Remote education lesson example: key stage 4 English literature

October 2020

Lesson overview

This lesson is:

- 1 hour long
- for year 10
- aimed at mixed-ability pupils

What you'll need

You'll need:

- Microsoft Teams
- a visualiser
- a copy of An Inspector Calls

Core content

The significance of opening stage directions and how characters will first be presented to an audience, according to Priestley. The lesson focuses on:

- characters as vehicles for Priestley's message
- linking previous knowledge of Priestley's messages to methods (for example, character and staging)

Lesson context

This lesson is part of a sequence of learning that explores and analyses the play as a polemic.

Prior knowledge

Pupils have already read the text and will have knowledge of plot and character. This prior knowledge includes:

- study of the context of this play, including social and political context in both 1912 and 1945
- exploration of the core features of capitalism and socialism

Pupils have also focused on Priestley, the man, his life and experiences.

The previous lesson was revision of Priestley's viewpoint and messages, with exploration of his social and political perspective. Following this lesson, pupils will look at the Inspector and Birling, their roles as mouthpieces and their relation to each other in the text.

Key questions

We'll ask:

- how does Priestley introduce the characters to the audience in Act 1?
- what is the status quo at the start of the play?

Key vocabulary

By the end of the lesson pupils should know:

- mouthpiece
- status quo
- vehicle

Example English literature lesson plan for remote education

This lesson plan was provided by the HISP Research School to help teachers consider how they might adapt their usual classroom practice for remote teaching.

> Schools have shared a range of lesson plans annotated with tips and ideas they have found useful when teaching remotely.
>
> The purpose of the lesson plans is to help teachers consider how they might adapt their teaching practice for the remote context. The examples are intended as a source of ideas, not as teaching resources or lessons the department expects schools to teach. They do not reflect departmental endorsement of any particular approach to remote teaching.
>
> The department does not expect teachers to create formal lesson plans.

Task	Adaptation for remote teaching
Preparation The teacher displays a slide that tells pupils they will need: - their copy of An Inspector Calls - lined paper to write on, a pen and a highlighter - to put away their phones Reiterate the coding on the slides, which uses simple icons to illustrate when pupils should be completing a task and when they should be listening to the teacher.	Teachers should share their screen through Microsoft Teams and talk through the slide. The preparation slide supports pupils in developing effective routines so they are prepared.
Activate prior knowledge The teacher talks through a slide and the use of the key phrases below to talk about	**Teams chat**

literature with more sophistication. The teacher should links this explicitly to pupils' ideas from the previous lesson on Priestley's message and state that we now need to link this to the choices made.	Using the chat function, teachers can assess engagement and assessment.
	You can see which pupils are not answering and ask them to contribute, or target with questioning later in the lesson.
What is Priestley's message?	
The slide offers pupils the following prompts:	**Microsoft Forms quiz**
- perhaps Priestley is trying to… - it could be argued that Priestley… - maybe Priestley wants… - Priestley seems to be setting up the opening in order to…	Another approach to this could be to use a multiple-choice quiz on Teams. This is useful for ensuring that all pupils are involved but this perhaps provides more limited scope for higher level thinking. The results from the quiz can be then shown live (as a visual pie chart) to enable you to address misconceptions or gaps in knowledge before moving on.
Pupils should note down in the chat what they can recall from last lesson - what is Priestley's message?	
The teacher displays a slide which includes examples of pupils' responses from last lesson's plenary.	Teachers can display examples of pupils' work from the last lesson by sharing their screen.
Developing ideas	
Emphasise that we have the ideas but we now need to work on how we talk and write with more sophistication. We'll ask:	
- how do we see Priestley's message in action? - what methods does he use?	
The teacher displays a slide on which the key questions are presented:	You might want to have emailed the slides already. Consider allowing more time than you usually would for pupils to make notes.
- How does Priestley introduce the characters to the audience in Act 1? - What is the status quo at the start of the play?	**Model note-taking through a visualiser**
Link to previous knowledge.	Make lots of reference to effective note-taking, with modelling on the visualiser. This is important for supporting effective written notes and annotations at home.
Explain that our job now is to look at the play's opening and explore how characters are introduced and, crucially, why (with reference to Priestley's message).	It would be useful to explore the term 'status quo' using the visualiser (for example, writing out a definition).
Explore new vocabulary: status quo. Pupils copy the key question as a title and the definition of new vocabulary.	
Teaching new knowledge and exploration of the text	Ensure pupils do not have problems accessing the text.

