Larwood Academy Trust
Remote Learning Handbook

KEY GUIDANCE AND INFORMATION FOR ALL STAFF

Mission Statement:
Enable all students, regardless of socio-economic background, to be provided with the opportunities to succeed in life. To be a force for good in a rapidly changing world.

Brandles School

Introduction

This hand book has been put together to support teaching staff through the closure and partial closure of UK schools in response to the Covid-19 pandemic. I hope this handbook will go some way to providing guidance in a time of uncertainty.

All teachers are ensuring their pupils have work to complete at home and there is an array of technology platforms which can be helpful with remote learning. As a community, we must be cautious of introducing pupils to too many different things which could end up overwhelming and alienating them. We can also be more efficient by collaborating to work out what the best platforms are, and sharing what we know about them. For this reason, we have come up with a trust approved list of learning software/platforms for you to choose from. This is featured in the first section of the handbook. If there is something else you think should be on the list, please get in touch with me.

The second section of the handbook focuses on how we can apply what we know about effective teaching practice to remote learning. This section deals with motivation, effective instruction techniques and the use of cognitive science to help students learn when we are not together.

We need to be realistic and understand we simply cannot deliver the curriculum as we had intended whilst bubbles are intermittently being asked to remote educate – if this were possible we would have no need for schools.

In particular, students who have difficulty accessing technology at home, are poorly motivated, or lack family support are likely to fall even further behind than their peers.

When contacting students directly for welfare checks or for live lessons you must adhere to the Remote Learning Guidance (Appendix I), which forms part of the trust's safeguarding policy during school closure.

This handbook is long, but only so you have all you need to reference in one place. You are not expected to read it cover to cover but are more likely to dip in and use it as a resource. It is likely to be a working document which can be updated as more information comes to light. Please let me know if you have anything to consider for amendment or addition.
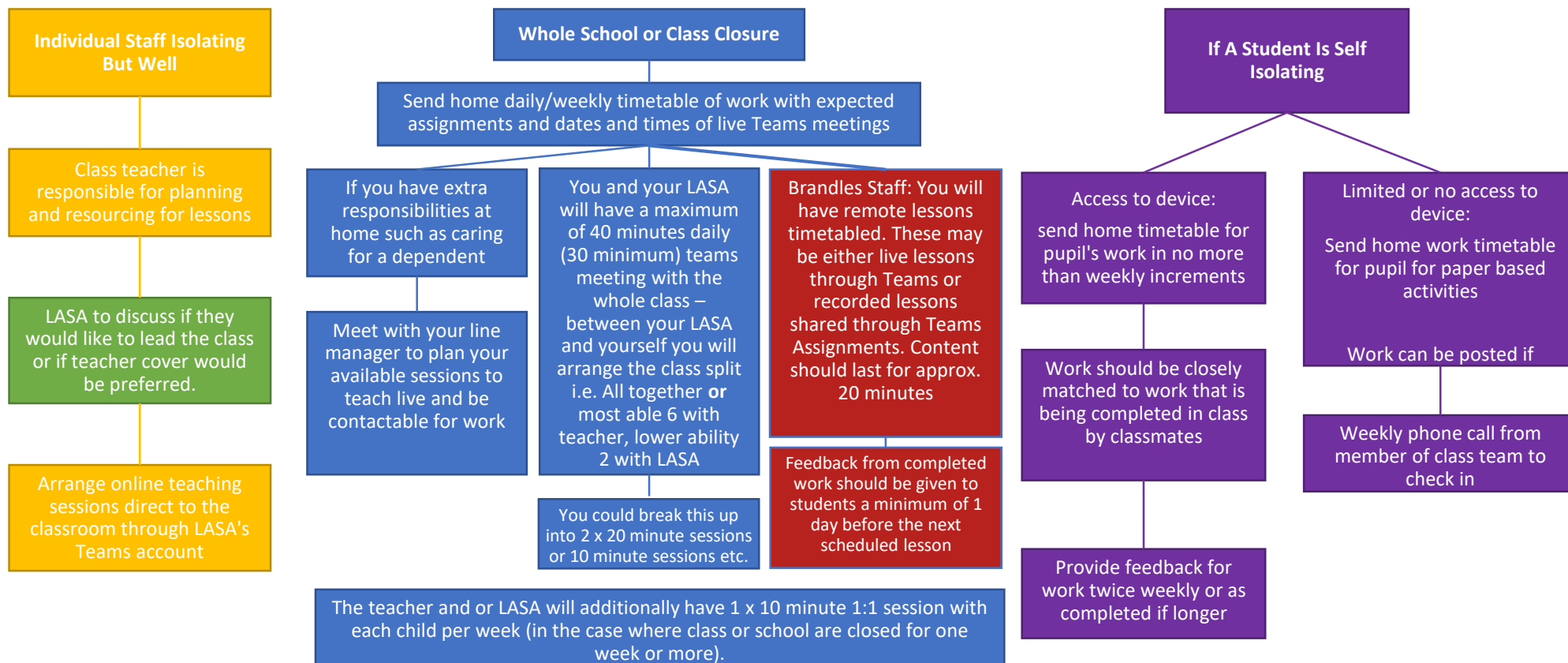
DON'T FORGET YOU ARE PART OF A COMMUNITY!

Nobody should feel alone or daunted in approaching this task, significant though it is. Please stay in contact with your school leaders and the trust team and don't hesitate to ask for help in finding out about professional learning opportunities, curriculum planning or just if you are feeling overwhelmed by everything.

Remote Learning Flowchart

please refer to the relevant chart for each instance and speak to your Line Manager if you need additional guidance. All circumstances assume that you are well, if you are unwell please contact PV (Larwood) or PS (Brandles) as normal.

You may be expected to teach from home at any time and must be prepared to do so - provided you are well
(Larwood Staff: At the end of every working day, take your laptop home)

Individual Staff Isolating But Well

Class teacher is responsible for planning and resourcing for lessons

LASA to discuss if they would like to lead the class or if teacher cover would be preferred.

Arrange online teaching sessions direct to the classroom through LASA's Teams account

Whole School or Class Closure

Send home daily/weekly timetable of work with expected assignments and dates and times of live Teams meetings

If you have extra responsibilities at home such as caring for a dependent

Meet with your line manager to plan your available sessions to teach live and be contactable for work

You and your LASA will have a maximum of 40 minutes daily (30 minimum) teams meeting with the whole class – between your LASA and yourself you will arrange the class split i.e. All together **or** most able 6 with teacher, lower ability 2 with LASA

You could break this up into 2 x 20 minute sessions or 10 minute sessions etc.

