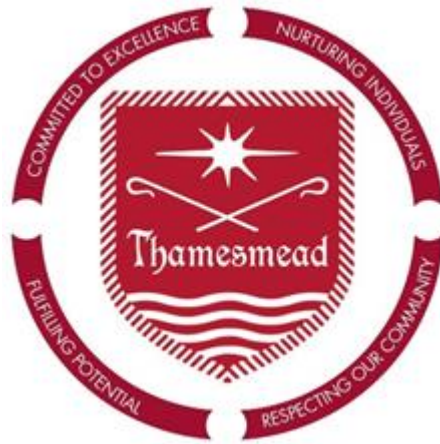


THAMESMEAD SCHOOL



Remote Learning-Visible Consistencies

Ensuring high quality learning experiences for remote learners

Our aim is to deliver high-quality learning experiences for all our students and by adhering to 'visible consistencies' we will ensure that our students:

- a) Acquire remote learning that is of an 'equivalent' standard to their in-school learning
- b) Receive clear messages regarding the value of our remote learning offer
- c) Have the best opportunity of accessing their remote learning
- d) Will feel secure about what to expect each day in lessons.

This document is an addendum to both the 'Updated Full Remote Learning Guidance' (for when we are in a full lockdown) and the 'Remote Learning Guidance' (for when we are in school, but have some students and/or teachers self-isolating). It outlines information and practices all staff should be implementing when delivering remote learning.

The following 5 areas are summarised within this document:

1. Setting work
2. Format of teaching resources
3. Supporting students with their learning
4. Lesson planning/Planning high quality learning experiences
5. Miscellaneous

Section 1 - Setting work

- All work must be set via MS Teams Assignments
- Teachers must set work for each of their classes, based on the agreed programme of study.
- Regardless of who is responsible for creating the lesson resources that will be used, it remains the responsibility of the timetabled teacher to schedule a lesson meeting and set an assignment on MS Teams for their own classes.
- All work must be set in line with the school timetable, on the day when the lesson is due to be taught.
- All lesson meetings and assignments must be set at least 5 minutes before the lesson is scheduled to start.
- Work can be set in advance but the 'Issue date' must match the day the lesson will be taught based on the timetable. The 'Due date' must be set to the same day as the 'Issue date' and be within 30 minutes of the end of the lesson.
- In the case of staff illness, where the teacher is incapacitated and cannot set work, the teacher must notify their CL/SL as soon as is possible. The CL/SL will set work where possible.

Timetable for Full Remote Learning (Full lockdown)

Time	Length (Minutes)	Activity
8:45 – 9:00	15	Tutor
9:00 – 10:30	90	Lesson 1-Periods 1 and 2 Subject
10:30 – 10:50	20	Break
10:50 – 11:15	25	Preparation and consolidation
11:15 – 12:00	45	Lesson 2-Period 3 Subject
12:00 – 12:30	30	Preparation and consolidation
12:30 – 1:00	30	Lunch
1:00 – 2:30	90	Lesson 3-Periods 4 and 5 Subject
2:30 – 2:50	20	Preparation and consolidation

Setting Assignments

Add the title for the lesson with prefix **Subject** (e.g. Art). If setting a home learning assignment for KS4 or year 9 RPE, please add '**Home Learning**' to the prefix (e.g. Art-Home Learning) to differentiate between this and classwork.

All resources must be provided for each lesson, every time, even if the student has been given them before. For example, if you refer to the knowledge organiser during the lesson, this should either be integrated into the main lesson resource or uploaded as a separate document.

New assignment Discard Save Assign

Title (required)
Enter title

[Add category](#)

Instructions
Enter instructions

[Add resources](#)

Points
No points

[Add rubric](#)

Assign to
2020-9FWI-En 📄 All students 👤

Don't assign to students added to this class in the future. [Edit](#)

Date due
Sat. 9 Jan 2021 📅

Time due
23:59 🕒

Assignment will be posted immediately with late hand-ins allowed. [Edit](#)

Settings
📄 Post assignment notifications to this channel: General [Edit](#)

When giving instructions please make the following clear:

- 1) If you will be teaching the lesson live or, due to circumstances outside your control, this will be an independent task.
- 2) What you specifically wish to be used as the 'hand-in' task and in what format this should be submitted.
- 3) How to use any attached resources

Please see the example on the next page

If setting the assignment well in advance of the lesson, please schedule it to post to the team on the day of the scheduled lesson by choosing the 'edit' option.

