LYDIATE LEARNING TRUST

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Remote Teaching Handbook

Introduction

This Handbook has been created with the aim of enabling colleagues to deliver the best possible quality remote education during this indefinite period of time in which some (or potentially all) students may not be attending school due to the impact of the COVID pandemic.

This Handbook also explores remote pedagogy, that aims to empower colleagues to *Teach Like an (Online) Champion*, as well as looking at ways to maintain our curriculum offer. Currently, students may not be attending school for a multitude of reasons; the DfE state that access to remote education should be immediate. To achieve this our aim is to offer a *Blended Learning* approach (see the Remote Learning Policy for details).

During the initial period of school closures, colleagues across the country embarked upon a journey to find the best possible solutions, engaging with new technologies and platforms and evaluating the best of what is on offer. This means for this new academic year, and for as long as necessary, we are now in a place where we can begin to refine a collective strategy of collaborative best practice, with regards to both technology and pedagogy.

Blended learning provides a combination of face-to-face learning and dynamic digital activities and content that facilitate anytime/anyplace learning. A report by the Education Endowment Fund (see link below) supports this methodology. In order to fully support blended learning, we have also included templates to support a quality remote structuring and sequencing of lessons which underpins Rosenshine's Principles of Instruction.

The aim of this Handbook is to establish the shared Lydiate Learning Trust Remote Learning Strategy. Included in this Handbook is an approved technology list, with some supporting guidance on how they can be best utilised; in addition, practical "how to" guides have been compiled. Safeguarding and Online Safety are of paramount importance and this Handbook shares key information as well as relevant policies in the appendices to ensure that we keep all users safe online.

As a Trust, we know stakeholder engagement is key and so to enable us to support all stakeholders in ensuring engagement and participation is as high as possible, this Handbook will help us as practitioners to navigate our way to ensuring quality Remote Learning experiences for all. Please refer to the guidance offered in this booklet on how to conduct, in particular, those live elements in a way that is safe and secure, so as to reflect our safeguarding policy.

https://educationendowmentfoundation.org.uk/news/eef-publishes-new-review-of-evidence-on-remote-learning/

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Contents Page

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Section 1

Using Technology

Using Technology

In this section, you will find a list of LLT approved technologies.

When delivering a remote lesson, the challenge facing teachers is the same as within the traditional classroom: learning is an invisible process and so how do you know when it has taken place? How do we, as practitioners, make the invisible thought processes visible and demonstrate fully guided practice to achieve independent practice?

The traditional pedagogy that facilitates a teacher achieving this may not be available when delivering on-line, therefore we instead focus on using alternative technology to provide an another level of interactivity.

Synchronous or Asynchronous?
Traditional classroom teaching and video conferencing are both examples of a synchronous approach to teaching, where everything is happening in real time and is timetabled for specific moments. Setting work (such as homework) via a VLE is an asynchronous approach: students will all be completing the work at (potentially) different times. Equally, the way in which we set some of our work remotely may contain elements of this asynchronous approach.

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

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LLT Approved List of Technologies & Online Resources

Resource	Uses	Best For	Considerations
Microsoft Teams	Meeting function allows live face-to-face contact with increasing functionality for interactivity. Assignments function allows work to be set and submitted. Other functions allow for safe group or individual messaging and file sharing	Face-to-face Delivering new content Communicating with groups or individuals	Mimics aspects of social media to relatively intuitive to use Automatically set up via SIMS Security and safeguarding
Microsoft Forms	Quizzes Retrieval practice Hinge-point questions Exit tickets	Instant formative assessment	Self-marking feature not sensitive to mis-spelt words
Microsoft OneNote	Online exercise book, folder or portfolio Setting assignments Allows synchronous and asynchronous work/assessment	Collating work over time Assessing students work	
Microsoft Stream	Storing/playing video resources Hosting pre-recorded lessons Upload key video content	Easy access to video	Must have the video file available to upload
Microsoft Sharepoint	Online resource storage Asynchronous access to files and resources	Accessing a sequence of lesson resources independently	Easy to set up and manage Can quickly become overloaded id not managed correctly

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LLT Approved List of Technologies & Online Resources

Resource	Uses	Best For	Considerations
Satchel:One (Show My Homework)	Schedule lessons Upload resources Add relevant links to inline resources Creating self-marking quizzes Student submissions	Scheduling work for students Monitoring reports for all stakeholders	Lessons are reusable and can be shared between colleagues
Plikers	An online assessment tool	On the spot formative assessment data	
Loom	Producing pre-recording activities/ narrated presentations	Introducing new knowledge Independent learning Whole class feedback	Secure if used with Stream Allows students to pause and rewind if needed Keep content brief Time consuming to produce if you aim perfect – good enough will do
Hegarty Maths	Ready-made video teaching and quiz content Trackable	Retrieval quiz Guided practice Independent practice	
Seneca Learning	Quizzes for most subjects and specification Across KS3-5	Retrieval quiz Independent practice	Easy to monitor but students must sign up Check content for accuracy
GCSE Pod	Short burst pre-made GCSE Content	Retrieval New material in small steps	Requires a subscription

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LLT Approved List of Technologies & Online Resources

Resource	Uses	Best For	Considerations
Bitesize	New content from KS3 and 4 Some animations and interactivity	Reading activities	Evaluate the content before use
Exampro	Past paper questions	Searching key words or spec references	Subscription required
Quizlet	Creating or finding flashcards Games and quizzes available	Retrieval Revision	Students must sign up
Youtube	Storing video content Streaming video content	New content Visualising new knowledge through action or animation	Potentially public access to video Excellent subject/specification specific content for some subjects Review pre-made content and be selective
Oak National Academy	Pre-made full lessons	Independent learning Shadow curriculum	Not all subjects are available yet (Oct 2020)

Section 2

Using Teams

Starting a Remote Lesson

Scheduling a Lesson Part 1

1. Open Teams calendar, click new meeting.
2. Add a title, change the date and time.
3. Add your class by "Add Channel".
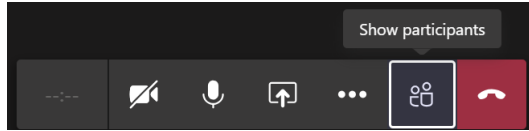4. Add details if you choose
5. Save.

Scheduling a lesson part 2

1. Go back to your calendar and click on your newly scheduled meeting.
2. Click Edit.
3. Click meeting options.

This will open a webpage.

4. Change who can bypass lobby to only me.
5. Change who can present to only me.
6. Save.

Staring a lesson

1. Go to you calendar and click on the scheduled meeting.
2. Click Join.
3. In the pop-up window make sure your mic is off and the camera is off.
4. Click Join now.
5. Click on the share screen button.
6. Use this to open your Powerpoint.
7. Make sure the button to "include Computer Sounds" is on if you wish to play a video with sound.

8. You are now ready to allow students in, either from the pop-up message or from the participant button.

9. Once students are into the lesson turn you mic on to welcome them to the session. You may turn the mic off again briefly whilst you wait for all students to join.
10. Click on the ellipses and press start recording.
11. Turn your mic on to start the lesson. Inform students you are recording - outline expectations surrounding etiquette and communication (see next page).
12. Take a register on SIMS.

Etiquette, Expectations and Registers

Etiquette & Expectations

1. Students should have cameras on (unless there is a specific reason they will not be doing so).

2. All students should be muted unless requested otherwise.

3. Chat function is for asking a question or answering a question – teacher to student/student to teacher communication only.

4. Students with a question can raise their hand.

5. If a student is repeatedly misbehaving, the teacher can remove them from the lesson by clicking on: *Show participants > click on the student > Remove from meeting*

6. A register must be taken every lesson   within the first 10 minutes. This will be used to generate communications home should a student be absent.

Taking a Register

1. Tell the students you will be taking a register and that they will momentarily need to switch on their mics to respond.

2. Minimise the Teams meeting and open SIMS to take the register.

3. Once the register is completed, close SIMS and expand the Teams meeting window.

4. Click show participants - click the ellipses for more options.

5. Select download attendance list.

6. Go to your downloads folder in your documents.

7. The file will be an excel spreadsheet entitled Meeting Attendance List.

8. Open SIMS and use the attendance list to complete the register.

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Rules for Teams Lessons

Please **be on time** for your lesson.