Brandles Staff: You will have remote lessons timetabled. These may be either live lessons through Teams or recorded lessons shared through Teams Assignments. Content should last for approx. 20 minutes

Feedback from completed work should be given to students a minimum of 1 day before the next scheduled lesson

The teacher and or LASA will additionally have 1 x 10 minute 1:1 session with each child per week (in the case where class or school are closed for one week or more).

If A Student Is Self Isolating

Access to device:
send home timetable for pupil's work in no more than weekly increments

Work should be closely matched to work that is being completed in class by classmates

Provide feedback for work twice weekly or as completed if longer

Limited or no access to device:
Send home work timetable for pupil for paper based activities

Work can be posted if

Weekly phone call from member of class team to check in

IN ADDITION – PLEASE ENSURE THAT CONTACT HOME IS MADE WEEKLY. WORK SET MUST COME FROM PRE-APPROVED LIST OR RESOURCES USED IN ON-SITE LESSONS.

Please refer to the Remote learning policy, E-Safety and Data Security Policy and the Safeguarding policy

SECTION 1: USING TECHNOLOGY FOR REMOTE TEACHING

Don't be fooled into trying to create classroom environment online. As Daisy Christodoulou has said, if we do this "we end up focusing more on trying to replicate the visible surface features of a classroom and less on the invisible mental processes underpinning it." To avoid this trap, in making your decisions, start by carefully considering what content you want to deliver (see Section 2), THEN think carefully about which platform is best for your learning objectives. Below is a list of resources you can use sorted by phase, use, and the type of content it is best for.

Larwood Academy Trust 's Approved List of Technology

RESOURCE	PHASE	USES	BEST FOR	CONSIDERATIONS
Microsoft Teams	Both	Setting up and tracking whole classes. Setting detailed assignments and assessments. Streamlined, detailed, developmental feedback. Live video lessons	Retrieval practice. Application of knowledge Independent practice.	Once set up is easy to manage and interaction/feedback is easy. Requires school O365 email for teacher and pupils. Safeguarding for virtual live lessons.
TT Rockstars	Both	Practising times tables Tracking progress	Retrieval practice	Times tables only.
Hegarty Maths	Secondary	Ready-made, video teaching content Trackable	Revision New content modelling Application of knowledge Independent practice	
White Rose Maths	Both	Ready-made, video teaching content Trackable through Diagnostic Questions website	Revision New content modelling Application of knowledge Independent practice	

RESOURCE	PHASE	USES	BEST FOR	CONSIDERATIONS
Quizlet	Both	Creating flashcards. Engagement in games through Quizlet live. Create test option can create classes and monitor activity of students Lots of ready-made content available	Retrieval Motivation	Ensure you are happy with the content of readymade content. Ensure students select a username that means you can identify them. Does need students to be motivated to sign up to use Quizlet live.
SAM Learning	Secondary	Revision of KS3 and GCSE content Subject specific. Trackable	Retrieval	
SENECA	Both	Revision of KS2, KS3 and GCSE, covering national curriculum and REACH curriculum Trackable. Designed by cognitive scientists	Retrieval Some new knowledge	
YouTube	Both	Deliver tutorials, introduce new knowledge or model through videos Select from content already available	Revision sessions Introducing new knowledge Modelling Retrieval and revision	Available to the public Keep content brief – 10 minutes (20 max). Check pre-made content before sharing.
Loom	Both	You can film yourself (or just record your voice) whilst narrating what you do on screen Allows you to run a presentation and narrate or model on screen and narrate or provide feedback whilst showing student work.	Introducing new knowledge Narrated modelling Revision Scaffolded tasks Giving feedback	Not public (unless you share via YouTube) You can password protect videos and set it so that only those with a link can view it. Keep content brief – 10 minutes (20 min max).

RESOURCE	PHASE	USES	BEST FOR	CONSIDERATIONS
BBC and BBC Bitesize	Both	Revision of all key stage content Subject specific. Low stake, high challenge quizzes	Retrieval Revision Some new knowledge	
Oak National Academy	Both	Ready-made, video teaching content. Customisable presentations Sequenced and resourced schemes of work SEND content	Revision New content modelling Application of knowledge Independent practice	
Kahoot	Both	Multiple choice quizzes. Download results.	Low stake, high challenge tests/quizzes.	Ensure students use identifiable screen names. Check content of quizzes is suitable before using.
Twinkl	Both	access to inspirational lesson plans, schemes of work, assessment, interactive activities, resource packs, PowerPoints	New knowledge Revision Presentations Differentiated tasks	Not all resources can be edited.

10 TIPS FOR SAFE AND EFFECTIVE REMOTE TEACHING

1. Always follow the school safeguarding policy and the remote learning guidelines.

2. Only run live teaching sessions through Teams.

3. Only run live video sessions with three or more people present. (This may include parent/carer)

4. Ensure you and any students use their school email address to register for any software.

5. Plan ahead: dress appropriately, make behaviour expectations clear, select a neutral background for video content.

6. Ensure you will not be interrupted and let your household know that you are going online.

7. Have a clear objective in mind and keep video content brief.

8. Ensure that video or interactive sessions have pause points to allow for student activities.

9. Record all live lessons.

10. Only use your school email and student school email addresses to create and hold live lessons.

10 TIPS: ETIQUETTE FOR STUDENTS ATTENDING A LIVE LESSON

1. In advance of the lesson, setup your space. This should be somewhere quiet, preferably with a neutral wall behind you.

2. The place you choose should not be your bedroom.

3. Make sure you are dressed appropriately.

4. Let others in your house know that you are about to go online to learn.

5. Use your real first and last name to access the lesson.

6. Respect others taking part in the lessons.

7. Use the chat or raise hand function if you need to ask the teacher a question.

8. Think carefully about the questions you to ask so that the lessons can be kept short.

9. Ensure you benefit fully by participating in any activities the teacher asks you to complete.

10. Remember to STAR:
    - Sit up straight
    - Track the screen
    - Ask and answer questions
    - Respect the teacher and your peers.

