

# Remote Education Information booklet



Version 2: 23 September 202



The DfE guidance states...

“For individuals or groups of self-isolating pupils, remote education plans should be in place. These should meet the same expectations as those for any pupils who cannot yet attend school at all due to coronavirus (COVID-19).”

“We expect schools to avoid an over-reliance on long-term projects or internet research activities.”

“Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and **have a strong contingency plan in place for remote education provision by the end of September.**”



Department  
for Education

## Contexts we are ready for:

Students are taught in year group specific zones.

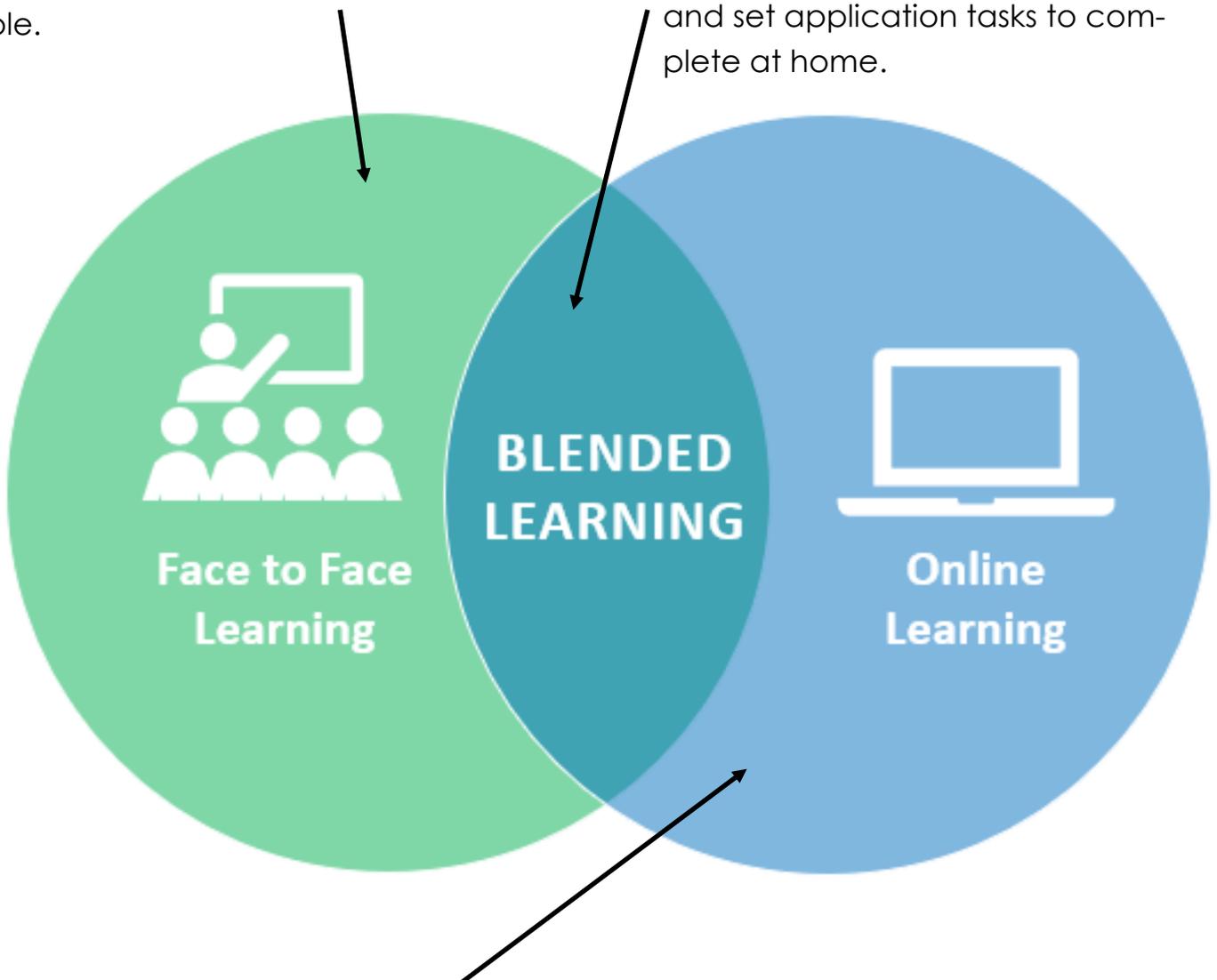
Students are seated in rows.

