

**Wayland**  
ACADEMY

**Remote Learning Handbook V2.0**  
**January 2021**

# Introduction

This handbook has been put together to support teaching staff through the period of closure of UK schools in response to the Covid-19 pandemic. Schools closed with little notice, offering scant chance for teachers to make the transition to online learning or for the trust to prepare and support staff with effective practice in such a new context. I hope this handbook will go some way to providing guidance in a time of uncertainty.

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

The second section of the handbook focuses on how we can apply what we know about effective

teaching practice to remote learning. This section deals with motivation, effective instruction techniques and the use of cognitive science to help students learn when we are not together.

The third and final section of the handbook focuses on curriculum development. We need to be realistic and understand we simply cannot deliver the curriculum as we had intended whilst schools are closed – if this were possible, we would have no need for schools. In particular, students who have difficulty accessing technology at home, are poorly motivated, or lack family support are likely to fall even further behind than their peers.

This is an area in which most of us lack expertise and we should consider the gains of using new technology carefully against the time it will take us to get up and running. In doing so, you must adhere to the Remote Learning Guidance shared with you, which forms part of the safeguarding policy during school closure. It is especially important you follow the guidelines when delivering live online teaching.

# SECTION 1: USING TECHNOLOGY FOR REMOTE TEACHING

Don't be fooled into trying to create a classroom environment online.

As Daisy Christodoulou has said, if we do this *“we end up focusing more on trying to replicate the visible surface features of a classroom and less on the invisible mental processes underpinning it.”*

To avoid this trap, in making your decisions, start by carefully considering what content you want to deliver (see Section 2)

THEN think carefully about which platform is best for your learning objectives. Below is a list of resources you can use sorted by phase, use, and the type of content it is best for.

# Approved list of technologies

Resource	How it is used
Classcharts	Sending messages home Setting work and providing links to other platforms Recording students submission of work Awarding positives / negatives for submitted work / lack of work
Oak National Academy	Online lessons and resources appropriate for remote learning or to be set as homework
Google Classroom	Setting up and tracking groups of students Setting detailed assignments and assessments Sharing of google drive resources Tracking of progress using self marking google form quizzes
Hegarty Maths	Maths specific learning and assessments
Google Meet	Remote video lessons/ teaching Enables you to instruct, model, ask and answer questions, and check for understanding and respond live
SENECA	Revision of KS3 and KS4 curriculum Designed to be intuitive for younger people by cognitive scientists
Quizlet	Creating tests based on live lesson content Easy to assess and monitor understanding Lots of pre-created content Links can be shared to the website from GoogleClassrooms or ClassCharts
Loom	You can film yourself (or just record audio) whilst narrating what you do on screen. Allows you to introduce new content and model it when unavailable to do so live via google meet

# Getting Started in google classrooms

Go to Google Classroom [here](#) and click the **plus** sign (top right) to create a class or watch the Google Started with Google Classroom webinar [here](#).

When creating a classroom, it is suggested that you only need to add the year and the subject.

The year group prefix helps the teachers view their classes, and the subject coming next (rather than class teacher) helps the student in their classroom view. The teacher initials or group at the end can disambiguate where multiple groups exist, and it is felt that it is not appropriate to share the same classroom.

View this video [here](#) to see how you can add students to your class. This means you have excellent visibility of which students then accept the invite.

Via Classcharts, tell the students to log into their student account, visit Google Classroom [here](#) and accept/enter the classroom that will now be visible!