SETTING UP LIVE LESSONS IN TEAMS
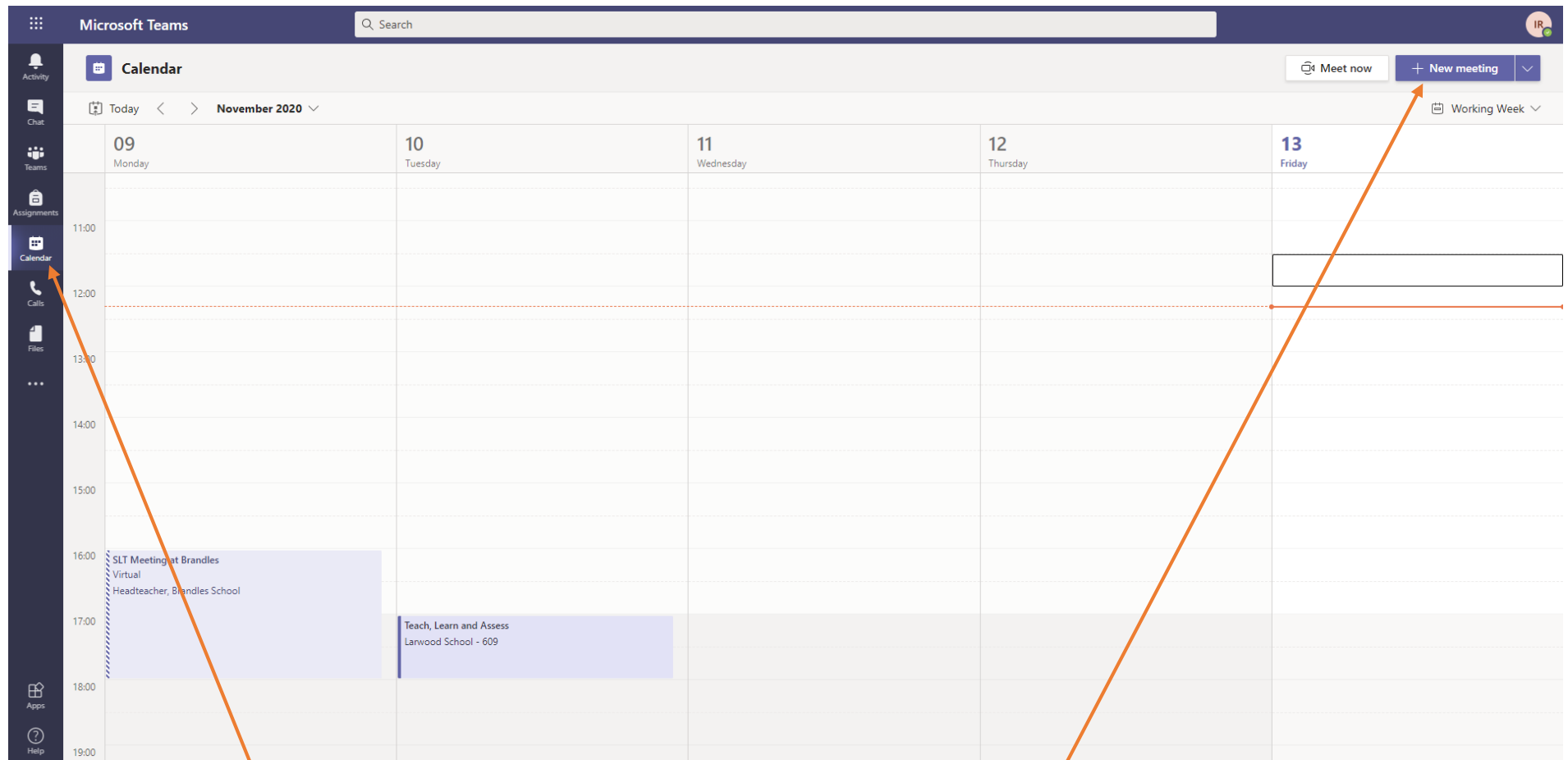
1. Select, Calendar

2. Select, New meeting

SETTING UP LIVE LESSONS IN TEAMS
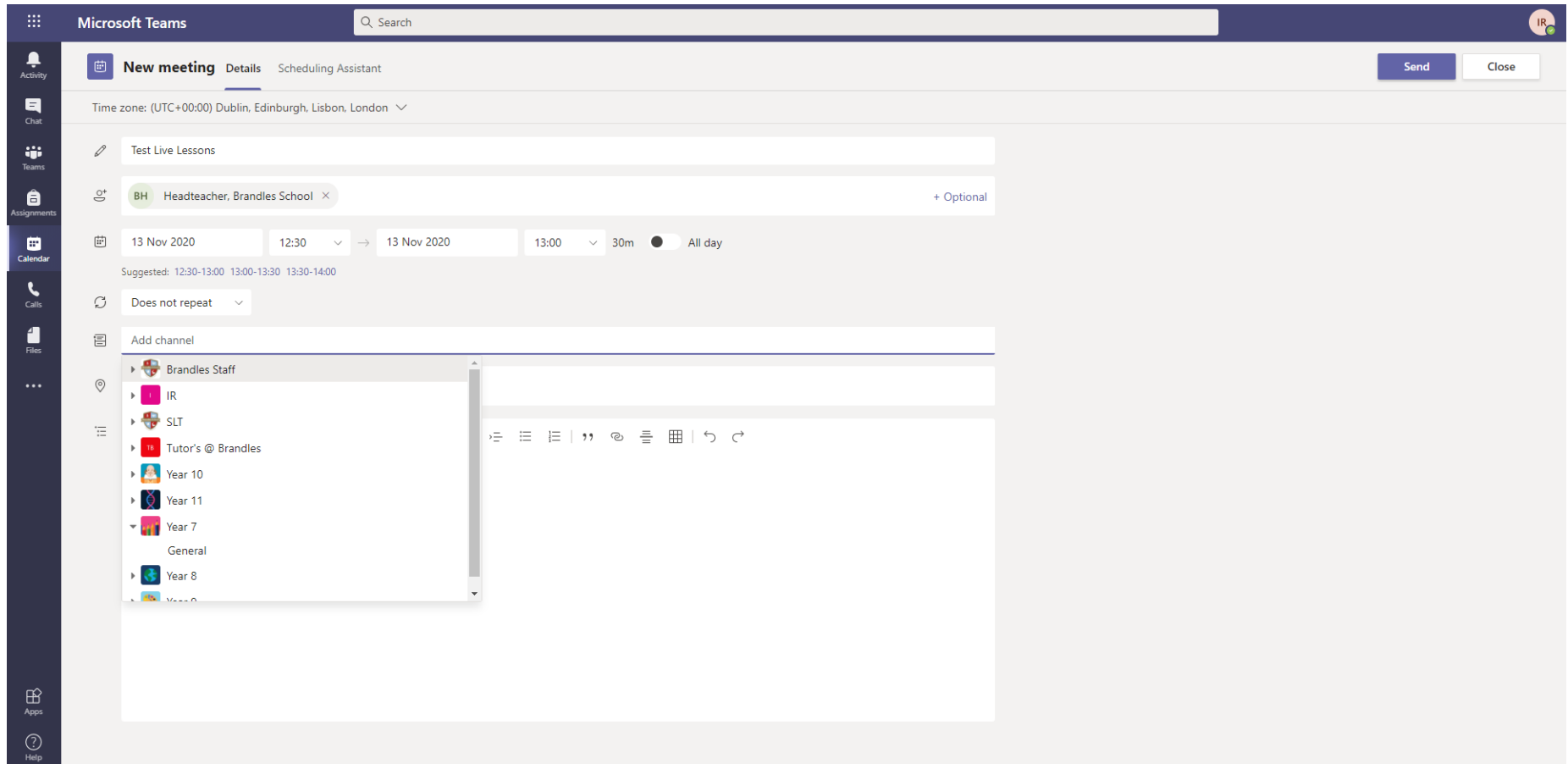
In this menu you:

1. Title the live lesson.
2. Assign attendees (if not using a channel, or if a person required to attend is not in the channel.
3. Select a date and time for the lesson.
4. Add a channel. E.g. Year 7 | General. This will then transfer settings for that group into the meeting e.g. restricted chat function. **By adding a channel all members of that channel will be automatically invited to the meeting.**
5. You can add a brief explanation, equipment needed etc. in the notes section.
6. Select 'Send' to email invite to attendees

SETTING UP LIVE LESSONS IN TEAMS
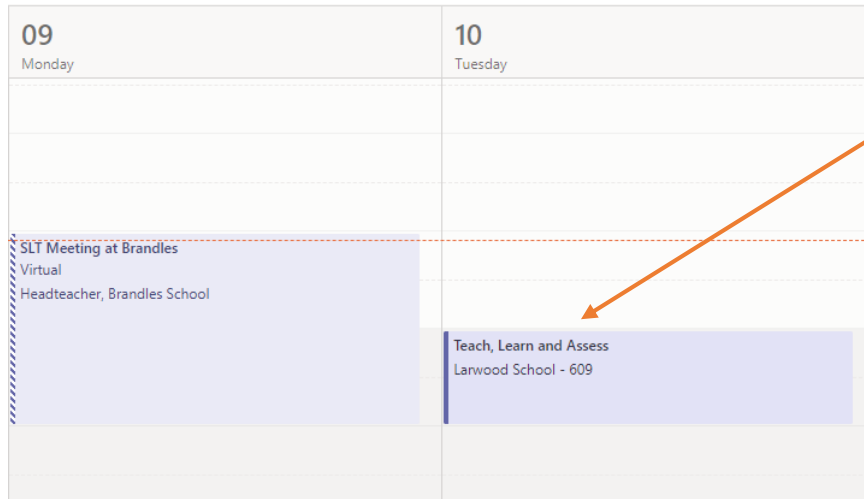
Back in calendar view:
1. Select a meeting to be able to access meeting options. In meeting options you will be able to control who can control the presentation etc.
2. Once the meeting has been selected, select the edit button.

SETTING UP LIVE LESSONS IN TEAMS

1. In the edit meeting window you can add files that students may need to access during the live lesson.

2. Select 'Meeting options' to access controls for the lesson.

SETTING UP LIVE LESSONS IN TEAMS

1. In meeting options you can select how students enter the lesson with the 'lobby' function.
2. You can select who can present and control the slides of a presentation.
3. You can select if you want to allow students to be able to unmute themselves or if you'd prefer to have control over when students are able to unmute.

MUTING OR UMUTING CHAT FUNCTION

1. In your Teams main menu, select the 'Team' you wish to mute chat.

2. Click on the 3 dots next to the 'General' channel.

3. Select 'manage channel'.

4. In 'Channel settings' you can select who has access to chat function.

N.B. The system admin will turn all student group chat facilities off as standard. If you wish to change them then you must turn the chat facility off after you have finished your live lesson.

SETTING ASSIGNMENTS IN TEAMS
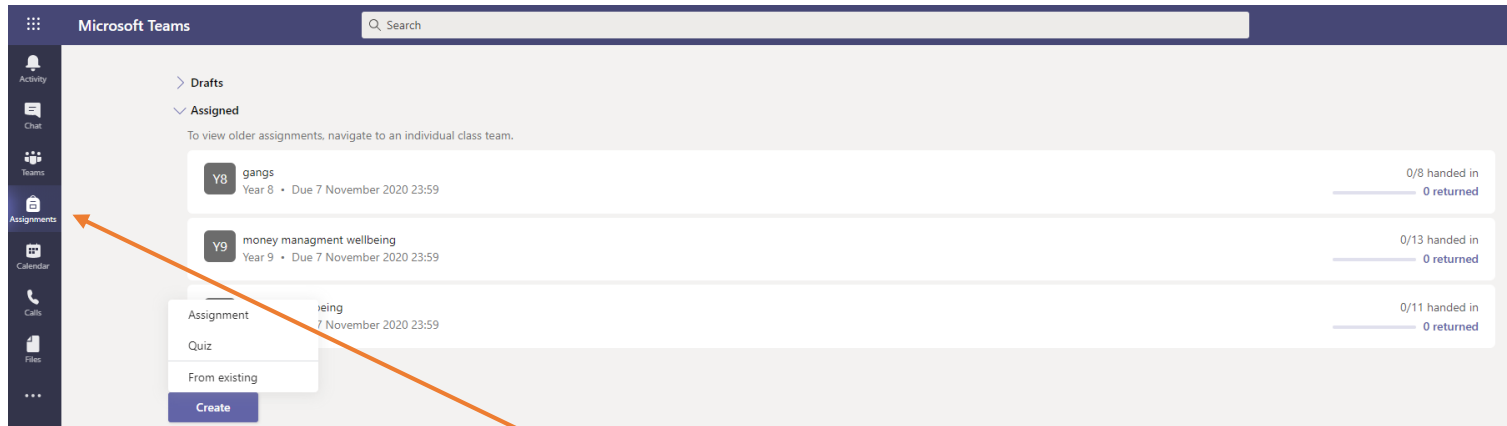
1. Select 'Assignments' in the left-hand tab

2. Select the group you wish to create an assignment for.

3. Select 'Next'.

SETTING ASSIGNMENTS IN TEAMS

New assignment   *Saved: 13 Nov, 12:44*   **Discard**   **Save**   **Assign**

Title (required)

Navarati Assembly

🏷 Add category

Instructions

Enter instructions

W Navarati Assembly .docx   ⋯
    Students can't edit

               Students edit their own copy

🔗 Add resources   Students can't edit ✓

Points

No points   Open in Teams

             Open in Word

⊞ Add rubric   Open in Word Online

Assign to   ⬇ Download

Year 8   ⧉   All students

                     🗑 Remove

Don't assign to students added to this class in the future. Edit

Date due   Time due

Sat, 14 Nov 2020   📅   23:59   🕐

Assignment will be posted immediately with late hand-ins allowed. Edit

Settings

📋 Post assignment notifications to this channel: **General**   Edit

1. Name your assignment.
2. Add resources needed for the assignment.
3. Select editing options for the different resources.
4. Set who the assignment is being assigned to.
5. Select due date for the assignment.
6. Either 'Save' to come back to or 'Assign' to post to students.