Make sure that you **wear appropriate clothing.**

If you want to ask a question, **click your hand icon.**

Turn your camera **on.**

Please try to **remain in one place** for the entire lesson.

Please **'mute' your mic** if you are not talking.
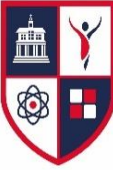
Please make sure your **language is appropriate.**

Show **RESPECT.** This means **listen** whilst others are talking, **pay attention** to the lesson, and **participate** if you can!

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Section 3

Safeguarding & Online Safety

Safeguarding

Safeguarding
Online or offline, effective Safeguarding requires a whole Trust approach. Teachers must therefore consider adherence to this guidance as adherence to the Trust's expectations around Safeguarding.

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 .

Students will be reminded of who they can contact within the school for help or support via the school website.

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
Should a member of school staff need to contact home, only contact students via the family landline or a parental/carer mobile phone and never directly to the student's mobile. The staff member should ensure the parent is aware they are speaking to the student, for example should the student answer the parent/carer's mobile the staff member must ask to speak to the parent first and then the student.
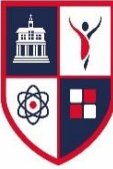
Please refer to the Safeguarding Policies included in the appendices for further guidance.

Tips for Safe and Effective Remote Teaching

Always follow the school Safeguarding policy and remote learning guidelines

Either use devices supplied by school or use the school's VPN

Only run live lessons on MS Teams and ensure correct security settings are in place

Only run a live session with 3 or more participants

Use a neutral or false background when going live – especially if at home

Make sure you record all Teams lessons

Try to reduce interruptions in school and at home

Ensure video or interactive sessions have time for student activities

Any behaviour issues should result in an immediate phone call home. Let the HoY and SL know.

If you have any safeguarding concerns contact the safeguarding team immediately

Blended Learning

Classroom Learning

Online Learning

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Safeguarding: Changing your Settings

The Lobby

- When you set up your Teams meeting, you need to make sure that your students cannot bypass the lobby.

- Usually the automatic setting is that they can immediately join the meeting.

- This can obviously become a safeguarding issue, as students are able to join the call and see/hear each other without a teacher present.

- **See the "How to Change Your Settings Guide" in the appendices for further guidance.**

Who can present?

- You also need to make sure that you are the ONLY person that can present.

- Again this is NOT an automatic setting.

- Failure to do this, could mean that students can take over the screen at any time and show whatever they like.

Section 4

Quality Delivery at a Distance
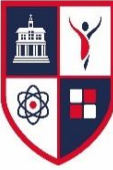
Section 4: Quality Delivery at a Distance

What we already know about good practice in teaching and learning can be adapted to the realms of online learning.

However, it is essential that practices are selected with strong reasoning, rather than with the view to keep students busy or occupied with work.

Therefore, it must be considered what practice will enable us as educators to reach our educational goals with our students remotely, be it instructional guide, retrieval practice quiz or assignment. Think: what practice will best enhance my intended outcome(s) and ensure students acquire knowledge and deepen their understanding of key concepts?

Doug Lemov refers to the fact that our students are already well-practised in online behaviours in terms of skimming texts, switching between material and limiting their attention. He references research from Maryann Wolf who suggests the average time spent reading/watching something online is 2.5 minutes. Therefore, it is imperative that we provide opportunities for our students to work offline and thus break up activities to best support and enhance learning experiences.

Lydiate Learning Trust have researched views on remote learning from writings and presentations specifically from Daisy Christodoulou, Doug Lemov, Paul Kirschner, Rob Coe and Mary Myatt, amongst others, which have all looked at strategies to support learning amidst school closures and remote learning scenarios as we strive to create excellence in our blended learning approach.

(Links to the original presentations and writings can be found in the appendices)

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Strategies to adopt in order to…
Teach like an (Online)Champion

- ✓ **Build/Sustain relationships**: allow students to see you (head and shoulder shot) before you switch to sharing any resources – embrace the opportunity for human contact and begin with a warm greeting to reconnect as a team – look at the camera as if you are looking at the students in your classroom.
- ✓ **Organise your session for students:** make explicit what equipment/resources students will require to fully participate in the session.
- ✓ **Model effective online behaviours**: be very clear and direct about habits and cues for students e.g. what time students are expected to log on, what cues will you use to signal episodes of the lesson etc.
- ✓ **Celebrate success collectively:** "As a class we are aiming to…", "Let's improve out class average on the tests to…", "Fantastic work as a group today because…" Draw attention to success against the criteria you provided. 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.
- ✓ **Communicate clearly:** share 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. Begin with a reviewing material activity or recall quiz that offers a high success ratio for students. Beginning this way builds their intrinsic motivation.
- ✓ **Feedback regularly**: Ensure regular pause points enable quick formative feedback - establish checks for understanding points, which involved asking students to check their understanding, e.g. hinge questions. When giving teacher feedback, focus on shaping actions for next time. Make sure you follow up in their next task in seeing they have taken the desired actions.
- ✓ **Positively reinforce the climate for learning:** create the impression that the collective behaviour you desire is the norm. Use phrases like, "All of you are expected to…", "Everyone will/has…", "I've seen so many great examples…", etc.
- ✓ **Define lines of accountability**: be clear about what students are expected to do, and by when, and how they will be held accountable – whether completing a quiz, filling in a worksheet, typing an answer in chat or submitting work online. Make sure you can follow up. The message students should get is, "I care, I'll know, and I'll follow up"

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Using the LLT Remote Lesson Template to support with Lesson Content and Structure

- ✓ **Fully utilise the LLT Remote Lesson Template**: be explicit about exactly what you expect students to accomplish – utilise your common slide format to build familiarity with students in terms of lesson phases: REVIEW, QUESTION, SEQUENCE and MODEL, and then PRACTICE.

REVIEWING MATERIAL:

- ✓ Prioritise retrieval, review and application of what has already been taught otherwise you risk students forgetting what you've covered already.
- ✓ Use a combination of multiple-choice quizzes and text when asking questions, they both aid learning and provide you with useful data.
- ✓ Break learning down into shorter sessions spread across longer periods of time than you normally would in a classroom. Spacing like this should aid retention whilst year groups are learning from home.
- ✓ If introducing new content or building on knowledge, refer to relevant prior knowledge. Remember new knowledge relies on the foundations being secure.
- ✓ Return to review concepts and content regularly during daily/weekly/monthly review. This should aid retention.

QUESTIONING:

- ✓ Ensure questions focus on clear learning intentions within the taught curriculum
- ✓ Focus on testing the most important content. This will help provide a diagnosis for what needs to be re-learnt or over taught when students return to school
- ✓ Use simple vocabulary and syntax in the questions and don't include irrelevant information or irrelevant examples. Make sure the questions are very clear – be specific and anything that can't be addressed of an academic nature during the lesson, post responses to the chat post lesson
- ✓ Ask students to elaborate and offer reasoning for their responses to questions. This reinforces their understanding.
- ✓ When using Teams, 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. 'All the way right' and 'Right is Right' are superb for checking for understanding.
- ✓ You could provide three plausible answers. Hinge questions can act as great pause points in the lesson.
- ✓ 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.

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Using the LLT Remote Lesson Template to support with Lesson Content and Structure

- ✓ **Utilise LLT Remote Lesson Template**: be explicit about what exactly you expect students to do – utilise your common slide format to build familiarity with students in terms of lesson phases: REVIEW, QUESTION, SEQUENCE and MODEL, PRACTICE!

SEQUENCING CONCEPTS & MODELLING:

- ✓ 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.
- ✓ When sequencing concepts 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. This can be signposted in the chat or posted on the class team wall
- ✓ Anticipate the problems students may have with a concept and adapt your teaching accordingly. 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

STAGES OF PRACTICE:

- ✓ Guide student practice by combining modelling with opportunity for students to attempt questions in a low-stake environment; using the chat function of Teams allows for quick all-pupil response to questions.
- ✓ Structuring guided practice can also be pre-recorded; if so consider how to effectively narrate the video and include pause points.
- ✓ Encourage student-to-student interactivity, if appropriate, and it can be done in a safe and secure way.
- ✓ Create opportunity for independent practice during the lesson. Being available on chat or through the meeting - discussion provides students with the chance to seek support and guidance.
- ✓ Consider the nature of the resources and activities you are planning. How will work be presented? Do students require a printer (remember this is not an option for some students)?
- ✓ Decide how you would like students to submit work to you and communicate this clearly.
- ✓ Feedback can be provided in a variety of ways. Whole-class feedback either live or pre-recorded can be provided whilst Reviewing Material at the beginning of the next lesson.
- ✓ Different platforms can be used to facilitate students to practice these can be utilised as part of a live lessons and quite often they provide live assessment information that can be used within the plenary, or to inform future lesson planning.