The teacher displays a slide which reminds pupils of the lesson's key questions and provides the following instructions: ● turn to your copy of the play ● find the stage directions on page 1 .	**Electronic copies of the text** It's useful to have a copy of the relevant pages electronically so that these can be emailed if pupils do not have the text. Speak to pupils (using pupils' names at all times) to ensure that everyone is ready and encourage pupils to speak aloud if they can. **Use Microsoft Teams chat function** Not all pupils will have access to a microphone and those that do might not have the confidence to speak up. Teachers could question specific pupils and ask them to type a response into the chat bar.
Teaching new knowledge and exploration of the text The teacher displays a slide which instructs pupils to copy the slide's title: How do the opening stage directions establish the Birlings' social status? Read the opening stage directions (with the text under the visualiser) to the class. Tell pupils to: ● find evidence to show characters' social status as you read to them ● look for any hints about how the audience should respond to this family Once read, allow pupils time to re-read the text and highlight any evidence to suggest social status.	**Read with a visualiser** Ensure you display the text under the visualiser. This helps pupils to see where we are if they get lost. Using your finger or a ruler to mark where on the page you are can support. It is important to allow enough time for pupils to re-read at their own pace. Pupil feedback has shown that this time is much appreciated, and they struggle to engage with the learning without it. This can feel like a slower pace than classroom-based learning.
Teaching new knowledge and exploration of the text Using the visualiser, the teacher begins sharing some parts of the text that pupils might have identified. Ask for ideas from pupils. Encourage pupils to speak aloud or use the chat function.	**Questioning remotely** Questioning can be challenging when teaching remotely. Some classes will be comfortable talking out loud but many will prefer to use the chat function. Using names and targeted questioning where possible is even more important in a remote setting as you can't rely on non-verbal cues.
Teaching new knowledge and exploration of the text	**Model with a visualiser** Model the tasks to pupils using the visualiser. You could perhaps start the task for them.

The teacher displays a slide which asks pupils: ● Are we encouraged to like or dislike them? Why? Are there any hints about their relationships? ● For each character, decide: how are they presented at this point in the play? Pupils should complete the task and make notes for each character. Encourage pupils to link their ideas to what Priestley wants us to think and to his message. **Discussion** Again, lead a discussion of ideas from pupils. Encourage pupils to speak aloud or use the chat function. If they do not engage, use the visualiser and target questions to pupils as appropriate.	Encourage pupils to write any questions in the chat or to email if they are unsure. Later, these notes could be submitted as an assignment on Teams but, at this stage, this is an activity for thinking and developing ideas.
Teaching new knowledge and exploration of the text The teacher displays and talks through the next slide, which displays the key words (mouthpiece, status quo and vehicle) as well as the following sentences: ● The characters are used as vehicles for Priestley's message and they all have a purpose. ● Which characters directly present Priestley's views in the play? What do they have in common? ● The inspector is a mouthpiece for Priestley. Emphasise new key words, using the visualiser. Direct pupils to copy key words.	**Annotate using a visualiser** Because this covers a lot of new knowledge, it would be useful to annotate the slide with a visualiser and talk through slowly.
Teaching new knowledge and exploration of the text The teacher displays a slide which explores the aspects of society characters might represent. Pupils should make notes during teacher-led class discussion. Show how to do this and use pupil interaction to work through this slide rather than just talking it through yourself.	**Model with a visualiser** Use the visualiser to model how notes should be organised. Modelling new vocabulary and academic phrases through talk is ever more important in the remote classroom. Lots of repetition ensures that pupils can repeatedly hear and begin to better understand this new vocabulary. This also encourages pupils to be ambitious, so provides a challenge. It's important to tell

Focus on the idea that the characters are devices within this microcosm. Keep emphasising the new vocabulary and use the new vocabulary as often as possible. This is also an opportunity to use the phrases from earlier in the lesson.	pupils that this is what you are doing and that they will be successful if they can do this too.
Opportunity for pupils to consolidate and practise using new knowledge The teacher displays a slide which asks pupils the answers to today's key questions: ● How does Priestley introduce the characters to the audience in Act 1? ● What is the status quo at the start of the play? Direct pupils to now answer the questions using Teams assignments.	Ensure the assignment and clear instructions are set up on Teams. Pupils could also email their answers. Using Teams allows for quick feedback using the marking function and it's easy to monitor who isn't engaged. Ensure that you leave your microphone on so that you can motivate and give time reminders, as you would do in the classroom. By being there during the independent task, and asking pupils to stay in the lesson, you are able to respond to individual questions. **Live-marking examples** It would be useful to use some of this work as examples in the next lesson or for a live marking exercise. It can be difficult to provide marking and feedback remotely, so this also enables you to provide whole-class feedback. This should be followed by opportunities for pupils to re-draft their work if required.
Clear end to the lesson The teacher displays the final slide which tells pupils to: ● put any work from today into their folder under the divider 'An Inspector Calls' ● bring their copy of the text and lined paper to tomorrow's lesson ● get some fresh air (safely) in the meantime and read a book!	It's useful to give pupils notice of what equipment they will need for the next lesson.

Further reading for teachers on remote teaching

The following resources were selected by HISP Research School as helpful to teachers:

- Reflecting on remote teaching: exemplifying several strategies
- What we've learnt from remote teaching and how it will impact our teaching when back in the classroom

References

The following resources were used by HISP Research School to inform this lesson plan:

- The Education Endowment Fund's (EEF) remote learning rapid evidence assessment
- The EEF's Covid-19 resources for schools - home learning planning template
- Ten Tips for Emergency Remote Teaching
- Online, Distance and Home Learning Selected Reading
- Rosenshine's Principles of Instruction
- Dual Coding for Teachers Who Can't Draw: Improving Every Teacher's Explanations
- Dual Coding to Organise Ideas
- The Challenge of Remote Teaching is the Challenge of all Teaching
- Coronavirus: a 5-point model to deliver online learning