SETTING ASSIGNMENTS IN TEAMS

Select 'Assignment' tab to view all assignments set for a Team.
Select an assignment to view students work.

Selecting the 3 dots on the top right brings up options for that assignment

You can also review the feedback you have given for returned work.

SETTING ASSIGNMENTS IN TEAMS

By selecting a student you can view the files they have submitted and type your feedback.

SECTION 2: EFFECTIVE TEACHING AT A DISTANCE

The following guidelines reflect what we already know about good practice in teaching and learning and how this can be adapted in the current situation. I have summarised views on remote learning from writings and presentations released in the weeks following school closures, specifically from Daisy Christodoulou, Doug Lemov, Harry Fletcher-Wood, Paul Kirschner, Caroline Spalding, Rob Coe, Stuart Kime and Daniel Muijs. Links to the original presentations and writings can be found in the appendices should you wish to go straight to the source.

REMOTE TEACHING: THE SAME, BUT DIFFERENT

Daniel Muijs has argued that much of what we already know can be applied to the world of online learning, and this forms the basis of most of the advice. However, Daisy Christodoulou has emphasised the need to focus on the mental processes of the classroom rather than mimicking surface level features. This means knowing why the practices you are selecting from – be it an instructional guide, retrieval practice quiz, or assignment – are likely to be effective in achieving your goals rather than just setting busy work to keep students occupied.

Doug Lemov also offers some useful context for teaching online, which is to remind us that pupils already have established behaviours in an online context which involve skimming texts, switching between material, and limiting their attention. He cites research from Maryann Wolf who suggests the average time spent reading/watching something online is 2.5 minutes. Bearing this in mind, Lemov suggests we should provide plenty of opportunities for students to break up the online aspect of learning with offline activities and assignments, as well as ensuring our expectations of students are clear and we hold them to account for completing work.

TEACH LIKE AN ONLINE CHAMPION

WHAT TO DO

COMMUNICATION AND MOTIVATION

Begin video content or online teaching with your head and shoulders large on screen and welcome students before sharing your screen with them and minimising the image of you. This enables a moment of human contact and motivates them through their relationship with you and the group.

Use a calm, warm and caring tone. Connect with pupils through a brief greeting. Create a sense of you all being part of a team/collective with your words.

Spend some time making explicit what equipment/resources pupils need to participate in the session. Be very clear and direct and tell them to pause the video and get what they need if they are not ready yet. This holds them to account.

When greeting students or giving a specific instruction, look directly into the camera. They are socially conditioned to respond when you look at them!

Begin with a task or recall quiz that offers a high success ratio for students. Beginning by feeling competence builds their intrinsic motivation.

Create the impression that the collective behaviour you desire is the norm. Use phrases like, "All of you are expected to…", "Everyone has been…", "I've seen so many great examples…", "More of you are doing this…" This is motivating because nobody likes feeling left out.

Consider using "fake feedback" (will probably be more suited to younger children, although may amuse older pupils if done tongue-in-cheek), for example asking students to participate in choral response or with an answer then responding as though you heard – think of Joe Wickes asking us if we are ready for the workout then saying, "I can't hear you – are you ready?" pause "Great!" This creates a positive feedback loop.

Build in habits and cues for students are expected to log on at x time and complete x. Habits and routines help to keep us motivated

Be very clear about what exactly you expect students to do. Sometimes non-compliance arises from confusion or lack of clarity.

Communicate well defined, concrete learning/achievement goals and frame material in the big picture – how does it link to the learning process and their long term goals? How will this be built on when they return to school? This motivates by creating a sense of purpose.

Have set ways you initiate lessons/get students to show they are participating (consistent routines/Brighten Lines/100%). This creates familiarity and routine and cues up the behaviour you will reward.

Celebrate success collectively – "As a class we are aiming to get 40 correct answers here", "Let's improve out class average on the tests to 85% this week" This is their reward, and may work to pull in and motivate those individuals who aren't feeling personally successful and are on the edge of disengaging.

Be clear about what they are expected to do and how they will be held accountable – whether completing a quiz, sending a photo, filling in a worksheet, typing an answer in chat or submitting work. Make sure you can follow up. The message pupils should get is, "I care, I'll know, and I'll follow up"

TEACH LIKE AN ONLINE CHAMPION

WHAT TO DO

CONTENT

Stick to essential content only.

Prioritise retrieval, review and application of what has already been taught otherwise you risk them forgetting what you've covered already.

Use a combination of multiple-choice quizzes and free text when asking questions. Both aid learning and provide you with useful data.

Ask students to elaborate and offer reasoning for their responses to questions. This reinforces their understanding.

If introducing new content or building on knowledge, refer to relevant prior knowledge. Remember new knowledge relies on the foundations being secure.

Remind students of content, concepts or skills they may have forgotten. If they have forgotten, tell them where they can find the information they need.

Break learning down into shorter sessions spread across longer periods of time than usual. Spacing like this should aid retention whilst schools are closed.

Return to review concepts and content regularly. This should aid retention.

Introduce regular "Pause Points" into instructive videos – set a task, clearly tell students what to do, make it clear how they will be accountable for doing the work, then tell them to pause the video so they can do it. This gives them a chance to apply knowledge and stay focused.

Provide plenty of opportunities for independent practice and application of knowledge alongside regular quizzes.

Provide models and detailed worked examples to students before setting tasks. Get them to review the model and, if possible, provide alternative models for them that are matched to their learning needs.

Anticipate the problems students may have with a process and provide adequate scaffolding to help them.

Provide scaffolding in a series of steps. If using video, introduce pause points and a checking for understanding point (see FEEDBACK below) after each step. Gradually remove steps as they progress and gain competence.

If you are live or video modelling, ensure you narrate what you are doing and why you are doing it. If providing a model offer this narration in writing by annotating the model before sharing.

Provide clear success criteria for tasks.

TEACH LIKE AN ONLINE CHAMPION

WHAT TO DO

FEEDBACK

Use pause points to enable quick formative feedback – e.g. get pupils to do a quiz then provide the answers for them to self-assess, or ask them to complete a task then provide a model answer that directs them through the process they should have applied.

Try to establish check for understanding points, which involved asking them to check their understanding because you can't (unless teaching via Teams or Meet). If they got something wrong can you direct them to cycle back to an earlier point or a revision resource? Then can they come back and pick up or try again?

If at all possible encourage discourse about feedback – can their next activity be to tell you where they went wrong and why?