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Section 5

Maximising Curriculum Implementation for Impact

Curriculum Implementation

Implementing the curriculum and the associated resourcing is important when considering who the different group of students might be that require remote teaching – as far as possible the planned sequence for the curriculum should be delivered.

The first group of students we will consider are those for whom a bubble has been collapsed for a short period following a positive case of Covid. The intention would be to continue, as far as possible, with planned curriculum sequences and adapt the lesson resources to facilitate an effective whole teacher-led *blended* approach. Use the **LLT Remote Lesson Template** as a vehicle to ensure all lessons are consistent with regards to effective remote teaching. Review curriculum maps for the time period of absence to check the suitability of lesson content - it may be that practical or assessment activities require rescheduling or redesigning. Does this impact the subsequent sequence of lessons for students on return? If so, adapt and interleave schema as appropriate.

Should a "track and trace" style bubble be collapsed (which might result in some students at home and some students still in school); a guided learning approach should be considered which employs a "flipped learning" approach (see Remote Learning Policy for details). In this scenario, consider opportunities within a typical Rosenshine style structure to go live to students at home at those opportune moments within a lesson (such as when classroom students are undertaking independent practice. Utilise best practice as is currently being developed in Remote Learning Steering Groups across the Trust in relation to ensuring quality delivery for all learners in all circumstances.

A further group of students who could require remote teaching are those who are facing a period or self-isolation. A co-ordinated approach to setting lessons that follow the curriculum should be adopted – a "shadow curriculum". These lessons will be accessed independently, perhaps with the guidance of a parent, therefore resourcing should consider the user-friendliness. The resources on offer should follow the intended curriculum sequence in place so as to ensure gaps in knowledge do not develop. A good starting point would be the Oak National Academy.

Another group of students requiring access to remote teaching are those with other short and long-term absences. The offer of a remote curriculum can be used to minimise the impact of those absence by allowing students to either keep-up or catch-up.

If the situation arises where a full school closure is ordered, then a more detailed review of the curriculum, and its delivery, is necessary. Whilst the overall aim would be to remain guided by the principles of our Remote Learning Policy, such an approach would also accommodate and support the flexibility needed by colleagues who may be working from home.

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Impact of the Curriculum: on Return

After any closures, the next stage will be to assess the impact of curriculum implementation to-date. A review of current curriculum maps and resulting responsive curriculum plans will aim to cover any gaps that may have been created as a result of the closure. There are multiple considerations needed to design the responsive curriculum. This includes what content needs to be taught, how closure might have effected the sequence of lessons and the impact this has on the formation of schema by students.

Once the responsive curriculum is designed, then responsive teaching is necessary to ensure its effective delivery. This requires the skilful use of formative assessment by teachers to unpick what prior knowledge students have and also the effectiveness of the delivery of the current lesson. This is followed by the skilful adaptation of delivery and medium term planning to respond to this formative information; ensuring that the learning journey is the one that is needed by the students within the group, thus ensuring curriculum intent and impact is maintained.

Teachers are encouraged to work together to discuss, debate and plan their curriculum adaptations. The following questions may help to initiate conversations where it is felt rapid closing of knowledge gaps is required:

- Look at your curriculum road map. What should you prioritise review of and why? Are your choices appropriate?

- What does this mean you leave out? Will it need to be covered later? When will that be?

- How should you space out the content? Can you interleave content?

- How will you signpost to students how this content fits into their learning of the whole subject?

- What work should students produce? What will good quality work look like?

- How will you work further retrieval of this content into the curriculum once students return to school?

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Section 6

Frequently Asked Questions

Online Safety

Security FAQs	Microsoft Teams
Can Attendees join a session before the teacher?	Yes, if they have the link, but you send them the link via the Calendar.
Can the teacher enable a waiting room?	Yes, if the Attendees are not part of the Team they are out in the lobby.
Can the teacher automatically mute Attendees' audio upon entry into a session?	Teams automatically mutes each attendee's microphone if there are more than 5 attendees.
Can the teacher mute individual Attendees in a session?	Yes, click Show participants and click the ellipsis next to an attendee's name. click Mute participant.
Can the teacher mute all Attendees in one go?	The teacher clicks, Show Participants and Mute all.
Can the teacher automatically mute Attendees' video upon entry into a session?	Video is turned on automatically when you join or are called from an unscheduled meeting in a channel. You can turn off your video once you're in the call.
Can the teacher disable Attendees' video in a session?	Before the meeting, go to Meeting options in Calendar. Select Specific people or Only me next to Who can present?
Can Attendees send each other private messages that the teacher can't see?	Not via Teams. The teacher sees all messages.

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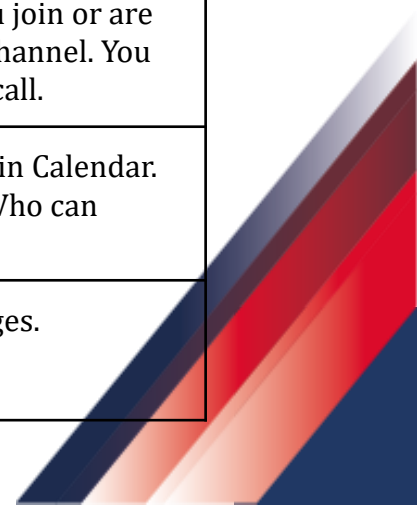
Online Safety

Security FAQs	Microsoft Teams
Can Attendees send each other files during a session?	Yes, via a channel in Teams.
Can the teacher send Attendees files during a session?	Yes, via a channel in Teams.
Can the teacher disable screen sharing for Attendees or set up screen sharing as the host only?	Before the meeting, go to Meeting options in Calendar. Select Specific people or Only me next to Who can present?
Can the teacher enable annotation in a session?	Yes, the teacher can share their screen and use the Microsoft Whiteboard Application. The teacher can invite participants too.
Can the teacher remove a Attendee in a session?	Yes, click Show participants. Click the ellipsis next to their name and click Remove participant.
Can the teacher lock the room so no-one can come in once a session has started?	No, but only Attendees or teachers from the domain can access the link.
Can Attendees rename themselves and can the teacher disable this option?	The teacher can't rename a Attendee's name, but their name would be their school email address.
Can the teacher close the session so no-one can rejoin?	The teacher can click End meeting to close it for everyone.
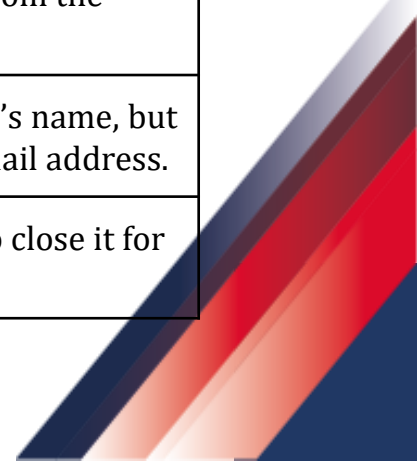
Appendices

1. LLT Remote Learning Guideline: How to Schedule a Meeting
2. LLT Remote Learning Guideline: How to Set an Assignment
3. LLT Remote Learning Guideline: How to Change your Settings
4. LLT Remote Learning Guideline: How to Mute your Chat Function
5. Links to Instructional Videos
6. LLT Remote Learning Template
7. Further Reading and Research Part I
8. Further Reading and Research Part II
9. Links to relevant Policies

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1. How to Schedule a Meeting

