REMOTE TEACHING HANDBOOK

Lockdown 3.0

#teamchsg

INTRODUCTION

This handbook has been created to guide and support teaching staff through the National Lockdown in response to the Covid-19 pandemic.

The first section of the handbook outlines the protocols and procedures that should be followed during this lockdown and students remaining at home.

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.

The third section provides guidance for staff in using online platforms and software to effectively deliver remote education.

This handbook is lengthy, 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 us know if you have anything to consider for amendment or addition.

Local lockdown – full school closure from Monday 11th January

Structure of the School Day for all students:

Registration	8.45 - 8.50am
Lesson 1	8.55 - 9.45am
Lesson 2	9.50 - 10.40am
Break	10.40 - 10.55am
Lesson 3	10.55 - 11.45am
Lesson 4	11.50 - 12.40pm
Lunch	12.40 - 1.10pm
Tutor time	1.10 - 1.25pm
Lesson 5	1.30 - 2.20pm
Lesson 6	2.25 - 3.05pm

Registration / Tutor Times / Pastoral Support:

It is important we maintain regular contact with students during the lockdown. This will be achieved by the following:

- MS Teams registration every morning 8.45am-8.50am (SIMS am register)
- MS Teams Tutor Time each afternoon 1.10pm-1.25pm for 15 minutes (SIMS pm register)
- Close monitoring of attendance through SIMS
- Daily welfare survey
- Targeted contact with vulnerable students
- Fortnightly Head of Year Newsletter
- Rewards and Celebrations (to include Golden Tickets)

Tutors will be required to take a MS Teams tutor registration session every morning between 8.45am-8.50am, a SIMS register must be completed during this time.

There will be a MS Teams tutor time session each day for 15 minutes. This time will be used for afternoon registration (SIMS), tutor reads, assemblies and general messages. It is crucial we maintain regular contact with students and monitor their attendance through SIMS. (All MS Teams sessions with students should be recorded).

The Attendance Officer will provide data on a daily basis to allow Heads of Year and the pastoral teams to follow up on attendance concerns and make contact with parents/students where appropriate.

Students with minor IT access issues, such as forgotten passwords, should be resolved by the tutor via Burconix. Students with no access to a laptop/tablet/computer/wifi should be referred to Heads of Year. Heads of Year will investigate and complete the online request spreadsheet (found on Office 365), if necessary. (Allocation and distribution of laptops will be overseen by Alice Driver.)

To monitor student welfare, each day there will be survey sent to all students where they can indicate how they are feeling. The Heads of Year will manage who responds to any concerns that are expressed by students with phone calls and home visits where necessary.

The SEND, safeguarding and pastoral teams will work together to ensure all vulnerable students are monitored on a regular basis including email contact and phone calls. This information will be centrally held and available to the pastoral team.

Heads of Year will continue to produce a fortnightly newsletter to update parents and students thus creating a positive and inclusive culture within the year group

It is important we continue to celebrate the achievement of the students and rewards will continue to be used to recognise hard work, commitment and dedication. We will continue using the Golden Ticket and celebrate this through the newsletter. Golden Tickets should be recorded on SIMS.

Any concerns regarding specific students should be reported using CPOMS.

Curriculum - Key stage 3 and 4:

MS Teams Online Seminar Sessions
- Heads of Department will work with teachers to organise a timetable of compulsory MS Teams Seminar sessions delivered by class teachers. This timetable will be linked to SIMS for register purposes. The class teacher should register students in MS Teams Seminar sessions using SIMS.
- Sessions should be delivered during normal subject timetabled periods, using the school day timings above, however not all lessons need to be seminar sessions.
- Expectations for the minimum number of online MS Teams Seminars:

Subject	KS3	KS4
English and Maths	3 out of 7 lessons	4 out of 8 lessons
Science	Yr7 - 3 out of 6 lessons Yr8 - 3 out of 7 lessons	4 out of 7 lessons Yr11 - 5 out of 9 lessons
History, Geography and DT	1 out of 3 lessons	3 out of 5 lessons
MFL	Yr7 - 2 out of 5 lessons Yr8 – 2 out of 4 lessons	3 out of 5 lessons
Art, Dance, Drama, Computer Science, Music, PE	1 out of 2 lessons	3 out of 5 lessons (excluding core PE)
Citizenship, RE	1 out of 2 lessons	Yr9 and 10 - 3 out of 5 lessons Year 11 - 2 out of 4 lessons
Business, Media, Sociology	N/A	3 out of 5 lessons

- You can do more online sessions if you wish. Please bear in mind that if you choose to do more MS Teams sessions than your original scheduled department plan these will not be able to be registered on SIMS. Please keep a manual entry of these registers.
- All MS Teams sessions with students should be recorded.

- If a lesson is being delivered as a MS Teams seminar session, this information should be on SMHW and the MS Teams invitation links should also be displayed in the lesson information (by copying the hyperlink from the original Teams invitation). Any additional resources can also be made available. The format for setting lessons on SMHW will be as follows: day, date and lesson number i.e. Monday 20th April Lesson 1 Art. The due date for the work should be the day of the lesson, i.e. 20/04/20.

Independent Learning Sessions (the remainder of timetabled lessons, not being delivered on MS Teams)

- Class teachers should set the required work for each Independent Learning lesson via Show My Homework (SMHW), to be completed at home in workbooks. Instructions must be clear, with tasks broken down appropriately and with applicable explanations and resources, if required. Resources can include a standard PowerPoint or a video PowerPoint (up to 15 minutes long) to provide a summary of the lesson outlining key knowledge, instructions and support for the class.
- As above, the format for setting lessons on SMHW will be as follows: day, date and lesson number i.e. Monday 20th April Lesson 1 Art. The due date for the work should be the day of the lesson, i.e. 20/04/20. (Heads of Department should ensure that these actions are carried out appropriately.)
- During independent learning sessions, students can email their teachers during their regular timetabled lesson time for support. Class teachers must be available via email during this time to respond to questions.
- Teachers should refer to the Head of Department for support and clarification of the online curriculum in their subject area.

Curriculum - Key stage 5:

- **The class teacher will deliver all lessons via MS Teams**, as per the timetable, however not all lessons need to be full teaching sessions. Teachers should plan a **minimum** of 50% teaching time, over MS Teams, per fortnight. Heads of Department should set the expectations in their subject area. The example below can be used as a guide:

Lessons	Breakdown of time
Lesson 1	25 mins of teaching time, plus independent learning activity (off Teams)
Lesson 2	Full teaching lesson
Lesson 3	Full teaching lesson
Lesson 4	15 mins of teaching time, plus independent learning activity (off Teams)
Lesson 5	Full teaching lesson
Lesson 6	35 mins of teaching time, plus independent learning activity (off Teams)
Lesson 7	Full teaching lesson

- MS Teams invitations should also be displayed in the lesson information on SMHW. The format for setting lessons on SMHW will be as follows: day, date and lesson number i.e. Monday 20th April Lesson 1 Art. The due date for the work should be the day of the lesson, i.e. 20/04/20.
- The class teacher should register online students on SIMS.
- All MS Teams sessions with students should be recorded.
- Heads of Department should ensure that these actions are carried out appropriately.

Guidance for Online Seminar Sessions:

Online seminar sessions are compulsory for students to attend – the class teacher should take a register every lesson and record this on SIMS.

Essential aspects of an Online Seminar Session:

- Use of visualizer/PowerPoint to display workbook activities to students.
- There should be a clear purpose and sequence to work set, following subject workbooks.
- Sufficient opportunities to revisit previously taught material through recall and retrieval activities, such as "Do Now".
- Time for students to ask questions and the teacher to check understanding and address any misconceptions.
- Opportunities to assess students learning.
- **All online sessions must be recorded.**

Things to consider:

- Teachers should be mindful of the different between online learning and teaching in the classroom. They should find opportunities to gage the rate of progress of their students and adapt their teaching according.
- Use of a PowerPoint can provide a summary of the lesson outlining key knowledge, instructions and support for the class. (This is particularly useful for SEND students and students who may have sound issues due to poor IT connections.)
- Give clear explicit instructions that are easily understood.
- Give praise and encouragement, including use of Golden Ticket rewards (to be recorded on SIMS).
- Provide opportunities for students to submit work via email, OneDrive, SHMW etc.

