

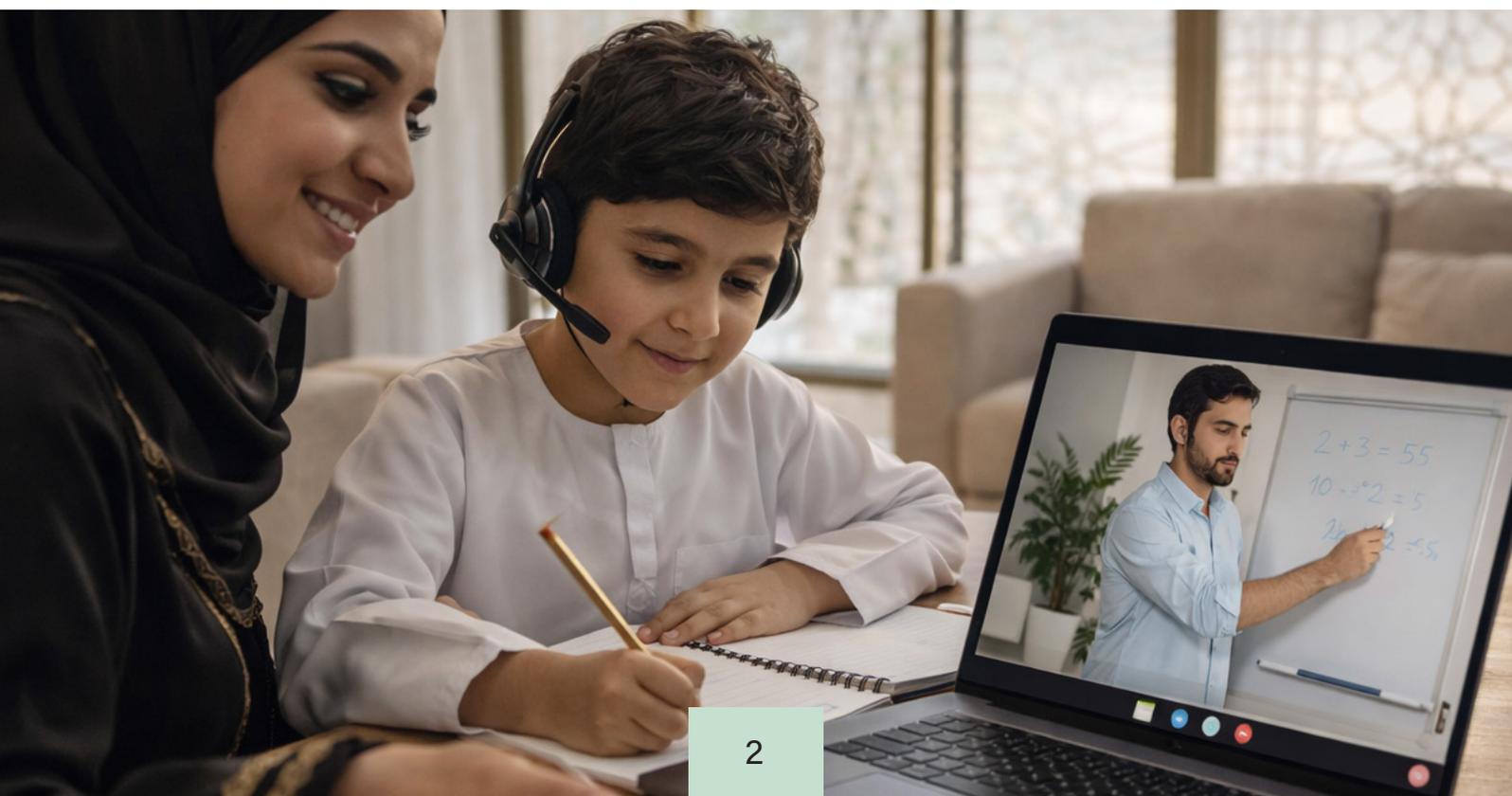


Pedagogical Guide for Distance Learning

Ministry of Education, Term 3, 2025-2026

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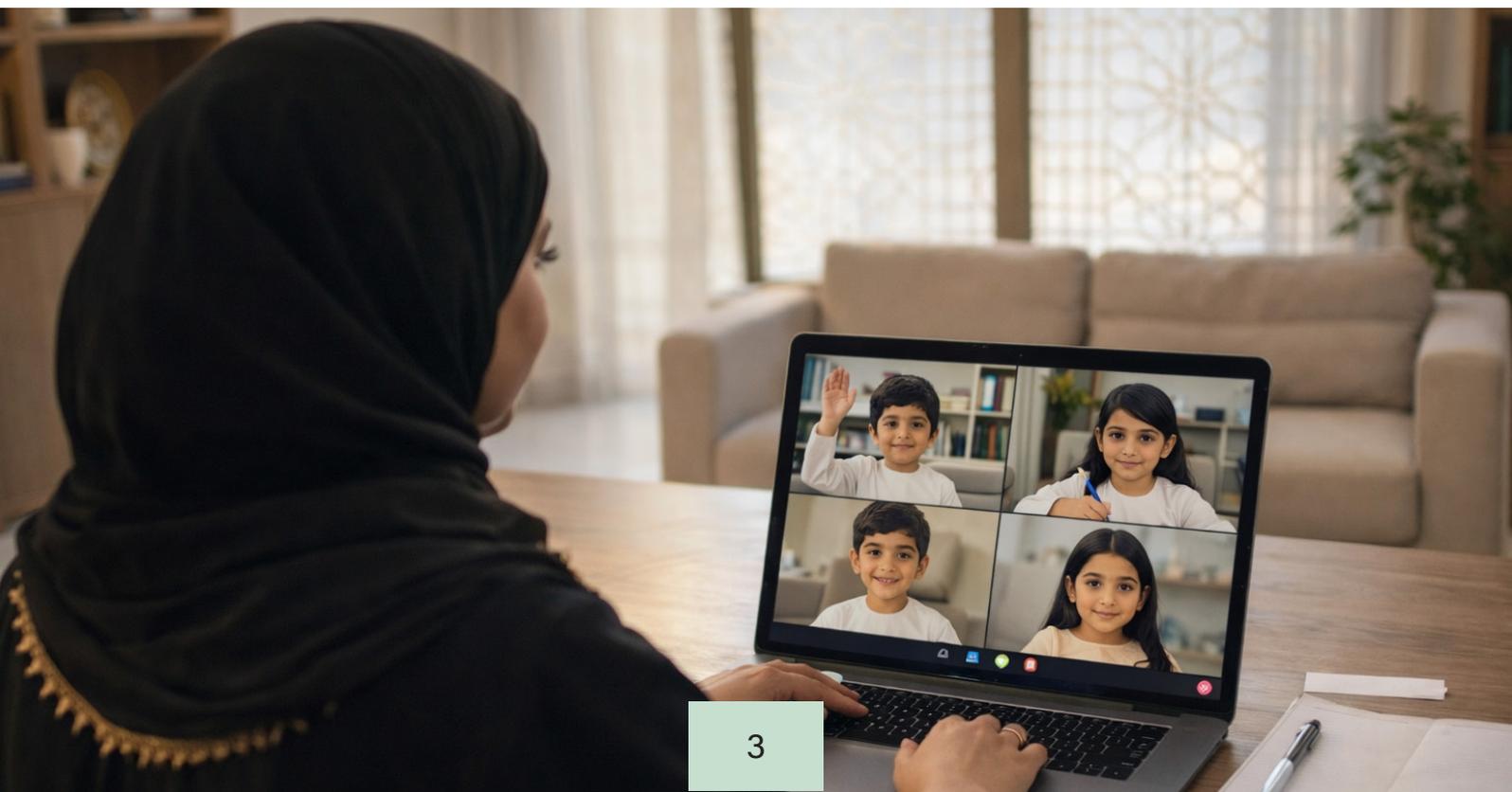


Introduction

This guide has been designed to serve as a supportive reference for schools in general, and teachers in particular, in planning, delivering, and evaluating teaching and learning during periods of remote learning across different subjects. It does so by providing practical guidance on how to implement the curriculum through effective teaching practices, including the design of high-quality lessons and learning activities in a remote-learning context and beyond the traditional classroom environment. The guide also explains how to plan lessons, organize learning activities, and monitor students' progress, in addition to offering practical examples.

Please note that all of this guidance has been fully aligned with the Comprehensive Curriculum Guides (CCGs) and Instructional Planners (IPs), as these sources are the primary reference for identifying Student Learning Outcomes (SLOs), sequencing lessons, guiding assessment processes, and related matters.

To ensure the successful implementation of remote learning, teachers must adapt their teaching approaches in ways that support the achievement of the targeted learning outcomes. Lessons should therefore be planned carefully and supported by activities that enable students to understand what they are learning and to develop the necessary skills.



Planning Learning Using the Comprehensive Curriculum Guides (CCGs) and Instructional Planners (IPs)

Distance learning should continue to be planned using the Comprehensive Curriculum Guides (CCGs) and Instructional Planners (IPs). Teachers should begin by identifying the relevant Student Learning Outcomes (SLOs) and determining the focus of the lesson.

When planning for remote instruction, teachers should consider how the learning will be delivered and practiced. Some learning may require live instruction to introduce or model a concept, while other learning can take place through guided or independent activities.

Planning should therefore consider:

Curriculum Planning



- 1 Identify the relevant Student Learning Outcomes (SLOs) from the CCGs
- 2 Determine the key concept or skill for the lesson
- 3 Decide what requires direct instruction and what can be practiced independently
- 4 Plan live instruction to introduce or model learning
- 5 Plan guided practice where the teacher supports children
- 6 Plan independent learning activities children can complete offline or online
- 7 Select the platform or resources used for the lesson

Clear planning helps ensure that distance lessons remain focused on the intended learning outcomes.