How to Schedule a Meeting...
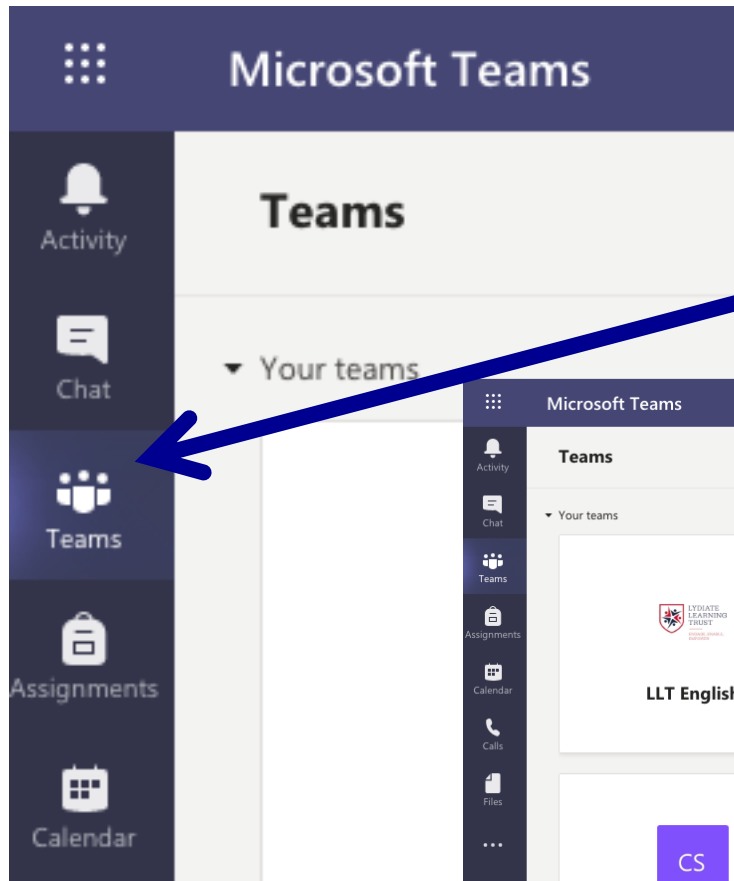
First step? Log into Microsoft Teams! This can either be in the app, or on the internet via Office365.

The next thing you need to do is go to the Teams tab on the side, and then click on your chosen class!
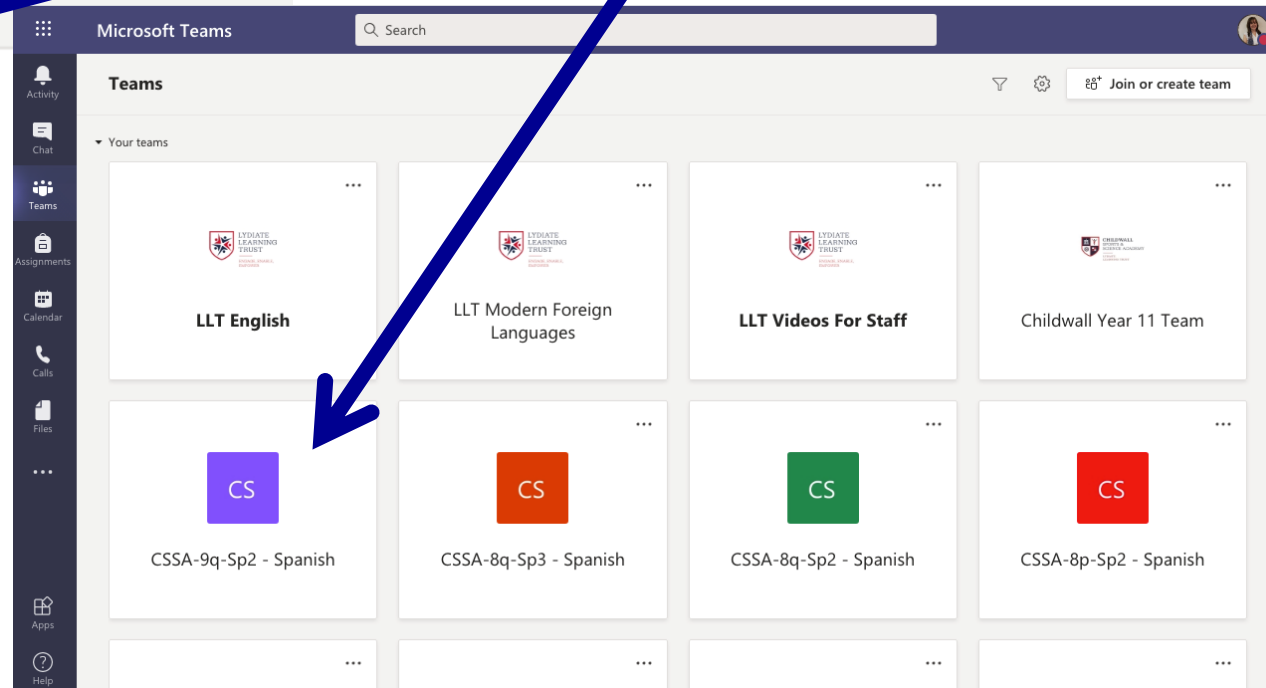
How to Schedule a Meeting...

If you have never used this 'new class team' before, you will first need to click 'activate' to give your students access.

This 'team' is like a virtual classroom. You can hold discussions, upload materials, set assignments and schedule meetings here.
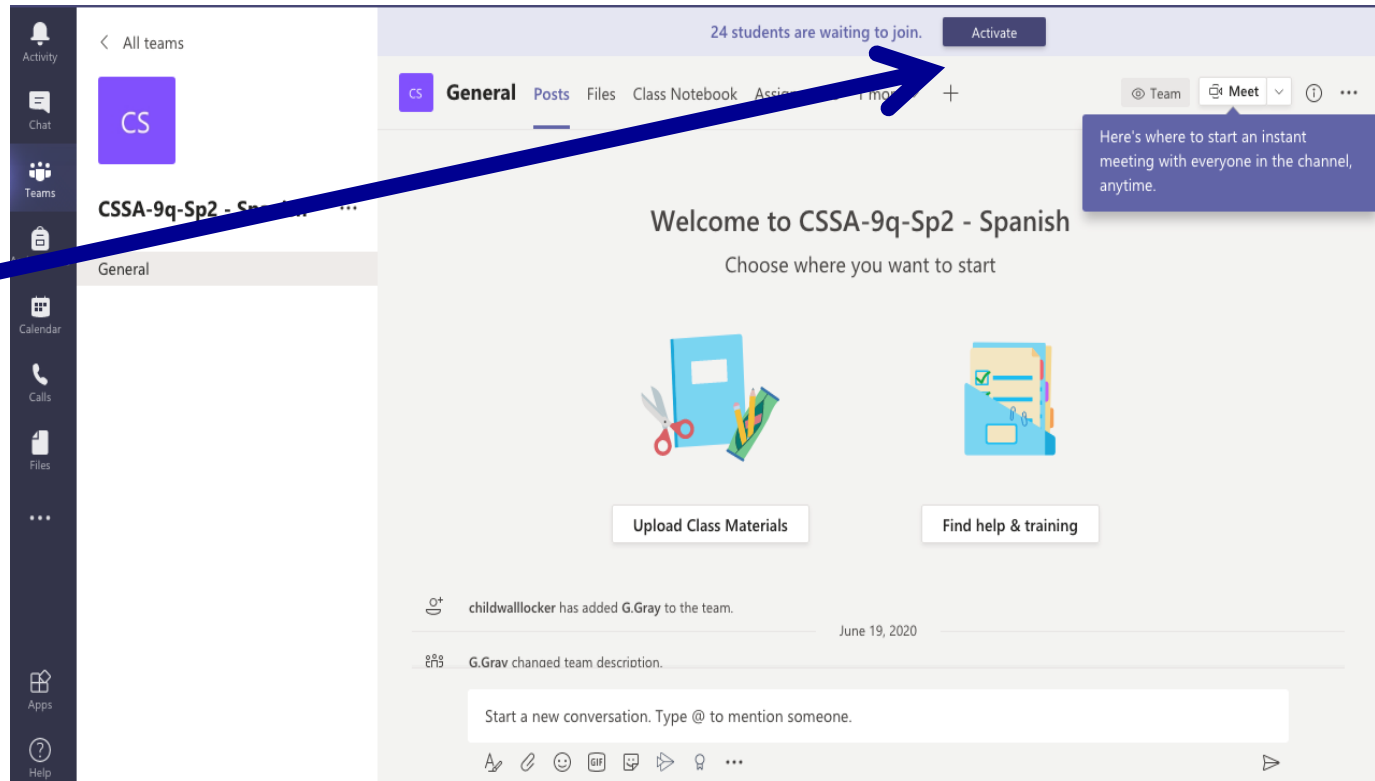
Your students always have access to this page, and can engage in discussions, respond to work, join meetings and upload work here too.