Teacher– led learning and explicit instruction

Teachers maintain distance from students are far as is practicably possible.

Some students are learning from home: teachers set work for them that reflects the content taught in school.

Students are learning on a rota: some days in school—some working at home. Teachers deliver the bulk of the teaching in College and set application tasks to complete at home.



A whole bubble of students is required to self isolate and work at home.

There is another complete school closure and all children learn from home.

Teachers continue to deliver the planned curriculum but do so online.

Students without ICT access are given high quality print based materials to learn from.

Key worker/ vulnerable children complete online learning in College.

## The DfE guidance states...

### **In developing contingency plans, we expect schools to:**

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use
- provide printed resources, **such as textbooks and workbooks**, for pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum.

### **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 and/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

# Tiers of restrictions

## **Tier 1**

The default position for areas in national government intervention is that education and childcare settings will remain open. An area moving into national intervention with restrictions short of education and childcare closure is described as 'tier 1'. There are no changes to childcare, and the only difference in education settings is that where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.

## **Tier 2**

Early years settings, primary schools and alternative provision (AP) providers, special schools and other specialist settings will continue to allow all children/pupils to attend on site. Secondary schools move to a rota model, combining on-site provision with remote education. They continue to allow full-time attendance on site to vulnerable children and young people and the children of critical workers. All other pupils should not attend on site except for their rota time. Further education (FE) providers should adopt similar principles with discretion to decide on a model that limits numbers on site but works for each individual setting.

In all areas of national government intervention, education settings where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.

## **Tier 3**

Childcare, nurseries, primary schools, AP, special schools and other specialist settings will continue to allow all children/pupils to attend on site. Secondary schools, FE colleges and other educational establishments would allow full-time on-site provision only to vulnerable children, the children of critical workers and selected year groups (to be identified by Department for Education). Other pupils should not attend on site. Remote education to be provided for all other pupils.

In all areas of national government intervention, education settings where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.

## **Tier 4**

All nurseries, childminders, mainstream schools, colleges and other educational establishments allow full-time attendance on site only to our priority groups: vulnerable children and the children of critical workers. All other pupils should not attend on site. AP, special schools and other specialist settings will allow for full-time on-site attendance of all pupils. Remote education to be provided for all other pupils.

In all areas of national government intervention, education settings where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.

# TCC Contingency Plan

Implementing remote learning represents a range of challenges for teachers that vary depending on personal circumstances. Some teachers will have childcare priorities and others will have limited access to wifi/ computer facilities. Likewise, our students will face different constraints to accessing learning. Our aim is to create a remote education plan that is adaptable to the different contexts of adults and children, but strives to maintain a high quality of education in the event of remote learning being implemented.

It is not necessarily the most effective way of working for each teacher to be responsible for their own classes. Faculty areas can therefore plan how to deliver remote learning that is adapted to the specific circumstances of members of the team. For example, subject areas with several teachers may choose to divide into teams and take responsibility for providing education for different year groups. Subject teams with fewer teachers may not be able to provide as much learning content to students and this is understandable.

The key ethos for remote education at TCC is to ensure our students are "learning not just working". We provide asynchronous learning that includes:

- Clear explanations
- Modelled examples
- Incremental layering of knowledge
- Lots of opportunities for students to practise applying what they have been taught
- High quality resources
- Clear feedback to students about the work they submit.

