Success Story No.3 – Using Screenrecordings for Learning Activities

May 2020

I had the pleasure of speaking with Rachel Byrne from Hadleywood and she shared the school's success using technology to engage their students.

What is your school context?

We are a small 1 form entry school. I am a year 2 teacher.

What has been the biggest challenge?

Making content that is appropriately challenging but also accessible enough that an adult isn't required. Also catering for different levels of ability throughout the class. There are many things to consider, such as, the length of your video input, and how much explanation there can be; you have to make sure you're giving all the explanation that is required.

The first couple of weeks we encountered some teething problems and I spent time supporting the parents to ensure they could get access to the materials.

Can you share your success with screenrecording?

We had covered the curriculum in preparation for the SATs this term, so we haven't had new content to cover.

I learnt how to do screen recordings which has helped bring the learning to life for my children. I've found Quicktime for Mac has been really good for recording your screen and then edicitng in iMovie. Some teachers have used Adobe Spark, but the clips have to be 30 second bites.

I've tried to make the screenrecording interactive, like asking the children to pause and see how many adjectives they can generate from a picture on the screen. We do this with literacy and maths e.g. Sam says he has split this shape into halves because there's two parts; do you agree?

Or asking if there is a spelling rule for the words shown.

The videos of a poweroint are a starter to the activity I set, e.g. I introduce the features of a in the video and then they might have an independent activity such as needing to spot the features of a diary in an extract.

I've made grammar videos in the same way, which ask for students to have a pen and paper

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and write terms or examples down as the video is going along.

Using Office 365 to upload activities; we upload one maths and literacy task every day with a powerpoint in the form of videos that are mainly screenrecordings. Each week we add an additional video and project for either history, geography, art or science.

What else has worked well?

There is an Achievement assembly each week which the Headteacher leads and each teacher sends a video of themselves, nominating a star of the week which is used in the assembly.

Prior to school closure, we were only using the Office 365 tool OneNote for homework– where each class has their own page. It has a content library where we upload resources and then each child has their own page where they can upload anything they've done.

What has engagement been like?

This has been pretty high, classes have only up to 3 children that haven't yet engaged. We're getting positive feedback with completion of work and parents are letting us know if there are issues; if students are struggling, parents will contact. Even with the support of video of the Powerpoint, some parents have asked for a simpler version which we have created. Parents have sent lots of messages.

I've tried to make the worksheets interactive on word, so students can type straight into it instead of there being lots of printing required.

What are you thinking about next?

As a small school, separating out into small groups is difficult because we don't have the space, so we'll be thinking about this and making sure there's enough staffing especially for children with additional needs.

Any final thoughts?

At first I personally found it really difficult not being there with the children and explain things to them. I've had to rethink how I can break things down, but it's actually been really nice using the Office platform. We've had lots of photos and parents have been uploading personal moments, like one child learning to ride their bike and another sent photos of an Easter hunt.