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How to Schedule a Meeting...

To schedule your class meeting, you then click on the little arrow next to 'meet' in the top right-hand corner, and select 'schedule meeting'.

New meeting Details   Scheduling Assistant

Time zone: (UTC+00:00) Dublin, Edinburgh, Lisbon, London ⌄

Spanish lesson P1

9q/sp2   + Optional

⊙ 9q/Sp2
  (9Q/SP2)

⊙ 9q/Sp3
  (9Q/SP3)   8:00 PM ⌄   30m ● All day

cs CSSA-9q-Sp2 - Spanish > General

Add location

B *I* U S̶ | ✐ A A͟A   Paragraph ⌄   I̶ₓ | ⇐ ⇒ ≔ ≔ | 99 ⊘ ☰ ...

Type details for this new meeting

👁 Team   📹 Meet ⌄   ⓘ   ...

📹 Meet now
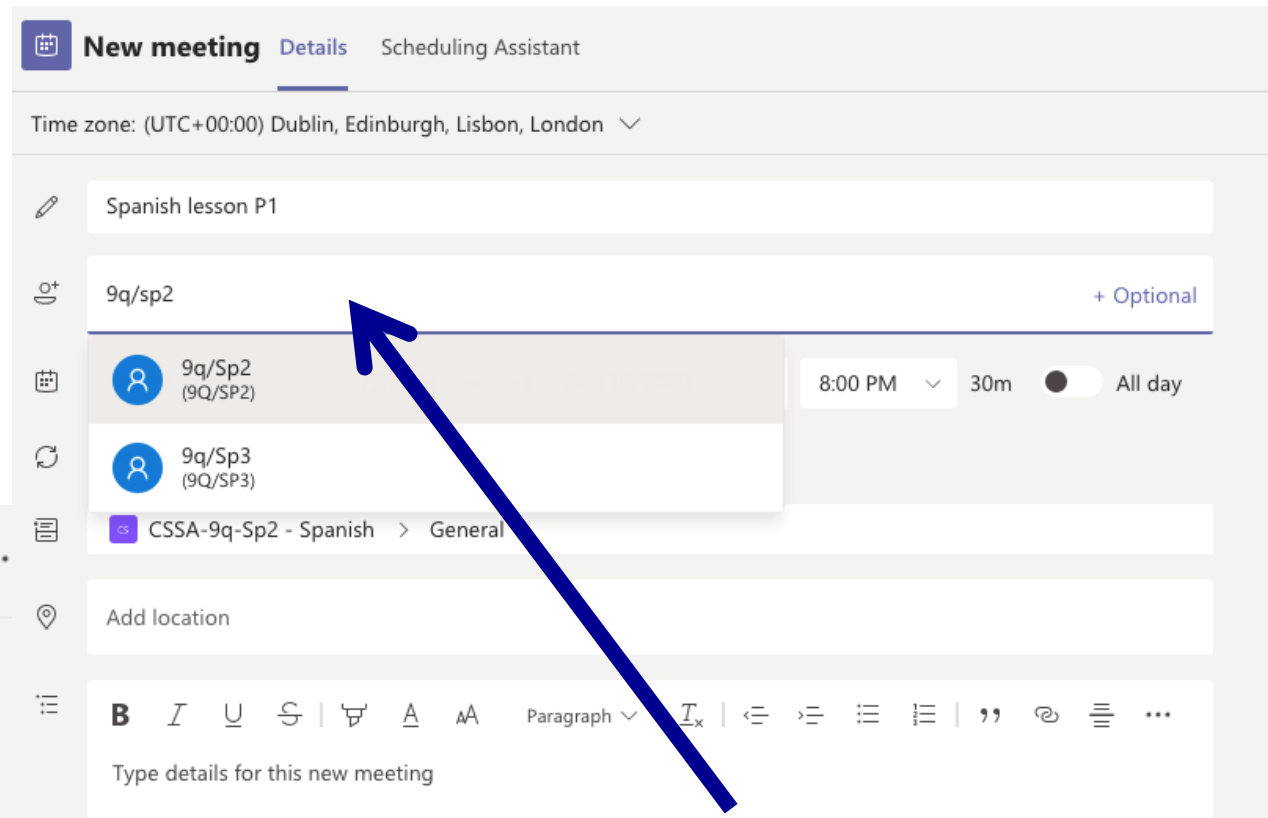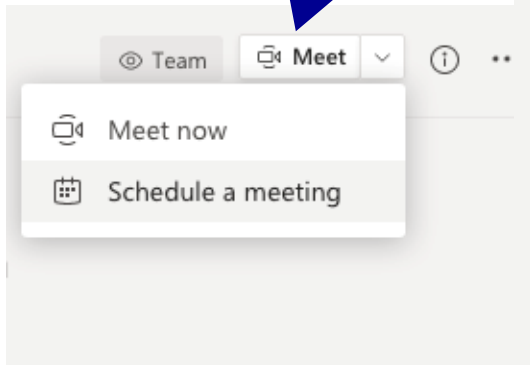
📅 Schedule a meeting

Then you fill in all the details! There is no need to add students individually as you can add the entire class, however you need to search for them by the class code on your timetable.

How to Schedule a Meeting...

New meeting Details   Scheduling Assistant

Time zone: (UTC+00:00) Dublin, Edinburgh, Lisbon, London ∨

Add title

Add required attendees   + Optional

Sep 16, 2020   7:30 PM ∨ → Sep 16, 2020   8:00 PM ∨   30m ● All day

Does not repeat ∨

CSSA-9q-Sp2 - Spanish > General

Add location

B *I* U S̶ | A AA Paragraph ∨ Iₓ | ⇤ ⇥ ⚬ ☰ | ,, @ ☰ ...

Type details for this new meeting

Send   Close

The 'details' section at the bottom will send to your students in an email. Here you can include any explicit instructions, and details about your lesson.

When you are done, click 'Send' and this should now appear in your calendar.

2. How to Set an Assignment

Setting an Assignment...

Go a specific class Team, and then to the 'Assignments' tab at the top of your Teams channel.

This may be visible or hidden depending on your computer screen. If you cannot see it, it will be under the little arrow that says 2more/3more.
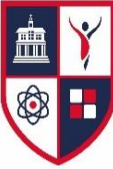
Setting an Assignment...
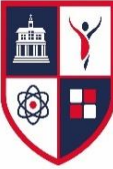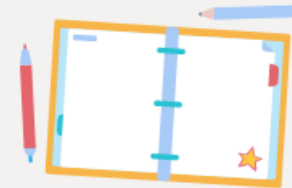
Welcome to Assignments

Create assignments and quizzes, manage timelines, add grading rubrics, and more.

Get started

If you have never set an assignment before, first you click 'get started', and then 'create'.

Don't you just love a blank slate? Create your first assignment here.

Create

Assignment
Quiz
From existing

Create

Get the option to create an assignment, a quiz or reuse an existing document.

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Assignment

Creating an assignment is just like setting a task on ShowMyHomework.

You set a title, give instructions, add any resources and set a deadline.

To add resources, you click on the paperclip under the instructions.
You can then add documents from OneDrive, a link to a website or a document from your computer. To upload from the computer it is the button in the bottom left!

Instructions

Enter instructions

📎 Add resources

	OneDrive
☁	OneDrive
	Class Notebook
🔗	Link
+	New File
👥	Teams

OneDrive > Espař

	✓	Name	Modified
		Barca plenary.ppt	Mar 20, 2020
		Barcelona (NM) - Español F.pptx	Mar 20, 2020
		Barcelona (NM) - Español H.ppt	Mar 20, 2020
✓		Barcelona True of False Worksheet.doc	Mar 20, 2020
		Barcelona Worksheet.doc	Mar 20, 2020
		Barcelona presentation.ppt	Mar 20, 2020
		Barça y ficha.ppt	Mar 20, 2020
		En mi ciudad.ppt	Mar 20, 2020
		QUIZ.ppt	Mar 20, 2020
		Thumbs.db	Mar 20, 2020
		UNA CIUDAD.ppt	Mar 20, 2020

↑ Upload from this device

Cancel   Attach

Activate Windows

The automatic settings mean that your students cannot edit what you have uploaded. You may want to leave it this way if it is a PowerPoint, however if you want students to be able to write on the document, you need to click on the 3 dots, and select 'students can edit their own copy'.