**Each subject/ faculty team has submitted a clear plan of how they will implement remote education in the event of an outbreak.**

**This must be completed on the proforma provided by CLO and observe, as far as is practicably possible, the whole College principles set out on the next pages.**

# In the event of College closure:

We will provide 'on demand' lessons that are premade by experts and saved online so students can access them at times that suit their home circumstances. These will be supported by a 'live streaming' service that allows students to log in to seminars and have direct contact with their teachers. We will aim to provide a mixture of the elements below for all year groups:

## Lesson walkthrus



Video lessons created by TCC teachers in which they narrate students through the lessons they would have been taught in College. Teachers will explain tasks and indicate to students when to pause and complete activities.

## Mobile classroom



Short, prerecorded explanations /tutorials in which teachers explain a key concept or idea and model how to complete tasks. Some of these will be made by TCC teachers, some will be external links that have been quality controlled by CLoLs

## Ask the expert



Teachers will share links with students so they can login to Microsoft Teams and gain support in any areas of learning they are finding challenging.

## Practise and apply



Tasks and activities will be shared on SMHW for students to download and complete. Students will not be expected to self teach and will need to access the teaching content before attempting these.

## Formal assessments



Depending on the length of closure, teachers might need to set formal assessment tasks for students to complete and submit online.

## Quizzes



Students will regularly be asked to complete quiz style activities, designed by teachers to allow them to draw inferences about student learning and plan future learning.

**In the case of an outbreak requiring students to stay at home, all subject areas are expected to:**

- Provide lessons for students that reflect their normal school timetable
- Aim to create learning episodes/ lessons that take 45 minutes for students to complete
- Set lessons on Show My Homework to appear on the day that students would have that lesson if in school
- Provide asynchronous learning through *frequent* video/ recorded lessons that provide clear explanations to students of what they need to learn and related tasks to complete. Ideally these should be made by TCC teachers but if this is not possible, external resources can be used (e.g. Oak Academy)
- Provide *frequent* opportunities for students to access live sessions on Microsoft Teams. These do not need to be full lessons and could instead be in the form of q&a sessions in which students are able to seek support with the learning they have been set.
- Check emails on a daily basis to maintain regular contact with students and respond to their questions promptly
- Set quizzes/ questions for students to complete online at the end of each week to help draw inferences about student understanding
- Ensure that students are asked to submit a piece of more extended work *frequently* which is checked by teachers
- Plan which external resources are of sufficient quality/ reflect our curriculum models well enough to be suitable for teachers to use with students
- Plan/ purchase resources for students who do not have suitable online access to use at home

At TCC "Frequent" is defined as:

\* For KS4/ 5 students at least once per week

\* For KS3 students, once per week for subjects in which students are taught 3x per week or more; once per fortnight in all other subjects

This will not be possible in all subjects and a range of factors could preclude us from meeting this aim.

## Remote education plan for students who are self isolating, but the College remains open:

Potential scenarios:

- Individual students cannot attend College as they are shielding
- Individuals cannot attend College as they are self isolating

All students must have access to the lesson that other pupils are taking in terms of it being the same planned content with the same resources.

A daily email will be sent to staff, informing them which students are isolating

Level 1 provision	The TCC Remote Education Portal contains links to content for every subject. This has been shared with students and they can access the portal immediately, without waiting to hear from their teachers, click on the appropriate links and complete the online lessons. Most of the links are to Oak Academy lessons that have been matched to our curriculum sequence.
Level 2 provision	If appropriate, CLoLs upload the in school lesson materials to Microsoft Teams so that students can access them immediately and identify where they have got to in the learning sequence.
Level 3 provision	If appropriate and as soon as practicably possible, teachers use SMHW or Microsoft Teams to set specific learning for students linked to content being covered in class.
Level 4 provision	All CLoLs share learning materials on the T drive that can be printed by a member of support staff if a child on daily email is self isolating and we know they do not have internet access. A pack of learning materials will be printed and posted that day.

# Remote learning for self-isolating students...



## Level 1:

Access the TCC remote education portal: <https://sites.google.com/view/tccremoteeducationportal/home>

From here you can access online lessons that are linked to the curriculum sequence covered in College. These are video based lessons.