Please refer to Section 2: Effective Teaching at a Distance, for further guidance and reference to teaching and learning pedagogy.

Behaviour Expectations:

We expect the FINEST behaviour from all students both on-line and in school. Our normal behaviour procedures will continue. Please take note of the following:

- If a student is being disruptive during a MS Teams seminar then staff must follow the school behaviour policy by giving one warning and then remove the student(s) from the seminar
- Email sent to ARC department (cc HOD) and the behaviour will be recorded on SIMS
- Staff to call home to discuss behaviour with parents
- Student is removed from the next MS Teams seminar
- If a Level 2 behaviour occurs then member of staff immediately removes the student and writes SIF and forwards to HOD/SLT for action and enter on SIMS

Further information

Why do online MS Teams Seminar sessions need to be recorded/replicated on SMHW?

- We have been directing students to use SMHW as the first point of reference for their online learning each day for some time now and they are confident using this programme.
- On SMHW students can view a calendar of work for the week. Setting work for online learning in this way allows them to view a schedule, in one place, which outlines which lessons will be on MS Teams and which ones will not. (The calendar in Office 365 will not show Independent Learning Sessions.)
- Setting work for an online lesson (MS Teams/Independent Learning) with the "due date" set on the same day as the lesson itself, will allow students to find the work easily in their calendar view and in their homework list. (The work does not automatically disappear and stays available for approximately 1 month.)
- Students are not as familiar with using the calendars in Office 365 and SMH will help them be more organised.
- Students can also lose invitations in a mass of emails, especially if they don't click "accept" at the time of receiving the invitation.

Students with no or limited access to IT

Where possible, we will aim to ensure that all students have easy access to remote online education. Individuals with no or limited access will be assessed on a case by case basis. Subject workbooks provide students with the learning materials they require for every lesson.

Assessment and Feedback

Teachers should seek to replicate the same provision as they would in school, as reflected in subjects' SoW, following the same assessment key points/plan. Teachers should create opportunities for students to submit work via email, OneDrive, MS Forms, SHMW etc.

Feedback should be given to individuals or the group in a timely manner.

CPD providing more information about how to do this will be made available on **Friday 15th January**.

If a class teacher is absent due to illness:

- Teaching staff should follow the usual school policy regarding cover work as below:
  - Contact the Staff Absence line by **7.30am** on the morning of your absence and each subsequent day of your absence. The telephone number is **0208 544 4680.**
  - Please give your name, department and the reason for your absence/lateness. You must also advise your Line Manager and email the cover work to them as well as the Cover Office by **8am** at the very latest. Cover work should outline the requirements of the lesson, following the structure of subject workbooks.
- The Head of Department (HOD) will inform students of the staff absence and will set cover work on SMHW.

SECTION 2: EFFECTIVE TEACHING AT A DISTANCE

The following guidelines reflect how good practice in teaching and learning can be adapted in a remote learning situation. They summarise views on remote learning from educationists Daisy Christodoulou, Doug Lemov, Harry Fletcher-Wood, Paul Kirschner, Caroline Spalding, Rob Coe, Stuart Kime and Daniel Muijs.

REMOTE TEACHING: THE SAME, BUT DIFFERENT

Much of what we already know about effective pedagogy can be applied to remote learning, and this forms the basis of most of the advice (Daniel Muis). However there is also a need to focus on the mental processes of the classroom rather than mimicking surface level features (Daisy Christodoulou). 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. Students already have established behaviours in an online context which involve skimming texts, switching between material, and limiting their attention (Doug Lemov). Lemov also suggests providing 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.