Instructions

Enter instructions

Barcelona True of False Worksheet.doc
Students can't edit .doc files

•••

More attachment options

Add resources

Students edit their own copy   •••

Students can't edit   More attachment options

Open in Teams

Open in Word

Open in Word Online

Download

Activate Windows
Remove
Go to Settings to activate Windows.
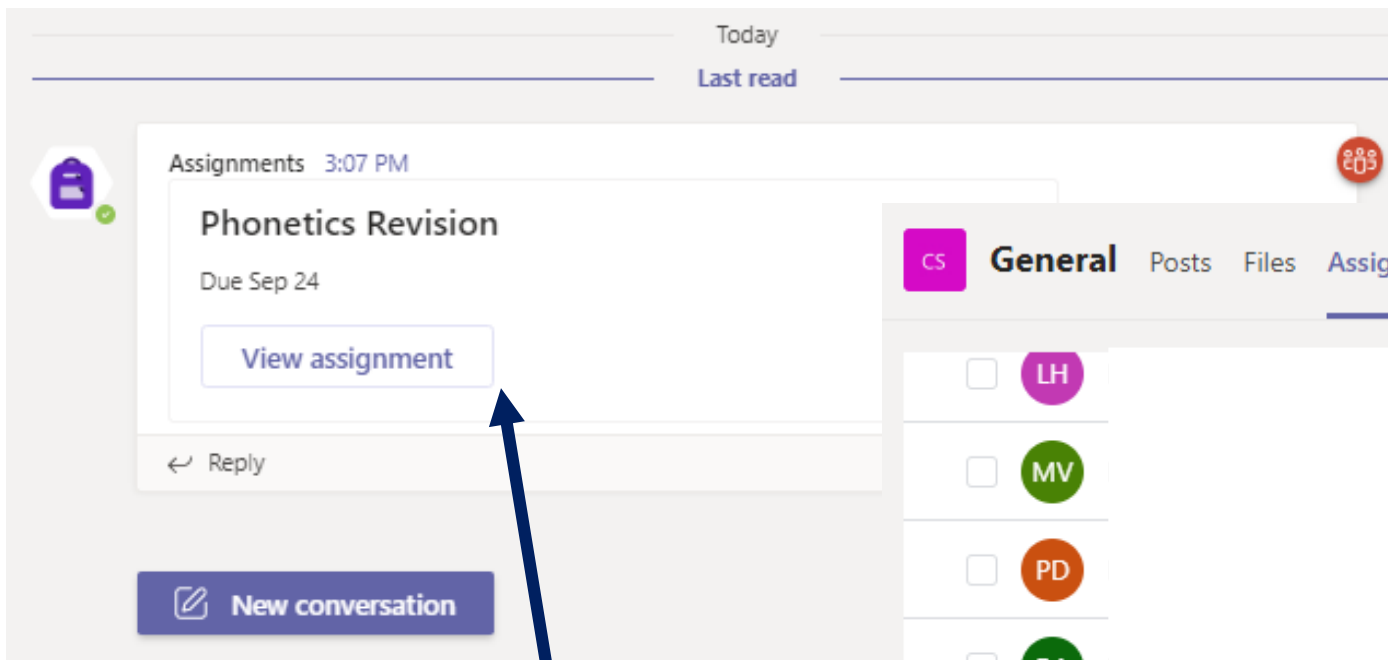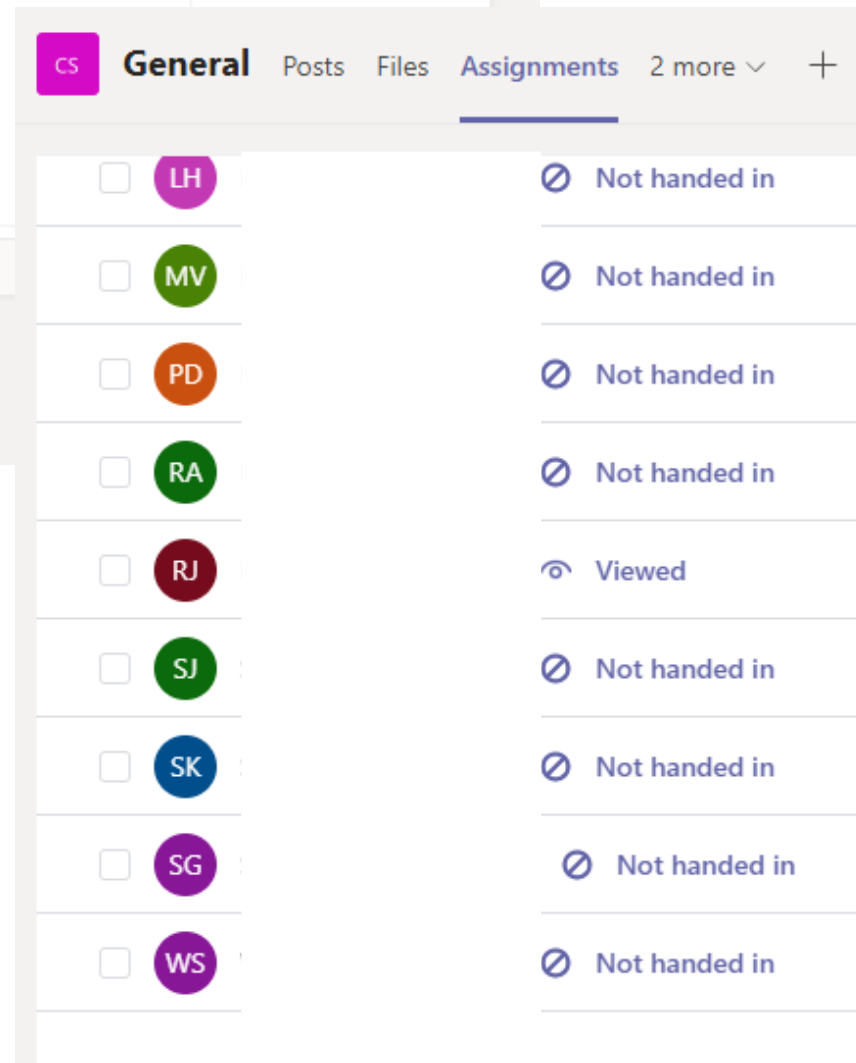
When your assignment is set, it will appear in the 'Team' channel for that class.

You will also be able to see data on this assignment, including who has handed it in, who has viewed it etc.

(This is just an example, my class are fantastic and do hand in their work!)

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Quiz

Creating an quiz is just as easy! You click on 'Quiz', and it will take you to the below screen.

    You can then use an existing quiz (that you've made on Microsoft Forms, OR you can click +NewQuiz and it will take you straight to Microsoft Forms.

Assignment

Quiz

From existing

Create

Forms

Add the quizzes you create in Microsoft Forms to your assignment.