**You do not need to wait for your teacher to set learning...**

## Level 3:

Keep an eye on SMHW/ Teams as your class teacher might send you some additional work to complete.

## Level 2:

Log in to Microsoft Teams using your College email address and password. You will find that you have been added to a class called "self-isolating students" - go into the team and use the files link to access the lesson materials being used in College. You will need to work through these materials independently.

**Simply go to the portal or Teams and access the work.**

## Level 4:

If you have told us that you do not have internet, we will call home to check you are well enough to complete work and send a pack home in the post.

Remote education plan for students who are self isolating, but the College remains open:

<b>Potential scenarios:</b>	
Whole bubbles cannot attend College as students are self isolating	<p>Theoretically, teachers can use the lesson time when they would be teaching the year group to produce remote lessons for students to access at home.</p> <p>In reality, there might be staff shortages which mean that teachers are asked to cover absent colleagues so that the College can remain open; in this case, teachers will need to set work (rather than lessons) for students to complete at home.</p> <p>Teachers may choose to identify lessons on Oak Academy that reflect the content they would be delivering and send links to students.</p>

## Remote education plan for operating on a rota:

The specific details of how we will implement remote education should rotas be introduced will vary depending upon the type of rota we operate. Below are potential scenarios:

<p>Students in years 7-11 attend College 4 days per week: each year group has a different day when they do not attend College.</p>	<p>Teachers will aim to teach the content when the students are in College and set application tasks for students to complete when working from home.</p>
<p>One year group per week learns from home so that only 6 year groups are on site at any one time.</p>	<p>Theoretically, teachers can use the lesson time when they would be teaching the year group to produce remote lessons for students to access at home. In reality, there might be staff shortages which mean that teachers are asked to cover absent colleagues so that the College can remain open; in this case, teachers will need to set work (rather than lessons) for students to complete at home. Teachers may choose to identify lessons on Oak Academy that reflect the content they would be delivering and send links to students.</p>
<p>Students operate on a two week rota: the 'odd' year groups (7,9,11,13) attend College on week 1; the 'even' year groups (8, 10, 12, 13) on a week 2.</p>	

## Barriers to home learning for TCC students:



- Lack of a suitable space to learn
- Support parents with childcare
- Lack adult support to help them with complex tasks
- Do not have a computer or laptop—only device is a phone
- Cannot open certain attachments on their device or documents lose formatting when opened
- No internet connection
- Limited data

## Approaches to support students who face these constraints:

- MBL/ HoYs to identify all students who do not have computer/ ICT access
- DfE funded laptops to lend to as many students as possible
- CLoLs to ensure that paper based materials are provided to those who cannot access ICT. These must be high quality and specifically designed for students to use independently rather than print outs of slides etc that are intended to be delivered by the teacher.
- Attachments provided as PDFs so that they can be opened on all types of device.
- Regular pastoral contact to maintain connection with the students and monitor their progress.
- Skeleton school for vulnerable students

## Teachers are required to self isolate, but students are still in school:

Levels of provision	Context	Can not be implemented if...
<p><b>Level 1:</b></p> <p>Teacher teaches from home using Microsoft Teams.</p> <p>Students are supervised by a cover teacher to ensure they are safe and following the lessons.</p>	<p>The absent teacher has to work from home but is in good health.</p> <p>Most suitable when a concept or topic needs to be explained by an expert.</p> <p>Should be prioritised for KS4/5</p>	<p>Teacher is unwell</p> <p>Teacher has child care priorities</p> <p>Teacher does not have sufficient access to technology.</p> <p>Not enough cover staff available in College and classes have to be merged.</p>
<p><b>Level 2:</b></p> <p>Teacher prerecords video lessons or provides links to appropriate Oak Academy lessons.</p> <p>Students are supervised by a cover teacher to ensure they are safe and following</p>	<p>The absent teacher has to work from home but is in good health.</p>	
<p><b>Level 3:</b></p> <p>Teacher sets work for students to complete and specific guidance to support a non specialist to deliver the content.</p> <p>Students are taught by cover teacher.</p>	<p>The absent teacher feels well enough to email work to College.</p>	<p>Teacher is too unwell to set work.</p>
<p><b>Level 4:</b></p> <p>Faculty lead or designated colleague sets work for students to complete.</p> <p>Students are taught by a cover teacher.</p>	<p>The absent teacher is not well enough to set work for students.</p>	

Faculty leads are responsible for ensuring students have appropriate learning support in the event of teacher absence. They liaise with absent teachers when possible to 'mix' different levels of provision to best maintain high quality education for students.