Set the date due to be the same day as the scheduled lesson and the time due no more than 30 minutes after the end of the lesson. (Closed 24 hours later)

English Lesson 3-Language Paper 2-Q4

Due today at 15:00

Instructions

Happy Monday!

Today's lesson will be taught 'live' and is a refresher of Language paper 2 with a focus on Q4.

Hand in assignment:

- Your completed and full response to Q4.

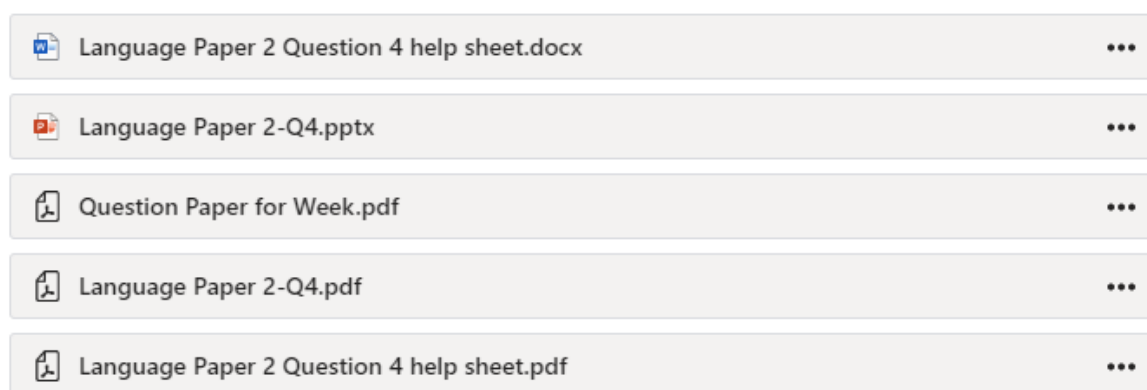
I will be expecting to see all the instructions/advice I gave in the live lesson reflected in your work.

This can be submitted as a word document (preferred) or as photo of your hand written answer.

Please note there are only 3 resources for this lesson but, for your convenience, I have saved them in both their original format and as PDFs so they can be opened on any device.

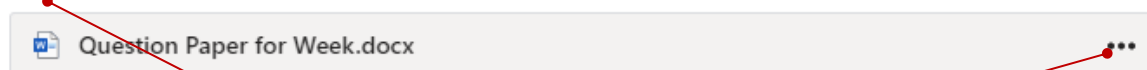
Please note the deadline for submission is 3pm today!

Reference materials



A screenshot of a digital workspace showing a list of five reference materials. Each item is represented by a document icon, a title, and three dots on the right. The items are: 'Language Paper 2 Question 4 help sheet.docx', 'Language Paper 2-Q4.pptx', 'Question Paper for Week.pdf', 'Language Paper 2-Q4.pdf', and 'Language Paper 2 Question 4 help sheet.pdf'.

Student work



A screenshot of a digital workspace showing a list of student work. The only item is 'Question Paper for Week.docx', which has a document icon and three dots on the right. A red box highlights the three dots, and a red line points from the text 'Useful to know:' to the three dots.

Useful to know:

- 1) If you want students to be able to edit a resource, thus making it 'student work', you must click on the 3 dots and choose 'students can edit'.
- 2) Any resources that students can edit, can be viewed in real time though assignments. Therefore, if you have them working on it during the lesson, you can give live feedback.

Lesson Meetings

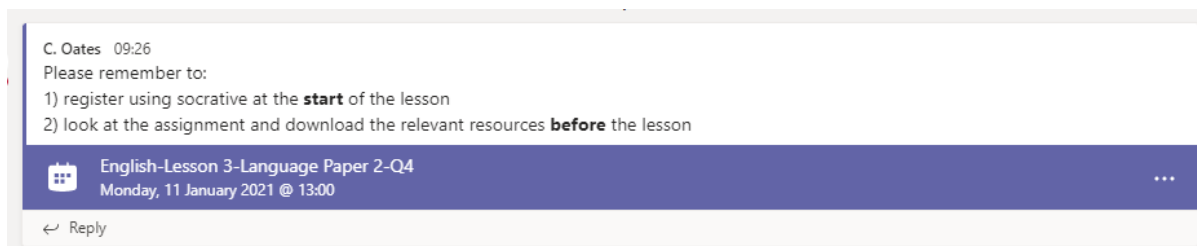
While not insisted upon, it is good practice to schedule your lesson meeting in advance as there are numerous benefits. E.g. you can:

- Set who is allowed to enter the meeting through lobby function, and when,
- Schedule it as a repeat occurrence
- Have name stamped recordings to go back to
- Set a reminder message about what the lesson will involve, what the starter task is, what needs to be handed in and also post links in advance

When setting meetings please:

- 1) Title the lesson meeting with the subject as a prefix

- 2) Schedule the lesson meeting for the exact time of the lesson
- 3) In the notes box, remind students to view the lesson assignment before the lesson



Guidelines for staff when using their camera during Lesson Meetings

Some staff may feel that turning their camera on while teaching will improve the social connection students feel to their learning by being able to see their teacher. It can be of benefit to students who are isolated at home for them to see the familiar face of their teacher.