Search

Choose a Quiz: + New Quiz

No forms available
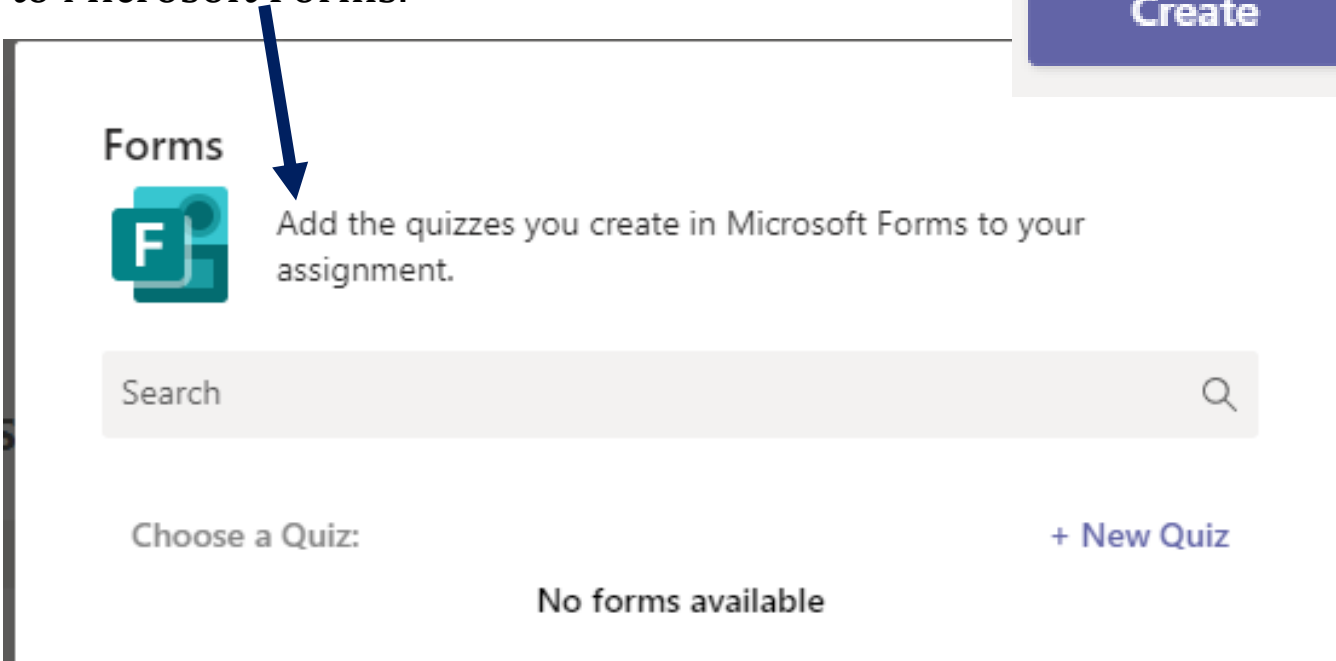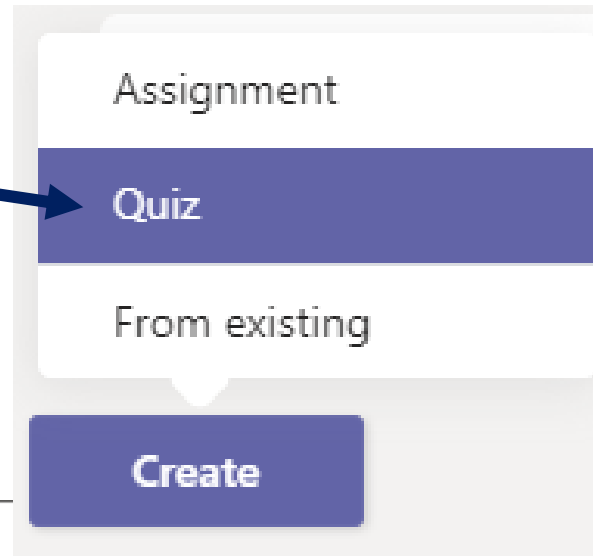
Microsoft Forms is simple to use. You can create questions with options, or questions with a written answer. Click on +Add New to add a question!
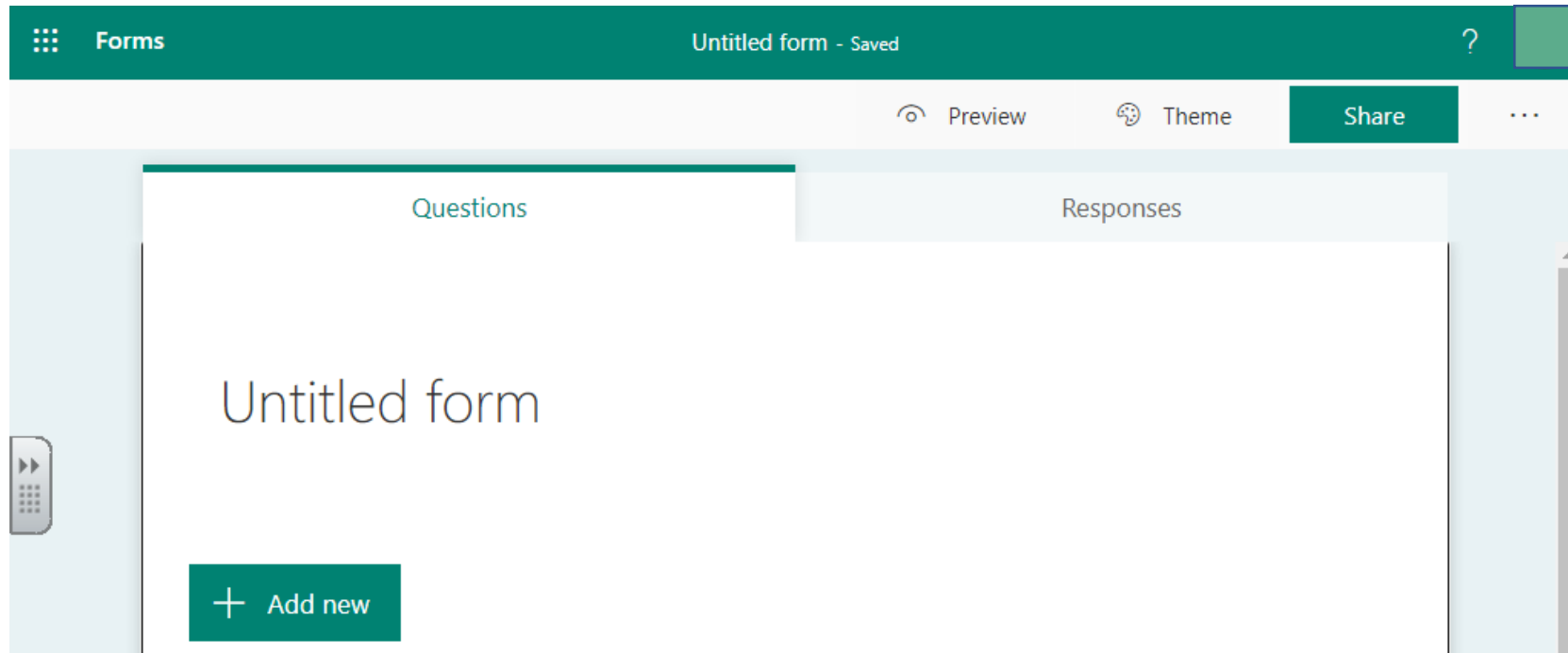
Clicking on the 'Responses' tab, will show you data on your students - who has answered and what they have answered.

3. How to Change your Settings

How to Change your Settings…

You cannot change your settings until you have already scheduled a meeting, however you can still change them before the meeting is due to take place.
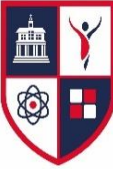
Go to your calendar and click on your meeting/lesson.
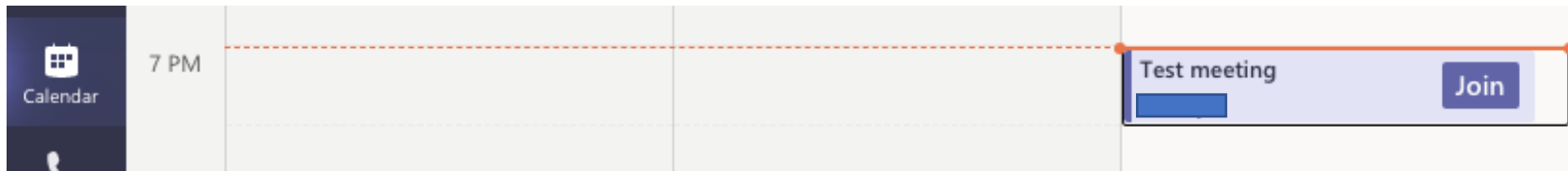
Then select 'Meeting Options' at the top.
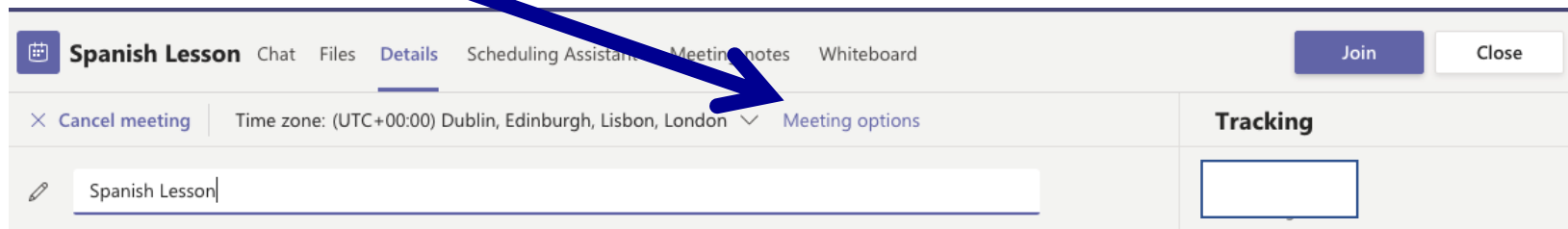
How to Change your Settings...