# Home learning guidance

1. Ensure everyone in the team is clear about who is responsible for creating and setting what in the event of school closure.

2. Familiarise yourself with the lessons on Oak Academy. You might be able to use them with students as they reflect your planned curriculum. If not, they provide an excellent example of how to create video lessons.

3. Avoid setting extended projects and instead set students work to complete each lesson with short deadlines

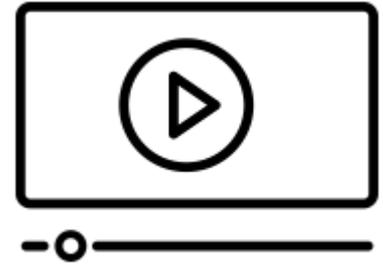
4. Set lessons on the timetabled day only. Students have told us that they get confused and overwhelmed if work is set out of sync with their timetable.

5. Use Screencast to record clear and precise explanations for students. Written explanations will not be appropriate for many.

6. Give students regular feedback about the work they submit and award Kudos points for good quality work to maintain student motivation.

7. Share concerns about students/ engagement with remote learning with their HoY. They will be well placed to monitor students' engagement across the curriculum and put in place support where appropriate.

## Key principles for making effective remote teaching videos:

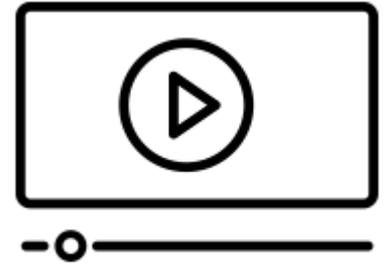


Screencast (<https://screencast-o-matic.com/>) is a great piece of software that allows you to record whatever is on your screen and narrate over the top. This allows you to deliver a lesson to students asynchronously as you can record yourself teaching the lesson and then share a link with students who can watch it and follow your instructions.

- 1) Replicate the structure of an in class lesson: retrieval practice; clear explanations; modelling; scaffolding for task; check for understanding
- 2) Use online quizzes to check for understanding at the end of lessons or lesson sequences
- 3) Keep explanations short and precise, followed by quick activities that allow students to apply what you have just explained. Multiple Choice Questions are a great way for students to quickly check their understanding.
- 4) After activities, go through the correct answer and explain why it is correct.
- 5) Define key words and terms that are essential to explanations before delivering it.
- 6) Avoid busy slides. Minimise the amount of information students have to read so they can focus on listening to the teacher.
- 7) Build in specific directions– particularly telling students when they should pause the video to complete a task and how long they should aim to spend on the task before restarting the video.
- 8) Switch between filming PowerPoint slides and your visualiser. You can easily connect your visualiser to the computer and film whatever it captures and shares on your laptop screen.

## Teach like an online champion

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



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!

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

# Retrieval practice

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Retrieval practice is any strategy that involves pupils retrieving material that they have previously learned from their long-term memory. Retrieval practice is used to cement learning, strengthen memory and improve long-term retention.