Structuring Distance Learning

Distance learning should be organized so that children have clear opportunities to engage with new learning, practice skills, and demonstrate understanding.

Lessons may include a combination of live instruction, guided activities, and independent learning tasks. Live sessions can be used to introduce new concepts or model learning, while guided and independent activities allow children to practice and apply what they have learned.

When structuring distance learning, teachers should consider:

Structuring Distance Learning



- 1 adhere to the scheduled lesson timings during live sessions.
- 2 alternate between explanation, interaction, and student practice
- 3 provide clear instructions for independent learning tasks
- 4 organize learning across the week to allow time for practice and review

A clear structure helps maintain continuity of learning and supports children in following the lesson sequence.

Distance Teaching and Learning

Distance lessons should focus on clear explanation, modelling, and interaction. Live sessions provide an opportunity to introduce learning, guide students through activities, and maintain engagement.

During distance instruction, teachers should aim to keep explanations concise and provide regular opportunities for children to respond, practice, or participate.

When teaching remotely, teachers should consider:

Distance Teaching and Learning



- 1 introduce or model new learning during live instruction
- 2 use clear examples, demonstrations, or shared presentations to support understanding
- 3 keep explanations concise and focused
- 4 include short opportunities for students to respond or participate during the lesson
- 5 use platform tools such as whiteboards, chat, or polls to support interaction
- 6 guide students through tasks and ensure they fully understand instructions before moving to independent activities.

Designing Effective Learning Activities

Distance learning activities should support the learning introduced during live instruction and allow students to practice and apply new knowledge or skills. Activities should be purposeful, clearly explained, and manageable for students to complete at home.

Distance learning should not rely only on worksheets. Teachers should provide a variety of activities that allow students to read, create, investigate, discuss, and demonstrate their learning.

When designing distance learning activities, teachers should consider:

Learning Activities



1

prepare clear presentations or visual explanations to introduce or explain concepts

2

provide reading or viewing tasks that support the lesson topic

3

assign short practice activities that reinforce the lesson objective

4

include hands-on activities students can complete using simple materials at home

5

design tasks that encourage problem-solving and application of learning

6

include opportunities for creativity such as drawing, designing, building, or presenting ideas

7

encourage collaborative work through small group discussions or shared tasks when appropriate

8

provide opportunities for students to share and present their ideas and thinking.

Examples of distance learning activities may include:

- 1 reading a short text or watching an explanation and responding to questions
- 2 solving problems or completing applied tasks related to the lesson
- 3 drawing diagrams, creating models, or making simple objects
- 4 conducting simple observations or investigations at home
- 5 working in small groups to discuss ideas or complete a shared task
- 6 recording explanations, reflections, or short presentations

A variety of activity types helps maintain engagement and allows students to demonstrate their learning in different ways.



Effective Questioning in Distance Lessons

Questioning plays an important role in distance learning because it helps maintain attention and encourages students to participate during live sessions. In an online environment, questioning helps ensure that students remain engaged rather than passively listening to the lesson.

When using questioning in distance lessons, teachers should consider:

Effective Questioning



- 1 ask short questions throughout the lesson to maintain attention during live sessions
- 2 invite students to respond using available platform features such as chat, microphones, or response tools
- 3 ask students to respond briefly before continuing with the lesson
- 4 encourage multiple students to contribute responses rather than relying on a single answer
- 5 use questions to guide students through tasks or activities during the session
- 6 pause to allow students time to read, think, and respond in an online environment

Monitoring Learning and Providing Feedback

Monitoring learning during remote instruction helps teachers determine whether students understand the lesson and identify areas that may require further explanation or practice.

Teachers may monitor learning through responses during live sessions, short tasks completed during the lesson, or work submitted through the learning platform.

When monitoring learning during remote lessons, teachers should consider:

Monitoring Learning and Feedback



- 1 observe student responses during live instruction
- 2 review submitted work or completed online activities
- 3 identify misconceptions or gaps in understanding
- 4 provide feedback through comments, messages, or during live sessions
- 5 adjust future lessons based on student progress

Supporting Student Participation in Distance Lessons

Active participation helps maintain engagement and allows teachers to monitor learning during distance instruction. Clear expectations help students understand how they should take part in lessons.

When supporting participation in distance lessons, teachers should consider:

Student Participation



- 1 encourage students to respond to questions during live sessions
- 2 provide opportunities for students to participate using chat, microphones, or response tools
- 3 allow time for students to think and respond during online discussions
- 4 include short activities that require students to interact with the lesson
- 5 encourage students to ask questions or request clarification when needed
- 6 establish clear expectations for participation during live lessons