

We asked : what is working for Speaking in Remote teaching?

Remote

Our FLAs are doing one to one speaking practice and it is working well via Teams

I use Breakout rooms – as starter activity working through a booklet

– reading aloud

- using sentence builders.

Teacher drops in and listens with tick sheet

Did a role play with my students today

Hands down - just as in real classroom - and I pick on students to answer / read out

I use Vocaroo.com It is great to record.

My pupils have found Vocaroo easy to use

Recording in OneNote is also really effective

Students recording themselves on their phones

We do a lot of cold-calling asking questions

Students can do a shared role play on a collaborative Ppt - haven't yet tried this but a colleague has

I used Qwiqr with very small sixth form group so might be OK for small GCSE groups

I have put together a knowledge organiser and make the kids read some sentences to practise their intonation / accent

Conversation as they enter the Teams meeting

Flipgrid photocard tasks

Lockdown enables good opportunities for speaking in small groups

Recordings on phone/ iPads

Used Wheel of names to chose topic

Need to get some of it out of the way now in lockdown, e.g. tell them all to send in a recording or something. They are out of practice of speaking.

Does it have to be topic related? Could we do more transactional stuff?

That will be useful in future life

Yes that would contribute another context.

We asked : what was working for Speaking under school policies before the latest lockdown ?

In school under COVID conditions

Hopefully when we are back to school, I can do 'round' table with my students that worked really well last year.

We do 'round' table - students working in ability groups - higher/foundation

We put a table lengthways and sitting approx 2m apart

We are not allowed to move. Recordings on phone/ iPads

Build conversation / description gradually in a row facing forward not looking at each other

We asked students to wear their masks when doing group work/ trapdoor

We asked: how do colleagues share criteria and processes with students in their departments?

Departmental approaches

I have taught my GCSE group for past 3 years and know their level pretty well as we have always actively practised speaking - could that be used? We also did regular speaking mini assessments

This informs your endorsement really well.

Secretary of State : 'Give them the grades that they deserve' – give your own impression using your professional integrity

We made a Ppt which each teacher has or will show their classes so that everybody knows what the endorsement is about.

We are asking them to record their written paragraphs on their OneNote but they are all reading

I still we need to remember that we are not judging them just by one or two off speaking tasks, but overall how they can communicate and I think we do know the students we teach to judge their level...

I agree and does it really matter if they read on the recording?

I would say I know all my students levels without doing any 'formal' assessments

I made a presentation explaining it all with a very clear message that it didn't mean extra work for them. All of the speaking they do in class can count

In my Dept. people are very worried about accountability hence the mini tasks in case parents query the endorsement, so records will be kept.

This question wasn't spotted

I am just also very concerned for the Year 10 students now, as they are in such a compromised position. Any advice or ideas for them?

Reassurance and positive enjoyment of whatever speaking activity can be organised ?