Paul Kirschner has provided good generic advice for effective remote teaching:

Remove all distractions: phones, tv, social media: make this the first slide of a presentation		
1.Stick to the essentials Limit new material Concentrate more on maintaining previous knowledge than usual	**2. Spread learning and practice** Divide content and tasks into manageable chunks	**3. Communicate goals and success criteria** Tell students what you hope they get out of the session
4. Frame new content carefully Contextualise learning and help students to structure their learning	**5. Use and prepare relevant knowledge** Share the prior knowledge that will be needed in advance	**6. Give examples before exercises** Model answers and explain the models you use
7. Offer support/guidance during the process Give less freedom and more instruction than normal	**8. Support and stimulate active processing** Use exercises where students expand on given content	**9. Let students check for mastery** Give opportunities for retrieval and give feedback in all forms

WHAT TO DO:
COMMUNICATION AND MOTIVATION

Begin videos or Teams 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 of voice. Connect with pupils through a brief greeting. Create a sense of you all being part of a team/collective with your words.

Be very clear and direct and instruct students 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 Do Now task or recall quiz that offers a high success ratio for students. Beginning by feeling competence builds students' 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" for example asking students to participate in choral response or with an answer then responding as though you heard – ask if students are ready for the lesson then pause and say, "Great!" This creates a positive feedback loop.

Build in habits and cues for students are expected to log on punctually and complete set work. Habits and routines help to keep students motivated.

Give very clear and detailed instructions about what exactly you expect students to do. Sometimes non-compliance arises from confusion or lack of clarity. Make sure you can follow up. The message pupils should get is, "I care, I'll know, and I'll follow up".

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

Have set ways you initiate lessons/get students to show they are participating. This creates familiarity and routine and cues up the behaviour you will reward.

Celebrate success collectively – "As a class we are aiming to get 20 correct answers here", "Let's improve out class average on the quiz to 85% this week" This is their reward, and may work to pull in and motivate those individuals who are on the edge of disengaging.

Try to stick to essential content only. Introduce new material very carefully and precisely. Make every word count.

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.

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

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

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

Build in good metacognitive practice. Provide models and detailed worked examples to students before setting tasks.

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

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

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

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

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.

If you are live or video modelling, ensure you narrate what you are doing and why you are doing it.

Aid retention by breaking learning down into shorter sessions spread across longer periods of time than usual.

Provide clear success criteria for tasks

WHAT TO DO:
FEEDBACK

Use pause points to enable quick formative feedback – set a quiz then provide the answers for students 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 involve asking students to check their understanding because you can't (unless teaching via MS Teams). If they got something wrong can you direct them to cycle back to an earlier point or a workbook? Then can they come back and pick up or try again?

When giving teacher feedback, focus on shaping students' 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.

When teaching live lessons, 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.

WHAT TO DO:
QUESTIONING

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

Plan good questions in advance. Focus on assessing understanding of the most important content.

Make sure questioning is very clear – students worry more in remote learning situations and should not get things wrong because they misunderstand the question.

Questions should be low stakes and phrased positively.

Use simple vocabulary and syntax in questions and avoid irrelevant information or examples.

When using MCQ wherever possible, use incorrect options that indicate to you what the student misconceptions are

WHAT TO DO:
MS TEAMS SEMINAR SESSIONS

Use PowerPoint to provide a high quality summary of the lesson outlining key knowledge, instructions and support for the class. (This is particularly useful for SEND students and students who may have sound issues.)

Use a visualizer/PowerPoint to display workbook activities to students. This will support understanding and reduce cognitive load.

There should be a clear purpose and sequence to work set, following subject workbooks. Share this explicitly with the students.

Provide sufficient opportunities to revisit previously taught material through retrieval activities, such as the Do Now task.

Give clear explicit instructions that are easily understood. Support these with text and be prepared to repeat more than usual.

Give praise and encouragement, including use of Golden Ticket rewards.