- Ask students to complete retrieval practice without using textbooks or notes. This is crucial to ensure pupils are retrieving the information from their long term memories, and not using their short-term memories.
- Retrieval practice should be used in a spaced manner to recap content from last month and all the way back to the start of the course rather than just the last lesson. This takes account of the spacing effect which shows that long-term retention will be improved if practice is also spaced over time.
- Research has demonstrated that pupils need to retrieve information at least four times for it to be remembered in the long-term.
- Retrieval practice should be low stakes – results should not be monitored/recorded. It is also important not to increase the stakes with competitive games.
- Feedback has to be given on the retrieval practice to improve memory of the ‘correct’ answers. Research has shown that this is most beneficial if combined with elaboration—explanations of the correct answers.
- Pupils should self-mark their own retrieval practice as this ensures that they are aware of what they do know and do not know, and what they got right and wrong. As Dylan William states “the best person to mark a test is the person who just took it”.
- Use a mix of tasks. Different types of activities can strengthen memory and build flexible schema. There are lots of practical ideas on our CPD blog.
- Use scaffolding for weaker/younger/more novice learners. This ensures pupils’ retrieval practice is successful and so they are not demotivated.
- Retrieval practice should include facts, complex understanding and high-order skills.
- It should be used for all year groups, subjects and ability types.

# Clear explanations

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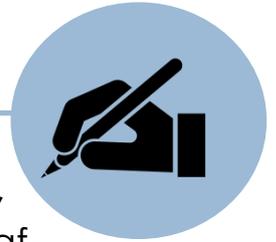
Clear explanations are crucial to enable pupils to understand new content and the instruction for tasks. They can be given 'live' or on pre-recorded videos.

## **Guidance for making sure explanations are clear:**

1. Plan your explanations in advance
2. Make sure they are clear and concise—stick to the main message/core material. Introduce new material in small chunks.
3. Ensure explanations are precise—avoid meandering
4. If doing 'live' explanations, ask pupils questions to check for attention and understanding.
5. Make sure any supporting resources (such as presentations or handouts) are concise and remove any unnecessary material.
6. If doing asynchronous (non-live) learning the use of pre-recorded videos on Screen Cast or high quality externally produced videos (such as by Oak Academy or GCSEpod) help to aid clear explanations of new content.
7. Use concrete examples to introduce abstract concepts or ideas
8. Use examples and non examples, remembering that:
  - It is impossible to teach a concept through a single example
  - Examples need to be presented alongside non examples to demonstrate the limits of a concept

## Modelling and scaffolding:

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Live model, explaining to students not just what you are doing, but verbalising the thinking process that facilitates success. Scaffolding is crucial to give additional guidance and ensure that all pupils can access tasks.

Screencast is a great tool to enable effective modelling as you can either type directly into a document and record yourself talking through the process or use a visualiser and hand write. What you are writing will appear on the computer screen which can then be recorded.

Scaffolding is essential to ensure that all students are able to access learning and complete task:

### **Scaffolding may include:**

- Vocabulary bank issued to students
- Sentence stems for students to complete
- Partially complete examples for students to complete

### **Guidance fading:**

This is another effective way to scaffold learning for students. In brief, the teacher sets a task and models completing it in full. They then set a second task which is very similar but with slight changes. The teacher then models completing aspects of it, but asking students to complete some elements. Finally the teacher sets a third task which is again very similar and asks the students to complete the work independently: **I- we- you**

This approach is most effective in the classroom but can be adapted to an online context.

# Assessment

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It is still crucial to assess learning and the progress made by pupils.

***Professor Rob Coe stated that “assessment should either directly promote learning (for example, by strengthening prior knowledge via retrieval practice) or provide information that you can and will act on.”***

This should drive future instruction, for example through the re-teaching of any topics that pupils have struggled with or when assessment demonstrates considerable gaps in learning. This may include:

- 1) **Knowledge checks** by using online quizzes such as Microsoft Forms or SMHW quizzes
- 2) **Extended work.** Students should be regularly required to submit a piece of work for the teacher to check. They do not need to submit every piece of work, but more extended work that will allow teachers to draw inferences about their learning, need to be submitted.

The DfE guidance currently states that examinations will happen in 2021 and have issued guidance about how specifications will be modified for some subjects.

However, there is of course concern that whole cohorts or individuals may not be able to take their examinations due to further covid outbreaks.

It is therefore essential for teachers to formally assess y11 and 13 students at least once per half term so that we have lots of evidence to use should we be required to generate/ evidence CAGs in the future.