To see how to set work for the students, here are Google's own training materials:

**How to set an assignment** [here](#)

**How to Create a Quiz** [here](#)

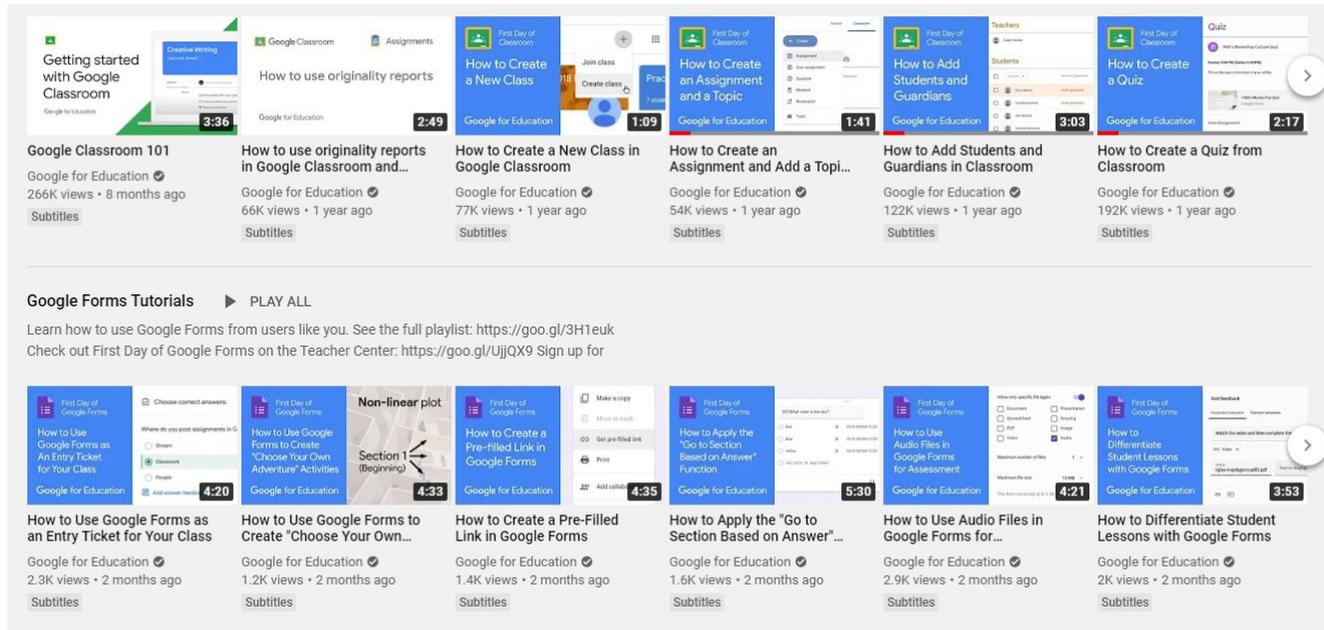
**How to use the Grading Tool** [here](#)

# Guidance on setting up and using google classrooms

There is a list of very useful guidance videos on setting up and getting started with Google Classrooms from Inspiration Trust [here](#)

or

you can use the Google YouTube channel [here](#)



# SECTION 2: EFFECTIVE TEACHING AT A DISTANCE

## Teach like a champion: How to communicate effectively

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

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

Spend some time making explicit what equipment/resources students 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.

Students will be following their normal lesson timetable so lessons need to start promptly.

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

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

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

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

# Teach like a champion: Lesson Content

Stick to essential content only

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

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

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

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

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

If introducing new content or building on knowledge, refer to relevant prior knowledge.

Remember new knowledge relies on the foundations being secure

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

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

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

# Teach like a champion: Giving feedback

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

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

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

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

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

# SECTION 3: CURRICULUM PLANNING AND RESOURCING

As a school and as a trust we have committed to designing a world class, knowledge-rich education to all our students because we believe it is the best way to raise academic achievement and aspiration for all students. We particularly believe that a carefully considered curriculum which is coherently sequenced and well planned will have a disproportionately positive impact on the learning of students who may be disadvantaged for any reason.

It could be argued that the necessary closure of all schools due to the Covid-19 pandemic will result in all students being disadvantaged, as they will return to school after a long break in learning and having missed significant taught content.

Despite our very best efforts, the progress of students working from home will be hugely variable as some won't and some simply can't work independently to keep up with their more motivated or privileged peers. Put simply, some will be more disadvantaged than others.

Therefore, it is crucial that teachers and leaders work together over the coming weeks to review their curriculum in order to make it exceptional enough to ensure our most vulnerable students are able to thrive and succeed throughout their academic career.