Include opportunities to assess students' learning. Be clear on how work needs to be submitted: email, OneDrive, SHMW etc.

Allocate time for students to ask questions and for you to check understanding and address any misconceptions.

Remember to record the session at the start.

Make a note of key content to check and re-teach when students return to school

SECTION 3: USING TECHNOLOGY FOR REMOTE TEACHING

CHSG REMOTE LEARNING RECOMMENDED PLATFORMS AND SOFTWARE			
RESOURCE	**USES**	**BEST FOR**	**CONSIDERATIONS**
Show My Homework	Messages home Setting work and providing links to other platforms Students submitting work and providing feedback Can be used to create quizzes, spelling tests, differentiated feedback tasks Can link to video tutorials and other external links	Setting work Low stakes quizzes and tests	Work must be set via this for Yr7-13 For SEND students: Give clear instructions (do not simply write "Complete pages 40-42"). Break down in to tasks, with explanations.
MS Teams	Live lessons/tutor time Recording live lessons Enables you to instruct, model, ask and answer questions and check for understanding and respond live Opportunities to share workings in subject workbooks, using camera/visualizer	Live lessons/tutor time Sharing previously taught online content	You **must** use the MS Teams guide to ensure you have the correct security and safeguarding settings in place. Directly address SEND students by name. Pace – consider students who may not read as quickly as others. Don't put students on the spot – give them the opportunity to respond verbally or type into the chat. Minimise copying tasks. All KS5 lessons must be taught on MS Teams.
Supplementary PowerPoints	Provide summary of the lesson outlining key knowledge, instructions and support for the class. Particularly useful in online lessons for SEND students and students who may have sound issues.	Summary of the lessons, outlining key knowledge and instructions etc.	Colour of background: pastel colours. (Avoid black writing on white backgrounds.) Recommended font: Calibri – (san serif) Use large sized fonts - avoid lots of writing on one page. Avoid italics and underlining - use **bold** instead. Page numbers – directing them to how to find the page

RESOURCE	USES	BEST FOR	CONSIDERATIONS
YouTube PowerPoint presentations	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 Subject areas must have their own active YouTube channel Follow guidance for Supplementary PowerPoints above. Pressure to be "perfect" can make it time consuming Keep content brief – 10 minutes (20 max) Check pre-made content before sharing
MS Forms	Quizzes – self marking for multiple choice and short answers. Clear data on strengths and weakness for class/co-hort. Student questionnaires.	Multiple choice questions and questionnaires. Ability to download student responses to excel document.	Add question fields for "tutor group"/"class" to allow filtering on excel spreadsheet, if necessary.
OneDrive	Student upload of coursework/written assessments to "class" folder. Student download of teaching resources.	Student upload of coursework/written assessments	You will need to create a folder for your class and share this with them. (When sharing the link, remember to type "
Hegarty Maths	Ready-made, video teaching content Trackable	Revision New content Modelling Application of knowledge Independent practice	
SENECA	Revision of KS3 and GCSE, covering national curriculum and REACH curriculum Trackable Designed by cognitive scientists	Retrieval Some new knowledge	

GUIDANCE FOR STAFF

A number of help guides and video have been put together to support staff in using online platforms and software. These can be found on the Remote Learning SharePoint here: https://chsg.sharepoint.com/sites/RemoteLearning/Shared%20Documents/Forms/AllItems.aspx?viewid=f12ade42%2Da900%2D435b%2Da457%2Dc98071f89578

The links below can be used to find these key guides:

How to schedule a Ms Teams meeting:
https://chsg.sharepoint.com/sites/RemoteLearning/Shared%20Documents/Forms/AllItems.aspx?id=%2Fsites%2FRemoteLearning%2FShared%20Documents%2FMicrosoft%20Teams%2FMS%20Teams%20Help%20Videos%2FHow%20to%20schedule%20a%20Team%20Meeting%2Emov&parent=%2Fsites%2FRemoteLearning%2FShared%20Documents%2FMicrosoft%20Teams%2FMS%20Teams%20Help%20Videos