These assessments need to be moderated to ensure accuracy and that marks are fairly awarded to all students.

We also need to retain students' scripts rather than allow them to take them away in case we need to use them in the future.

## Feedback



Feedback should still be given on work that pupils complete remotely, wherever possible. This may include:

- 1) **Whole-class verbal feedback** on work completed previously. Here, pupils should submit work electronically. The teacher then reads all pupils' work, noting down common mis-conceptions, common SPAG errors, main areas to improve, main things pupils are doing well and any good examples of work to share with the class. Notes can either be shared with the class in written form or the teacher can record a screencast video for students to watch. You should also share examples of good work to show pupils how to improve their own work. Pupils should then be set a task to improve their work.
- 2) **'Live' writing**—this is when the teacher follows whole class feedback by completing a written task 'live' for the class, outlining their thinking as they do so and in particular how they are incorporating the feedback that has been given. This can be done as a live lesson on Teams or pre-recorded video.
- 3) **Deconstruction of model work**—students can be given an example piece of work (pre written by the teacher or an actual piece produced by a student) and asked to identify specifically why it is successful in relation to points outlined by the teacher.

## Interaction with peers and teacher



This is crucial for pupils' continued motivation and engagement.

Live "Ask the Expert" sessions can be used to ensure interaction between teachers and pupils, including class discussions. This can be used to introduce new content or to discuss content and tasks that pupils have completed asynchronously. If live sessions are not possible (for example because only a small number of pupils are isolating) interaction can be achieved through electronic communication and feedback.

Research has demonstrated the positive impact on remote learning of peer interaction, especially on older pupils. This can be facilitated by:

1. Sharing examples of good work that has been produced by pupils.
2. Setting up a class discussion forum on Teams.

## Meeting the needs of SEN students

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- 1) All teachers must ensure that remote learning takes into account children's reading age. This does not mean that they cannot be set more challenging texts, but that scaffolding must be provided to enable access.
- 2) Teachers might need to create a video or audio file of texts being read so that students can listen to them.
- 3) Teachers should think carefully about what prior knowledge students will need before introducing a new topic or setting a task and ensure this is built into retrieval.
- 4) Students with poor working memory in particular will need support through the remote lesson to plan and prepare before undertaking extended tasks.
- 5) Additional resources may need to be provided (e.g. sentence stems etc) that help students to structure their thinking.

## Good practice

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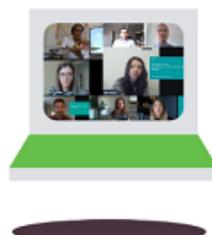
- Set short deadlines to create a sense of urgency for students
- Acknowledge receipt of work/ feedback/ award Kudos points as quickly as possible
- Use online quizzes to check students' prior knowledge before introducing new content
- Reward students frequently to create instant gratification
- Contact parents/ carers if a student is not engaging with remote learning, but use positive phrasing. We don't know what challenges the family might be experiencing and don't want to increase stress.



Our curriculum has been designed with [subject experts](#) to develop high quality lessons, in the most popular topics, to match as many schools' curricula as possible.

## Potential ways we can use Oak:

- If individual or groups of students are learning from home because they are self isolating, teachers can identify appropriate lessons and send links to them to work through. These will need to reflect the content being taught to the students who are in College.
- If a teacher is unable to attend College as they are self isolating, they could identify appropriate lessons and send links to their CLoL. These can then be shared with whomever is covering the lesson so that they can play the lesson to the class, supervising students and pausing for tasks at appropriate times.



## Online Classroom

Supporting every teacher  
to support every pupil

Subject

Schedule

## **Remote learning platforms:**

*Schools are required to “select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use.”*

**Show My Homework**—primary way to direct students to lessons/ materials.

**screencast-o-matic.com** - to be used by teachers/ subject teams to record lessons/ explanations for students to access online.