It is not mandatory that you use your camera when live teaching however if you wish to you should follow the steps below:

Please note this does not cover students using their cameras. Thamesmead School has taken the decision not to ask students to turn on cameras at this stage for a number of reasons.

1. Please ensure you have either a) blurred your background using the feature in Teams or b) you are positioned in front of a neutral wall/ background. It should not be apparent that you are in a bedroom. You should not use novelty background scenes.
2. Position yourself in a place where no one will walk into shot while you are teaching, or you will not be interrupted by background noise or other conversations.
3. Dress professionally. There is no expectation for formal business dress when working from home, but any visible clothing should be professional, appropriate and conform with the guidance on inappropriate clothing as set out in the staff dress code.
4. Video calls should not be made outside of the lesson unless there is at least one other adult present and the student's parents have given permission for the call to occur.
5. Use of cameras must only be done through MS Teams via the School Office 365 Platform.
6. Record the lesson so that in the event that any issues arise from your use of the camera the video of the lesson could be reviewed.
7. Lesson recordings should be stored for no more than the current academic year, and then one more academic year before being removed from Teams to comply with GDPR regulations.

Section 2 - Teaching resources

Teaching (Explanation, Modelling, Challenge, Questioning, Deliberate Practice and Feedback) for the majority of lessons should be delivered 'live' or, on the rare occasions that this is not possible, a narrated PPT or videoed lesson is recommended. These formats have been chosen because:

- These formats **maximise** the number of students that can **access** the lesson, as they are more adaptable for our students with specific needs;
- They enable verbal instructions to be integrated with a visual resource (dual coding);
- The combination of verbal and visual teaching is superior to visual instruction alone, because the verbal element enables greater levels of **elaboration**. This is particularly important when explaining or modelling processes and concepts;
- The combination of verbal and visual instruction is a more effective method of teaching and learning for both teachers and students. For the teacher, time is saved in the production of the resource. A subject expert is likely to be able to explain a concept or skill in greater depth verbally, with the aid of brief notes or a diagram, than they would using the written word alone. For the student, cognitive load is reduced during the delivery of lesson content and the learning experience is less intensive to follow and engage with;
- Live lessons reinforce our social connections and promote oracy
- Students have greater connection with the subject and work when they hear their teacher's voice.

"Voice familiarity is hugely important," says [Professor Sophie Scott, director of the Institute of Cognitive Neuroscience, UCL](#). "From the moment we are born, we react differently to voices we know. We are calmed by them. It's a profound connection. A familiar voice, one that we are fond of, is both company and solace."

Additional resources to the live lesson/narrated PPT

All additional resources should be clearly named so that students can identify them quickly and should also be saved in both their original format (if they require editing) and **as a PDF**. This is because PDFs can be opened on most devices without the need for additional software.

N.B. To convert most documents to a PDF, open the document, then click File – Export – Create PDF/XPS.

We all want students to spend lesson time thinking about our subject content rather than deciphering complex instructions in order to understand which one of the 7 attachments to open first, which of the two video links goes with the 'Do Now' task and which resources then accompany the main activity. Please take care to ensure accessing the lesson as designed is not harder than the lesson content itself. Students will not always have the determination to work it out and will become frustrated. Please therefore combine and sequence resources to facilitate students access to your lesson, wherever possible.

Printing of resources

Avoid creating activities that require resources to be printed. You should assume students do not have the facilities to print work off, therefore please do not suggest they do so. The default position we should all adopt when directing students to complete an activity is that work can be either completed electronically or by hand. This is because this expectation creates no barriers.

Recording lessons

All lesson should be recorded so that students who have any technical difficulties, or those that need additional screen breaks to the ones you provide, can access it later in the day.

Section 3 - Supporting students with their learning

Students with a visual impairment

When working with a student who has a visual impairment please:

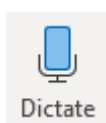
- Remind them that they can use the immersive reader function to read aloud assignment details and most attached resources too
- Verbalise all instructions in lessons and ask them to repeat them back
- Read aloud shared texts, or have another student do so, over the mic



Students with a hearing impairment

The majority of our students with a hearing impairment will be able to access audio resources using headphones.