When giving teacher feedback, focus on shaping their actions for next time. Draw their attention to their success against the criteria you provided. Make sure you follow up in their next task in seeing they have taken the desired actions.

If you are using Teams or Meet, check for understanding using hinge questions or whole class response. Use Cold Call and ask students to build on one another's responses to hold them accountable for keeping track and doing the work

USING MULTIPLE CHOICE QUESTIONS

Ensure the questions focus on clear learning objectives within the taught curriculum.

Focus on testing the most important content.

Use simple vocabulary and syntax in the questions and don't include irrelevant information of examples. Make sure the question is very clear – students should not get it wrong because they misunderstood the question.

Don't use opinion-based questions for MC.

Questions should be positively phrased.

You should provide three plausible answers.

Don't give greater detail in the correct option – this acts as a prompt and helps students guess correctly.

Wherever possible, use incorrect options that indicate to you what the student misconceptions are.

SECTION 2: CURRICULUM PLANNING AND RESOURCING

As a school trust we have committed to designing a world class, knowledge-rich education to all our students because we believe it is the best way to raise academic achievement and meet aspirations for all students. We particularly believe that a carefully considered curriculum which is coherently sequenced and well planned will have a disproportionately positive impact on the learning of pupils who may be disadvantaged for any reason. Despite our very best efforts, the progress of students working from home will be hugely variable as some won't and some simply can't work independently to keep up with their more motivated or privileged peers. Put simply, some will be more disadvantaged than others. Therefore, it is crucial that teachers and leaders work together over to review their curriculum in order to make it exceptional enough to ensure our most vulnerable pupils are able to thrive and succeed.

Some of the challenges impacting on curriculum

- Remote learning
-        - Platform
-        - Pedagogy
- Individual pupils self-isolating or awaiting test
- Bubble closures
- School closures
- Staff self-isolating or awaiting test

Temporary continuity direction

What is a Temporary Continuity Direction?

A Temporary Continuity Direction is a new form of legislation that came about through the Coronavirus Act 2020. Specifically, it gives the Secretary of State new legal powers to direct schools to stay open beyond the usual school term dates, and to provide education in different settings, including provision of remote learning.

- Starts October 22nd
- Ends July 2021 (or earlier if revoked)
- Schools must provide remote learning
- Schools must have regard for the remote education expectations outlined in the September opening guidance

When teaching pupils remotely, we expect schools to:

- set assignments so that pupils have **meaningful** and ambitious work **each day**
- in a number of **different subjects**
- teach a planned and **well-sequenced curriculum** so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear **explanations of new content**, delivered by a teacher in the school or through high-quality curriculum resources or videos
- **gauge how well pupils are progressing** through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to **adjust** the pace or difficulty of what is being taught in **response** to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- plan a programme that is of **equivalent length** to the core teaching pupils would receive in school, ideally including daily contact with teachers

Remote Learning Strategy

Resilience and Robustness
(Capano & Woo 2016)

Resilience can mean different things:
1) A psychological attribute of individuals which allows people to make positive adaptations in response to adversity
2) Systems: ability to bounce back from an external shock. Flexing temporarily

Example: Project based learning

Robustness is the **capacity** to maintain the *functions* of a system. Not the same as stability or rigidity.

Organizations can build the knowledge, routines and culture that "enable it to preserve its primary functional characteristics despite the uncertainties that are encountered." (Capano & Woo)

Key points

Resilience:
• Tends to be reactive
• Aspects will flex
• Change in the short term but then return to 'normal'
Robustness:
• Not the same as rigidity
• *Designing in the capacity to adapt* (proactive)
• Longer term change

Resilience: Temporary Flex	Robustness: maintaining functions, if not form
Project work	Sequenced content
Activity centered	Learning intention-centered
Focus mainly on platform/delivery, not content	Focusing on content and platform/delivery
Short term. Lacks strategy for managing long-term curriculum change	Long term. Aligns curriculum now so change can be managed
Changing lanes increases workload significantly	Reduces increase in workload when changing lanes

3 ways to boost curriculum *capacity* to cope with the unexpected:

1. Clarity about what we want pupils to learn
• Avoid drifting towards generic transferable skills e.g. problem solving
• Know your composite outcomes
• Know the components pupils need to learn
• Focus planning on these rather than activities
• What is the core knowledge/concepts?

2. Responsive teaching (Wiliam)
• Setting clear goals and planning learning carefully
• Identifying what students have understood and where they are struggling
• Responding, adapting our teaching to support students to do better

3. Alignment – How easily can staff change lanes?
• Move to remote
• Cope with isolating pupils
• Cope with isolating staff

Internal alignment

It may be useful for teams of subject teachers to align their curriculum sequencing more closely than usual. If a colleague is off sick this will make it easier for the school to set appropriate cover work or deploy staff as necessary. In some subject teams it is already the case that teachers follow a similar, or even identical, sequence and pace through the curriculum. However, this is not routinely the case in schools and it might be beneficial to consider doing so in subjects where this won't lead to unhelpful distortion of the curriculum.

Moving towards this well ahead of a partial/full closure, or rota, will ensure that pupils have studied similar content and will help to make it easier for schools to provide continuity in the event of disruption, particularly if staff time becomes highly pressured – as it might if a school has to balance classroom teaching and remote provision at the same time.

We should consider what level of alignment is helpful for our schools and how to facilitate this where appropriate.

External alignment: Oak National Academy

As well as developing robustness by aligning the curriculum internally, schools and trusts should assess what might be gained by doing so with external curriculum materials as well. Oak National Academy has developed almost 10,000 lessons covering most of the curriculum, as well as provision for children with special needs.

Over the summer Oak published curriculum maps for each subject so that schools could see what the full year of content will cover. This allows schools and trusts to use Oak's resources proactively and flexibly. It is also now possible for teachers to only use particular aspects of an Oak lesson, such as the video or quiz, and for them to download the majority of lessons. Many of the resources can be edited too. How a school might use the Oak offer:

• Requiring subject teams to review the Oak maps so they are cognisant of the resource that is available if it becomes necessary.
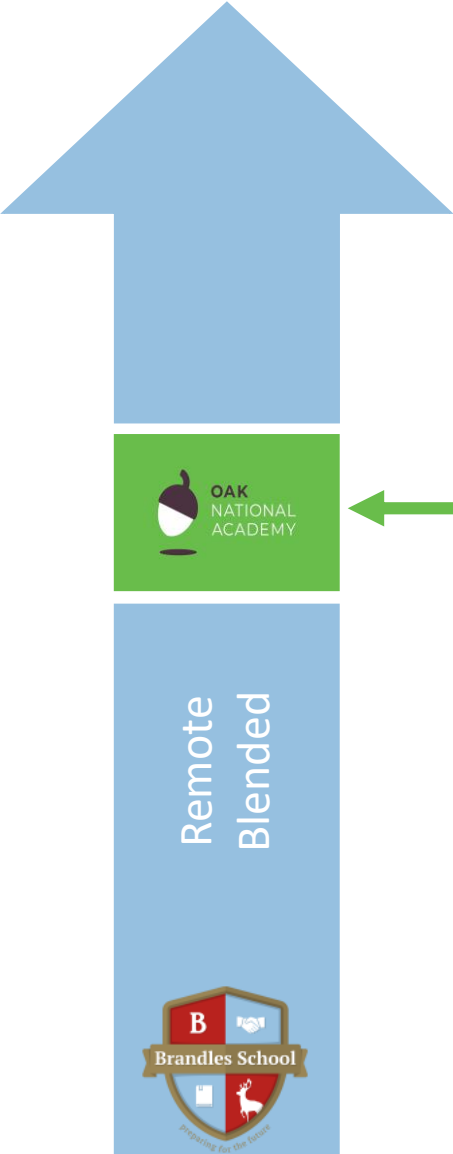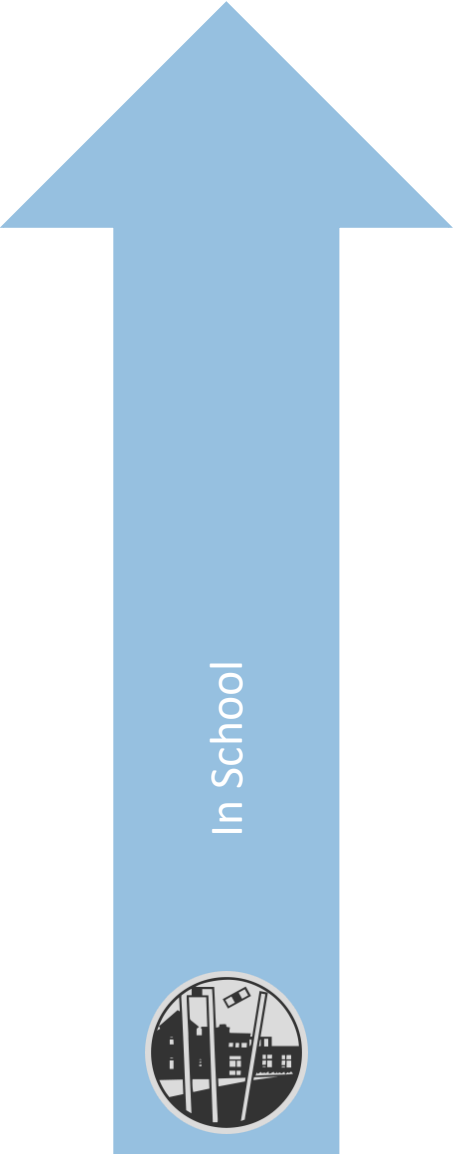
• Asking subject teams to align their curriculum content and sequencing with the Oak maps in order to ensure continuity and consistency in the event of disruption. This need not mean the subject teachers follow Oak's curriculum map rigidly, or that they routinely use Oak resources. For example, it could be that teachers follow the lesson sequence set out within an Oak topic but they teach the topics in an order that is different to Oak's. This would give teachers the ability to switch very quickly to use Oak's online lessons if necessary. This might help to manage workload as well as ensuring quality.

• Non-specialist cover teachers covering for an absent colleague could be directed to an Oak resource, either to help them understand the content of a lesson or as the materials for the lesson itself, freeing up the cover teacher to focus on checking for understanding and managing the classroom. Again, this sort of approach would likely be more effective if the curriculum was aligned with Oak as the cover lesson would allow for a straightforward continuation of the curriculum sequence.

• Sharing Oak resources with individual pupils who are isolating at home. By aligning the classroom curriculum with Oak it may be easy to ensure that pupils at home keep pace with their peers. This may be especially important for the most disadvantaged pupils, alongside ensuring they have the necessary computer access.

None of the ideas above are intended to replace the vital professional expertise of subject teachers. However, considering alignment with the Oak curriculum, or indeed any other similarly high-quality external resource, is likely to allow the school to cope better with potentially higher than usual patterns of pupil and teacher absence, or full and partial closures.

Alignment

In School

Remote
Blended

OAK NATIONAL ACADEMY

Brandles School

Remote
External Resource

OAK NATIONAL ACADEMY

Remote Teaching PD

PRACTISE

Seneca CPD courses

WATCH

ED

ResearchED Home Sessions

PODCASTS

Education Research Reading Room

Education Research Reading Room
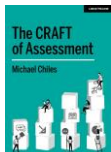
Listen on Apple Podcasts

STITCHER

READ

Recommended Books

Make Every Lesson Count

CRAFT

Making Kids Cleverer

WALK THRU'S

Retrieval Practice

Closing The Reading Gap

Fear Is The Mind Killer

APPENDICES

APPENDIX 1: REMOTE LEARNING GUIDELINES

REMOTE LEARNING, INCLUSION AND SAFEGUARDING

Safeguarding

• Online or offline, effective Safeguarding requires a whole-school approach. The school's safeguarding leads have reviewed this guidance and it is referred to it the trust's adapted school closure safeguarding policy. Teachers must therefore consider adherence to this guidance as adherence to the trust's expectations around safeguarding
• Online tuition must follow best practice and all interactions must be in-line with the School's Safeguarding Policy
• Teachers are reminded of their safeguarding obligations and the teachers Code of Conduct. Any safeguarding incidents or potential concerns must be reported according to the school policy
• Pupils will be reminded of who they can contact within the school for help or support via the school website

Technological considerations

• When using online learning, teachers must consider which pupils will be excluded from participating due to a lack of technological devices or a poor internet connection speed. If some pupils are unable to participate teachers must consider what reasonable alternative they can provide. Teachers must consider the benefits of providing online learning for some at the expense of the exclusion of others and work to minimise inequity
• Teachers must consider which websites and activities they signpost to pupils carefully, remembering that online access on school devices will have internet content filtering systems in place that are unlikely to be replicated in the home environment. Pupils may be inadvertently exposed to inappropriate content or advertising. A list of trust approved websites will be made available a trust Remote Learning Handbook
• Teachers must be mindful that pupils do not incur surprising costs, e.g. mobile data access charges. Consider that video utilises significant amounts of data. Teachers should strive for brevity in video content and use audio only channels if possible
• Teachers must consider the working memory of pupils and be aware that learning to use new technology will detract from pupil ability to access the lesson content. Teachers should consider providing tutorials or instructions in advance of lessons and consider how they will provide logistical support in a way which avoids disruption during the teaching
• Consider the security of devices, in particular cameras and microphones

• If possible, teachers should avoid using personal devices to provide interactive lessons, and use school provided equipment. When this is not possible teachers are advised to contact students through the school's remote access system and school email account. Information about how to log in remotely was shared through email by Simon Campbell when schools closed.
• Teachers must never share their personal email addresses or phone numbers with students.
• The teacher must read the latest guidance on the use of the software being used. If no guidance exists, then the software must be trialled first and draft guidance developed. Where teachers identify opportunities to draft or improve the guidance, they must communicate this to Sallie Stanton who will share it with all staff.