How to host your own Ms Teams meeting:
https://chsg.sharepoint.com/sites/RemoteLearning/Shared%20Documents/Forms/AllItems.aspx?id=%2Fsites%2FRemoteLearning%2FShared%20Documents%2FMicrosoft%20Teams%2FMS%20Teams%20Help%20Videos%2FHow%20to%20host%20your%20Team%20meeting%2Emov&parent=%2Fsites%2FRemoteLearning%2FShared%20Documents%2FMicrosoft%20Teams%2FMS%20Teams%20Help%20Videos

How to turn your PowerPoint in to a YouTube video:
https://chsg.sharepoint.com/sites/RemoteLearning/Shared%20Documents/Forms/AllItems.aspx?id=%2Fsites%2FRemoteLearning%2FShared%20Documents%2FInformation%20on%20Powerpoints%20and%20YouTube%20Channels%2FPPT%20TO%20YT%20INSTRUCTION%20SHEET%2Epdf&parent=%2Fsites%2FRemoteLearning%2FShared%20Documents%2FInformation%20on%20Powerpoints%20and%20YouTube%20Channels

Ten Tips for Staff: Safe and Effective Remote Teaching

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

2 — Either use school devices or log in through the school's remote access server.
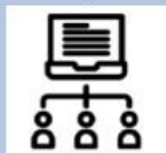
3 — Only run live teaching sessions using MS Teams, ensuring you have the correct security settings in place.

4 — Plan ahead: dress appropriately, select a neutral background for video content, ensure you will not be interrupted.

5 — Students should enter the session on mute, with their camera off and remain this way unless you invite them to turn these on.

6 — MS Teams lessons should be scheduled according to the normal school timetable.

7 — All MS Teams student sessions should be recorded.

8 — Make sure you have considered all levels of vulnerability for students engaging in online learning.

9 — The teacher should be the last person to leave the meeting or click "end meeting" (for all participants) to ensure students are supervised in MS Teams at all times.

10 — Keep your school password private and ensure that you have logged out and closed any work related webpages, emails or remote connections before letting anyone else use your laptop or PC.

If any safeguarding concerns arise, report them immediately using CPOMS – https://carshaltonhigh.cpoms.net
If you are unable to access the internet please call the GLT Safeguarding Helpline: 0208 037 6263.

Ten Tips: Etiquette for CHSG Students attending a live lesson using MS Teams

1 In advance of the lesson, set up your space. This should be somewhere quiet and appropriate for learning.

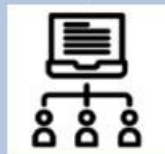**2** Make sure you have all your equipment ready (booklets, planner, pencil case etc)

3 Make sure you are dressed appropriately. You do not need to wear your uniform.

4 Let others in the household know you are about to go online and learn.

5 Use your real first name and surname to access the lesson (do not use your e-mail address).

6 Respect others taking part in the lesson.

7 Think carefully about the questions that you might ask so the lessons can run to time

8 Use the chat or raise hands function if you need to ask a question

9 You will be asked to complete tasks on your own – make sure you do this for your benefit

10 Remember we want the FINEST in our classrooms (including our online classrooms)

Remember:
If you have IT access problems (laptop, WIFI) please contact your Head of Year
If you are struggling to log in to a lesson please contact your teacher via e-mail to let them know

APPENDIX A
LINKS TO READING AND VIDEOS ON REMOTE TEACHING

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

RESEARCHeD PRESENTATIONS
These links can be accessed through YouTube
Paul Kirschner: Tips for effective teaching from a distance:
https://www.youtube.com/watch?v=ws4aZxtyK-w
Harry Fletcher-Wood: How to get students to turn up to remote learning:
https://www.youtube.com/watch?v=8XpM5eSr0h4
Caroline Spalding: Re-motivating students: https://www.youtube.com/watch?v=9qUYnkyqE7M
Stuart Kime: Distance learning by MCQ: https://www.youtube.com/watch?v=iFqxgg6b-lI

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/