Dictation Tool



A number of our students' particular needs would be mitigated by them using the dictation tool that all Microsoft Applications have. Therefore please regularly remind all students that this is a much quicker alternative to typing their work, but that a proofread must be carried out after its use.

Please contact the SEND department should you need further advice or guidance.

Communicating with students and parents

How to ensure appropriate communication with students and parents during school closure.

The main communication between staff and students will be through class Teams posts and in lesson chat. If you wish to communicate with individual students through either of these forms, please remember that they are public and can be viewed by all members of the team. Therefore apply the rule: If I wouldn't address it to the whole class in school, I'll send it in an email.

The other main way of communicating with students/parents during closure will be via email. When engaged in this form of communication, please remember the following:

- Only communicate with students during school hours (8.30 am-3.30pm).
- Only use your official school email address and the students' own school email address.
- Whenever possible, use school comms (Via 'reception') to contact parents as all communication in this form is automatically logged.
- Always keep the tone and content of your email professional. Imagine that it is a public forum that anyone can access. When addressing parents, use their title and surname, do not use first names even when the parent signs off using their first name.
- Keep a record of the emails received and sent.
- If the email you are sending or any you have received raise a safeguarding concern, contact the safeguarding team immediately before any reply (safeguarding@thamesmead.surrey.sch.uk).
- If the email you receive is related to a wider pastoral need, please use your normal professional judgement as to whether you need to include any additional staff (e.g. CL/HOY/SEND team).

There are some members of staff who will need to contact students/parents by phone to offer ongoing support. These will typically be members of SLT, DSLs, Pastoral Leads, tutors and SEND staff. When doing this they must remember the following:

- Whenever possible, use a school phone (or a Teams call) rather than a personal device.
- If you have no other option but to use a personal device, remember to dial 141 before the phone number to keep your number private.

- Personal details must never be given to parents or students.
- Only communicate with students during school hours (8.30am-3.30pm).

Section 4 - Lesson planning/Planning high quality learning experiences

In the context of remote learning, effective teaching relates to the logical sequencing of lesson content (Explanation, Modelling, Challenge, Questioning, Deliberate Practice and Feedback) and the design of an appropriate delivery method.

An effective lesson in this context is one that, if students follow your instructions and access the resources you have provided, **will consistently produce the same learning and result in students completing the same work**. When the exact same content as would be delivered in school cannot be taught remotely, for example practical lessons, learning will be continue to be meaningful and of a high quality.

N.B. Live Lessons

While, as a school, we have chosen to teach our lessons synchronistical (following our timetable) and have asked that all lessons are taught 'live', this does not mean that the teacher must be delivering content via a Teams meeting for the full period. Indeed, how a Teams meeting is used should be shaped to the learning needs of the class.

The overarching aim of any lesson delivered remotely is to provide a high-quality learning experience and so the following considerations must be made during the planning process.

1 Lesson aim

What do you want the students to **know** and **be able to do** as a result of the lesson?

Being able to articulate exactly what you want the students to know, or the questions you want them to be able to answer, or what they will be able to do with the knowledge being taught in the lesson will give you the clarity needed to plan your lesson.

Topics, themes or descriptions such as 'Develop an understand of...', 'Investigate...', 'Evaluate...', etc. are too vague to act as a starting point for planning a lesson, as are archived PowerPoints taught in previous iterations of the curriculum. This approach, if adopted, will lead to fragmented knowledge and activities that fill time rather than support subject specific learning and schema development. It is vital that you are, first and foremost, specific about exactly what you want the students to know and be able to do by the end of the lesson. This clarity must be achieved before considering what activities, practice or outcome activities will be included in the lesson. The activities you want the students to complete should be one of the final things that you decided.

2 Explanation (Instruction) and Modelling

Excellent and accurate teacher explanation of a learning point is vital in minimising misconception. Without seeing learner responses to an explanation as we would in the classroom, we cannot 'feel' when something needs further explanation. Therefore, when explaining remotely, we have to be certain that our words are accurate, easily understood and that we provide helpful examples that secure understanding.

Having established exactly what knowledge will be delivered, the following questions must be considered:

- What pre-existing misconceptions exist related to the area being taught?