Personal Data

• Where online content requires the sharing of personal data, e.g. usernames to invite in, students must use their school-provided email addresses as Data Protection laws still apply.

Phone calls

• School staff will only contact pupils via the family landline or a parental/carer mobile phone and never directly to the pupil's mobile.
• The staff member should ensure the parent is aware they are speaking to the pupil, for example should the pupil answer the parent/carer's mobile the staff member must ask to speak to the parent first and then the pupil.
• Staff members should use a school mobile or landline to contact pupils at home if possible.
• Staff must make a note of the time and date they called a pupil.

Online real-time/interactive teaching guidelines for teachers:

• The trust currently considers Teams and Google Meet to be the only suitable platform for online interactive teaching. Teachers may only use Teams or Google Meet and only then when they follow the security guidance below.
• A separate Teams instruction document instruct you how to set up Teams and ensure you have the correct settings in place.
• Sessions must be recorded.
• If only one pupil accesses a lesson, two teachers or a parent must be in the meeting. The second teacher/parent may passively monitor.
• Teachers and children must wear suitable clothing, as should anyone else in the household in case they appear on camera.

• Any computers used should be in appropriate areas, for example, not in bedrooms; and where possible be against a neutral background. Inclining the camera towards the ceiling will provide a neutral background in the absence of a suitable wall
• Language must be professional and appropriate, including any family members in the background
• Audio may be muted for both pupils and teachers if background noise becomes a disruption
• Content must be well planned and succinctly delivered so pupils are not required to be online for unnecessarily lengthy periods

Before initiating video/audio real time teaching online teachers MUST:

• Set the lesson up in a room with a neutral background and without other family members visible or audible
• Ensure the meeting settings are set so that participant microphones and videos are off when they join the meeting
• Ensure the settings mean the teacher is in control of the screen
• Ensure they know how to how to mute and unmute all participants, including video screens
• Be conscious of background noise and others in the house, making them aware they must not enter the room whilst the lesson takes place
• Issue pupils with behaviour reminders, specifically about respecting others and how to use the chat box for commentary
• Ensure they are dressed appropriately

Behaviour

• If teaching an interactive lesson online, teachers must be clear about the expectations of both pupil and teacher's behaviour (i.e. a 'classroom standard' of behaviour is expected from all participants)
• Teachers should re-iterate the ground rules at the start of each session. Examples may be who can speak or how a pupil should indicate if they have a question. If this is the first time that classes are delivered online, it may take some time in becoming familiar with the new environment
• Students should use their full names

Recording and logging interactive teaching

• When teaching an interactive lesson online, teachers musts make a note of the lesson timing and who participated, including those that arrived/departed early or late. Pupils may not record sessions without the teacher's permission, and should not be permitted to record other pupils' participations
 • The teacher must record any interactive teaching and make sure that everyone is aware of this in advance. Make clear how long any recordings are kept for and how they will be accessed. Recordings may only be stored on the school server and are subject to GDPR regulations.
• Students who do not wish to appear on the recording should be advised to turn off their camera and mute audio

Guidance for students - online lesson etiquette

• In advance of the lesson, set up your space. This should be somewhere quiet, preferably with a neutral wall behind you and must not be in your bedroom
• Make sure you are dressed appropriately
• Warn others in your house you are about to go online
• Make sure you're muted when not talking
• Respect others
• Ask questions using chat
• Think before you write
• Use the raise your hand feature if you want to ask a question live

APPENDIX 2: LINKS TO PROFESSIONAL LEARNING READINGS AND VIDEOS ON REMOTE TEACHING

TEACH LIKE A CHAMPION

Doug Lemov interview in which he outlines the key principals he feels create effective remote teaching practice:

https://www.youtube.com/watch?v=tOCDRSRLN5w&feature=youtu.be

Videos and field notes from the TLAC blog focusing on remote teaching:

Mastering remote teaching– intro: https://teachlikeachampion.com/blog/mastering-remote-teaching-intro-two-types-of-learning/

Connecting and communicating through video: https://teachlikeachampion.com/blog/our-first-round-of-videos-of-online-teaching/

Introducing "pause points" in video/remote teaching: https://teachlikeachampion.com/blog/pause-points-a-clip-from-sara-sherrs-online-classroom/

Example of a planned, live online lesson: https://teachlikeachampion.com/blog/alex-barbas-bio-class-an-example-of-a-synchronous-online-lesson/

Feedback and accountability loops: https://teachlikeachampion.com/blog/feedback-and-accountability-loops-for-online-classes/

Example of a planned, pre-recorded video lesson: https://teachlikeachampion.com/blog/online-lessons-george-bramley-wins-the-battle-of-hastings/

Accountability and feedback online: https://teachlikeachampion.com/blog/accountability-and-feedback-online-one-big-questions-is-when/

Using Cold Call in a live online lesson: https://teachlikeachampion.com/blog/knikki-hernandez-engages-students-online-with-three-types-of-cold-call/

Reading aloud in online lessons: https://teachlikeachampion.com/blog/is-reading-aloud-relevant-in-an-online-classroom-yes-these-videos-prove-it/

RESEARCHeD PRESENTATIONS

Paul Kirschner: Tips for effective teaching from a distance

Harry Fletcher-Wood: How to get students to turn up to remote learning

Caroline Spalding: Re-motivating students

Stuart Kime: Distance learning by MCQ

BLOGS AND ARTICLES

Daisy Christodoulou: Why remote learning hasn't worked before and what we can do to change that

https://daisychristodoulou.com/2020/03/remote-learning-why-hasnt-it-worked-before-and-what-can-we-do-to-change-that/

Daisy Christodoulou: The challenge of remote teaching is the challenge of all teaching

https://daisychristodoulou.com/2020/04/the-challenge-of-remote-teaching-is-the-challenge-of-all-teaching/

Professor Daniel Muijs and Dr. Dominique Sluijsmans: Why this is not the time for large-scale educational experiments

https://schoolsweek.co.uk/why-this-is-not-the-time-for-large-scale-educational-experiments/