if you have another answer.

Brooke Wyatt: I was, I'm a former science teacher and of course be teaching my own children at home at the moment it's become a slight personal passion that I've decided I need to cover an entire curriculum in a matter of weeks. I must obviously be a bit more fair on my own kids. But I have been impressed with the amount of things I've been able to gather around the house in order to do a particular experiment with them. And it may not be what I would've done in the classroom but I don't have that at my fingertips. I do have a lot of things in the kitchen. There are some great websites. I didn't come prepared with any of them, I apologise, but we can collect a group of websites to then release. But some kitchen chemistry ideas are always amazing. And I think the idea is always just about making it fun. It's I've not been in the classroom for four years and it's reminded me being and trying to inspire my own children with science. It's reminded me just how fun the subject is. And it's all about the context and the engagement in it. And I think it's one of the subjects where you probably don't need the textbook as much but what you do need is just some ideas. And then reinforcing the science skills, the practical skills. This is a great time for that. It's difficult to rely on parents at home to be able to support the children in that. So not every, not every child has a science teacher as a parent, but I think that there is a lot that we have in the household that we can repurpose and we can make up a science experiment about. And in fact that could be half the fun is planning the experiment and then looking around the house, okay, what can we use, what can we do? And then just reinforcing those science skills around that the planning and the observing, and you know how we might present our results and things like that, that can all still happen at home.

Jo McNulty: Okay

Brooke Wyatt: Yeah, I mean, great, great examples. I can just pick up a couple of things there. Certainly the Association for Science Education. Yes, they have some really good things on there and currently their membership has been collapsed. So it's free, Science Sparks is another good website as is the Primary Science Teacher Trust. But exactly that what Brooke was saying, this is a perfect time to be working scientifically and working mathematically.

One final thing on science is I would encourage everybody to go to the Cambridge International website and have a look at the blog, because there is every recent blog on how to do science at home. That's just been posted. And I think that would really help people as well.

Jo McNulty: Okay, thank you for that. That was great suggestions. Another couple of questions. I think we wouldn't have time for anything more. One is suggestions for students with special education needs in general, and dealing with their needs online. Would anyone like to try and answer that to give some suggestions? Oh, okay, well, let's move on to the next question and we'll get some answers from in-house, from our experts there. I think the last question that we've got time for because we're almost done is related to teaching English as a second language. So a couple of things, are there any suggested apps to use for listening skills in particular and dealing with English grammar and teaching

online, making it interesting. So maybe Daniela is an English teacher. So she may be able to give some suggestions and anybody else if you've got some extra suggestions would be great, Daniela.

Daniela Cuccurullo: Can you hear me now?

Jo McNulty: Yes, we can hear you, Daniela.

Daniela Cuccurullo: Okay, so again, there are 100s of resources online to teach English as a second language but I think that having students listen to or watch videos is the first step. And you can just share your digital platform and have a student listen to the audio recording. So just watch the videos and then have the full screen and the work on that. Trying to understand, trying to check the what they understand while watching or while listening. There are also tools that enable the possibility to embed video on them and enhance the commenting by students. So I don't know, there is always important to watch videos and find the critical point of understanding, positive or negative that can be. And so it is important to we'll have students interact while watching, teachers can have graphics, or what they have written on the platform. And they can analyze and discuss with them about this. Or you can have an authentic situation.

You can also do visual tools with your students at this time of being locked down and not having the possibility to go outside a school. You can have services and opportunities by Google maps so that have you Google auto art that's how you visit a place is so interest. So I think that having your students be exposed to authentic language or to authentic realities can be a very important. And again, as I said before, trying to have them take part in a learning community, I think that this is, the most important thing to do. And it's also referring to grammar interactive exercises and gamification. Someone asking in the chat before apps for gaming there are lots, of course, Kahoot is one of the most widespread, but there's also BrainPOP. You can just find the Gamification for students and also English Attack. It is a very important platform, digital platform where you can just play and reach high good levels of learning. So gaming, Gamification for grammar and also for collaborative and interaction, collaborative tasks and interaction students and authentic realities. Video or audio are digital realities.

Okay, wonderful, thank you, Daniela. As I think that we won't be able to answer any further questions at this time as time has gone against us and we're almost finished. What I will say is that we will try to put together question answer list to answer the other questions that we didn't manage to look at today. I'm going to quickly hand over back to Sara who will conclude the session.

Sara Ceroni: Thank you so much, Jo. You're right, we're running out of time and we're going to have to draw the session to close, but before we go I'd like to ask our speakers to share one top tip for teaching primary and lower secondary. If there's something you'd like to share very briefly with our teachers today. Abi, would you like to start for us?

Abigail Barnett: Sure I would say, just keep it simple. Don't expect to cover everything that you normally would everybody's going through the same experience. So just look forward to the time when we're back to normal.

Sara Ceroni: Thank you, Abi. Alison.

Alison Borthwick: Thank you, yes. So my top tip would be have a lot of fun. Think creatively, think a little bit outside the box and try and take a risk with what you're asking your learners to do, because we know that quite often happens when we give the learners control and we give them a little bit more of a risky task to do. So look at it as an opportunity and have fun.

Sara Ceroni: Thank you, Alison and Brooke.

Brooke Wyatt: Yeah, I'm going to mirror what Alison said is trying to enjoy this and the aspects of it that are different to our every day but also I think just making sure that your learners know that you're available and every time you connect with them, it means, it means the world to them. So just continue to communicate.

Sara Ceroni: Thank you, Brooke, and finally Daniela.

Daniela Cuccurullo: Yes, can you hear me?

Sara Ceroni: Yes.

Daniela Cuccurullo: Yeah, so my tip is make this space you choose for distance learning a place that it is not the physical and digital environment that matters but the dimension of lead experience, interaction and the use of it by you and your students.

Sara Ceroni: Fantastic, thank you all. And thanks to the speakers, of course, those who have been and all of you for listening and participating in the webinar today it was a great session. We did record the session and we will make it available on the teaching and learning when school is closed page on our website. So thank you again and keep in touch.