**Microsoft Teams**—to be used with all students to host live lessons/ sessions.

**Google classroom**— to be used with post 16 students to facilitate discussions groups etc.

**Google forms**— to be used to create surveys/ quizzes etc (can be used as part of GC).

**YouTube**—can be used by teachers to save videos etc so they can be easily accessed by students.

# Staying safe when teaching remotely

Due to an increase in the use of remote learning, staff and students need to be aware of their roles and responsibilities.

Where a staff member is accessing personal data from home for the purposes of completing remote learning needs, staff need to ensure they keep their personal devices safe and secure and utilise the same security practices as if they were in College in so much as is possible. Examples of such measures include but are not exclusive to:

Keep the device password-protected - strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)

Encrypt the hard drive - this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device

Make sure the device locks if left inactive for a period of time

Avoid sharing the devices among family or friends

Install antivirus and anti-spyware software

Keep operating systems up to date - always install the latest updates

# Staying safe when teaching remotely

- 1) Always follow the College safeguarding/ e safety policy
- 2) Only run live sessions using Microsoft Teams
- 3) Only run live sessions with 3 or more participants. If only one pupil accesses a live session, two teachers or a parent must be in the meeting. The second teacher/parent may passively monitor
- 4) Always use College email address when interacting with students
- 5) Plan ahead: dress appropriately, ensure a neutral background and make behaviour expectations clear to students at the beginning of any live sessions
- 6) Record live sessions—this allows you to share them with students who miss the session and means you have a record of the session. Make clear to students how long any recordings are kept for and how they will be accessed. Recordings are subject to GDPR regulations.
- 7) Inform the DSLs immediately if you have any safeguarding concerns about students
- 8) Ask students to locate themselves in a shared family space for live sessions rather than their bedroom
- 9) Ensure the settings mean the teacher is in control of the screen (see training videos on CPD portal)
- 10) When delivering an interactive session online, teachers should make a note of the lesson timing and who participated.
- 11) Pupils may not record sessions without the teacher's permission, and should not be permitted to record other pupils' participations

# Teaching remotely in College

Potential scenarios	Planned response	ICT requirements
Local or national lockdown—full College closure	College is open to teachers who can work in their normal teaching base to create/ deliver lessons if they want to.  <i>Cannot be implemented if Government restricts travel and asks people to stay at home.</i>	All teachers working in College will need a computer/ microphone.  Teachers of practical subjects will need webcams/ visualisers for live demonstrations.
A bubble is self isolating and learning from home.  We work on a rota which means some children are in College learning face to face but others are at home learning remotely . <b>We keep</b>	Teachers can use the classroom they would be teaching a lesson in to prepare/ deliver remote learning.  MBL will produce a rota of other available work spaces.	Hue visualisers can be used as webcams/ mics by teachers who have them in their room.  A bank of mics will be kept in the ICT office so that teachers can book them out when needed.
A bubble is self isolating and learning from home.  We work on a rota which means some children are in College learning face to face but others are at home learning remotely . <b>We go back to teaching in our own rooms.</b>	Teachers can use their normal teaching room to prepare/ deliver remote learning.  MBL will produce a rota of other available work spaces.	iPad can be booked from ICT and used for filming/ Teams

## References/further support:

EEF—Best Evidence in Supporting Students Remotely <https://educationendowmentfoundation.org.uk/news/eef-publishes-new-review-of-evidence-on-remote-learning/>

<https://classroombuzz474868134.wordpress.com/>

<https://sites.google.com/view/cpdtcc/cpd-courses/remote-teaching>

<https://www.sec-ed.co.uk/>

<https://researched.org.uk/sessions/stephen-lane-the-three-cs-of-remote-pastoral-care/>

<https://researched.org.uk/sessions/rob-coe-using-assessment-to-support-distance-learning/>

<https://researched.org.uk/sessions/harry-fletcher-wood-how-can-we-get-students-to-turn-up-to-remote-learning/>

<https://researched.org.uk/sessions/tilly-browne-james-dyke-miriam-kendrick-ellie-speakman-teaching-from-my-kitchen-table-lessons-learned/>

<https://researched.org.uk/sessions/paul-kirschner-ten-tips-for-emergency-remote-teaching/>