Test meeting

📅 September 16, 2020, 7:00 PM - 7:30 PM

Meeting options

Who can bypass the lobby?	Only me ⌄
Always let callers bypass the lobby	No ⭘
Announce when callers join or leave	Yes ⬤
Who can present?	Everyone ⌄

Everyone

People in my organization

Specific people

Only me

You then need to change

'Who can bypass the lobby?' to 'Only me'

and then

'Who can present' to 'Only Me'.

You will need to check these settings for EVERY meeting.

Here is a video tutorial guide to this:

https://www.youtube.com/watch?v=dooaJNiSarc

4. How to Mute your Chat Function

Muting the Chat...
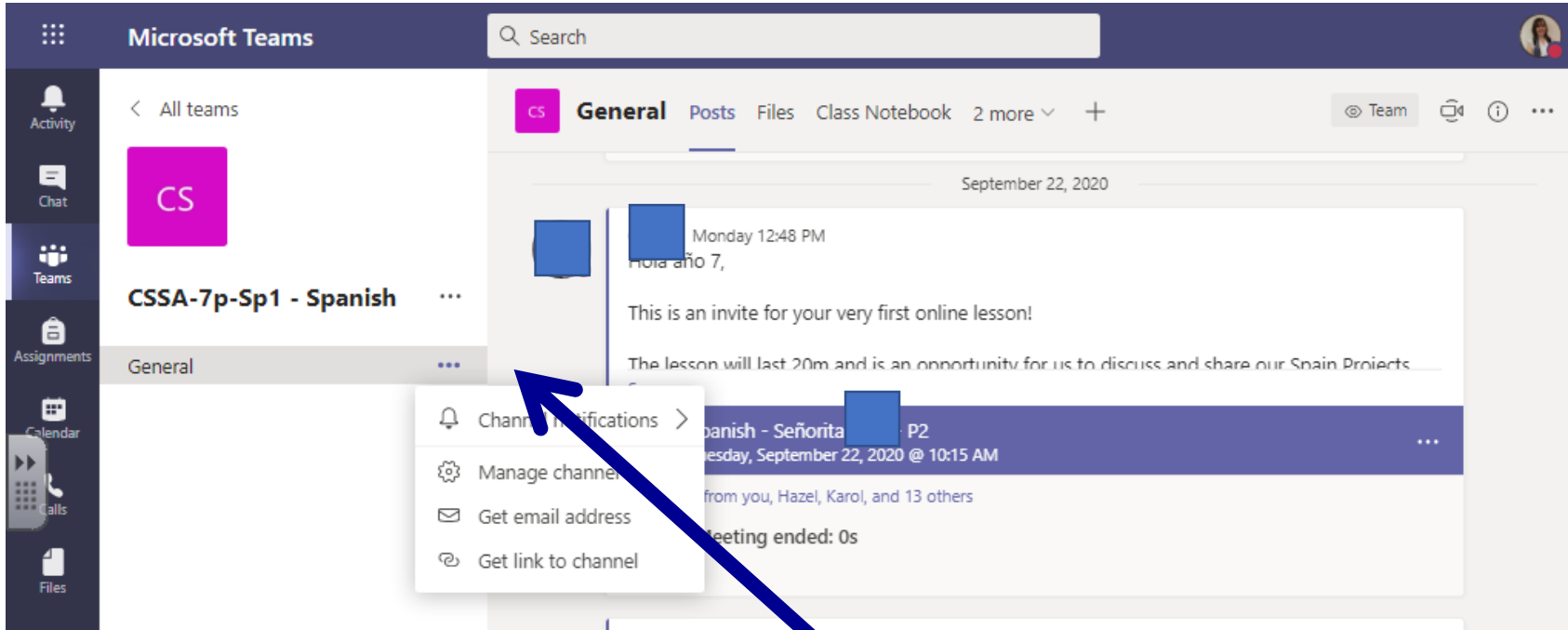
If you want to stop your students chatting or posting on their 'Team channel' whilst you are not there, you can change this in your settings.

Go into the channel, and then click the dots next to General on the left-hand side. The click 'Manage channel'.

Muting the Chat...

Now just change the settings to sat 'Only owners can post messages'.

At the time of the lesson (or at some point) if you want them to be able to write in the channel or chat, then you need to go back and change these settings again.

5. Instructional Videos

There are lots of videos on YouTube with guides of how to use teams.
You can find them by simply searching 'teach on teams' on YouTube, however here are some useful ones from a YouTuber who works for Microsoft:

How to record a meeting:
https://www.youtube.com/watch?v=Z4I-bg2KgIA

How to properly present slides:

https://www.youtube.com/watch?v=JCTpb9yeGfY

How to use 'presenter view':
https://www.youtube.com/watch?v=vFQLanK7Gi4

How to use breakout rooms:

https://www.youtube.com/watch?v=ivaja7-MprQ

https://www.youtube.com/watch?v=d_iD5PLgr08

How to track attendance:

https://www.youtube.com/watch?v=JHHN3d5vw60

How to create polls:

https://www.youtube.com/watch?v=Z0JwgwySvag

Find MANY more guides from the same YouTuber here:
https://www.youtube.com/c/KevinStratvert/videos

6. Remote Lesson Template

LYDIATE
LEARNING
TRUST

Engage
Enable
Empower

Remote Lesson
Title

Reviewing Material
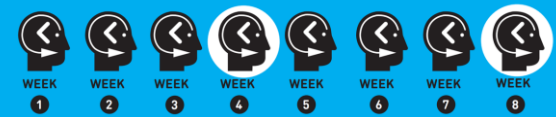
Questioning

Sequencing Concepts & Modelling
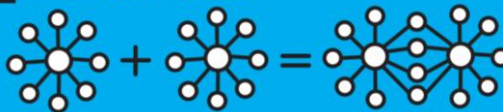
Stages of Practice

New Content/Knowledge

Activity – Activity Title

Assessment Activity - Title

Adaptive Strategies – Help & Support

7. Further Reading Part I

TLAC

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/

8. Further Reading Part II

RESEARCHeD PRESENTATIONS

These links can be searched through Google and are useful when planning Teams remote/live lessons

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/

9. Policy Links

Safeguarding Statements and Policies for DHS and CSSA

https://www.deyeshigh.co.uk/wp-content/uploads/2020/01/Safeguarding-Children-Statement-LLT-Jan-20.pdf

https://www.deyeshigh.co.uk/wp-content/uploads/2020/10/v2-2020-2021-DHS-Child-Protection-and-Safeguarding-Policy-002.pdf

http://www.childwallssa.org/docs/Stand_Alone_CSSA_Child_Protection_and_Safeguarding_Policy__September_2019__with_COVID_19_addendum.pdf

Childwall Sports and Science Academy

E-Safety Policy
http://www.childwallssa.org/docs/CSSA_esafety_Policy_dec_19.pdf

Behaviour Policy
http://www.childwallssa.org/docs/CSSA_Behaviour_Policy_and_Code_of_Conduct_for_students_October_2019.pdf
http://www.childwallssa.org/docs/CSSA_COVID_19_behaviour_update_V2_11th_June_2020_.pdf

Deyes High School

E-Safety Policy
https://www.deyeshigh.co.uk/wp-content/uploads/2020/01/DHS-E-Safety-Policy-Jan-20.pdf

Behaviour Policy
https://www.deyeshigh.co.uk/wp-content/uploads/2020/01/DHS-Whole-School-Bahviour-for-Learning-Policy-2016-17-Jan-20.pdf
https://www.deyeshigh.co.uk/wp-content/uploads/2020/07/Behaviour-Policy-Addendum-v3-copy.pdf

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