# Curriculum review: What to do now

The first priority for teachers is to decide what content can and should be delivered whilst schools are closed. The work set can focus on review, retrieval practice and practical application of previously taught knowledge and skills. With new content, please consider carefully how you plan to address misconceptions or gaps when students return to school.

- Look at your curriculum 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 arrange signpost to students how this content fits into their learning of the whole subject?
- Remote What resources do you need to provide for students? Is it possible? Are these available or do you need to make them? Who has time/capacity to do it?
- What work should students produce? What will good quality work look like? Do you have or do you have time/resources to create models to share with students?
- How will you work further retrieval of this content into the curriculum once students return to school?

# Curriculum review: What to do later?

The next stage will be to review your current curriculum map with a critical eye and consider what needs to be adapted ready for when we return to school. Additional guidance will be shared with Curriculum leaders, who will get plenty of support from SLT in their schools and the central trust team, but all teachers should be involved in the discussion. Questions leaders can debate with their departments are:

- What should we choose to teach and why? What does this mean we leave out? Are our current/proposed choices appropriate? What might we be missing?
- How should we sequence the content? How will we arrange and signpost to students the links and coherence between content in order to build an effective schema?
- How will different colleagues be involved in the development of the curriculum? What expertise can we draw on? What professional learning needs do we have and what development is available in our subject? Is anything available online whilst schools are closed? Can we arrange anything amongst ourselves to deliver whilst schools are closed?
- Who will create the curriculum resources and how will we ensure curriculum resourcing and materials are of a consistently high standard, and work to make the composite parts of the curriculum work as a whole?
- How will we assess the curriculum? What should formative and summative assessment look like in our subject? What records should we keep and what should we focus on in our Subject Improvement Panels?
- What would good quality teaching of our curriculum look like?

# Top 10 Tips: Safe and Effective Remote Teaching



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1. Make sure you are dressed appropriately when on video

2. Make sure you are broadcasting in front of a neutral background in a communal space

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

4. Let anyone else in your household know you are broadcasting to prevent interruption

5. Always use your school google account when remote teaching / communicating with students online

6. Keep sharing video for content, direct and brief and record the lesson

7. Only run a live lesson using Google Meet via Google Classroom

8. Only teach a live lesson when there are three or more participants in the lesson

9. Provide time during live lessons for independent tasks that students complete

10. Make sure you record attendance and submission of work that has been completed

# Top 10 Tips: Etiquette for Students Attending a Live Lesson via Google Classroom



**1. Be Ready:** In advance of the lesson set up your space. This should be somewhere quiet, with a neutral wall behind you

**2. Be Safe:** The place you choose should not be in your bedroom but in a communal space

**3.** Make sure you are dressed appropriately

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

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

**6. Be Respectful** to others taking part in the lesson

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

**8. Think carefully about the question** you need to ask so the lesson can be kept short

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

**10.** Remember **STAR:** Sit up, Track the screen, Answer questions in full sentences and Respect the teacher and your peers

# Top 10 Tips: What is Live Content?



**1. Live Lesson:** The whole lesson is taught on Google Meets with teachers and students working online with the camera on.

**2. Q&A Session:** The whole class is brought together to discuss an issue. This could happen at any point of a lesson.

**3. Debate:** The teacher chairs a debate in which students contribute to a discussion.

**4. Low Stakes Testing:** A Google Form quiz in which students answer in realtime and have their answers assessed.

**5. Practical Work:** Students complete a practical task under direct supervision for the teacher

**6. Explain:** The teacher explains the key points in the lesson, take questions and then set independent work

**7. Feedback:** The teacher delivers feedback on work that has been completed

**8. Content:** The main content of the lesson is read to the students or by a student and questions are asked

**9. Chat Box:** Students ask questions through Google Classroom while working and the teachers responds in real-time.

**10. Variation:** Subjects may also decide on the own methods of live content that is unique to them  
*e.g Youtube PE lesson*