- What are common barriers to understanding when delivering this area face-to-face in the classroom?
- What are the most important pieces of information or knowledge that needs to be explained?
- What is the most effective way to communicate and share this knowledge (teaching without being in the room)?
- What else is needed to access the teaching method selected?
 - What help is needed to access the text?
 - If using pre-existing resources designed for use in the classroom: what parts need to be adapted or removed completely?
- What needs to be modelled for successful learning?
- Which method of modelling will you use? E.g.:
 - A brief demonstration video
 - Live sharing via the visualiser
 - Exemplar material shared in the PPT/resources

3 Deliberate Practice and Questioning

Within the process of learning, deliberate practice is the stage where students will be prompted to think for themselves and develop their understanding of the materials that have been presented. Practice enables knowledge to be made meaningful. Activities which prompt students to think about and process information should be encouraged. This includes where learners categorise information, draw hierarchies, make links and distinctions, explain concepts and identify errors.

Uninterrupted thinking time was reported by many learners as an enjoyable part of remote learning in lockdown 1 ([Hattie September 2020](#)). Building in thinking time and time to practice, review, and improve work provides deep learning opportunity and, if followed up by teacher guided reflection, can be a motivator for learners.

N.B. Deliberate Practice activities are also good opportunities to provide screen breaks for yourself and your students.

Consider: Which type of activities will best enable students to:

- Capture key learning
- Practice procedures
- Demonstrate application of knowledge

Questions are one of the easiest ways to prompt thinking.

Make sure the questions that you ask and the activities that you set, remain focused on (limited to) the teaching the students have received during the lesson. During the practice tasks related to the lesson content, focus on questions which can be answered using the teaching provided in the lesson.

Achieve a high success rate, in students being able to answer complex questions, by building up to the question. This can be achieved by limiting initial questioning to recall style questions (one word, 'fact' based answers), the answers to which will be needed to answer the complex question that will follow. This enables students to 'download' their knowledge, if asked to write the answer down, which frees up working memory and can potentially act as a cue for the complex question.

For example, if you want students to be able to answer the following question:

Explain the main differences between the two plastic polymer groups we have studied. Use the space below your written response to draw two diagrams to support your explanation.

It is possible to achieve a higher success rate by asking the following questions first:

- i. Plastic polymers can be classified into 2 groups, what are the two group?*
- ii. Draw a picture of a polymer chain.*
- iii. How do the bonds between the polymer chains differ?*
- iv. Name two plastic manufacturing techniques.*
- v. When manufacturing products out of plastics, the majority of processes use what to shape the plastic?*

The table on the next page uses the six levels of Bloom's taxonomy to classify different question types.

1 Knowledge Identification and recall of information	define fill in the blank list identify	label locate match memorize	name recall spell	state tell underline
	Who _____? What _____? Where _____? When _____?		How _____? Describe _____? What is _____?	
2 Comprehension Organization and selection of facts and ideas	convert describe explain	interpret paraphrase put in order	restate retell in your own words rewrite	summarize trace translate
	Re-tell _____ in your own words. What is the main idea of _____?		What differences exist between _____? Can you write a brief outline?	
3 Application Use of facts, rules, and principles	apply compute conclude construct	demonstrate determine draw find out	give an example illustrate make operate	show solve state a rule or principle use
	How is _____ an example of _____? How is _____ related to _____? Why is _____ significant?		Do you know of another instance where _____? Could this have happened in _____?	
4 Analysis Separating a whole into component parts	analyze categorize classify compare	contrast debate deduct determine the factors	diagram differentiate dissect distinguish	examine infer specify
	What are the parts or features of _____? Classify _____ according to _____. Outline/diagram/web/map _____.		How does _____ compare/contrast with _____? What evidence can you present for _____?	
5 Synthesis Combining ideas to form a new whole	change combine compose construct create design	find an unusual way formulate generate invent originate plan	predict pretend produce rearrange reconstruct reorganize	revise suggest suppose visualize write
	What would you predict/infer from _____? What ideas can you add to _____? How would you create/design a new _____?		What solutions would you suggest for _____? What might happen if you combined _____ with _____?	
6 Evaluation Developing opinions, judgements, or decisions	appraise choose compare conclude	decide defend evaluate give your opinion	judge justify prioritize rank	rate select support value
	Do you agree that _____? Explain. What do you think about _____? What is most important?		Prioritize _____ according to _____? How would you decide about _____? What criteria would you use to assess _____?	

4 Challenge and Questioning

Challenge in remote lessons is as integral to learning, engagement and progress as it is when delivering face to face; the issue is how to personalise and monitor challenge remotely for maximum impact. The strategies you may want to experiment with to enable you to challenge learners regardless of their starting points are the same as you would employ in the classroom just adapted to on-line pedagogies:

- Targeted and specific questioning (Socratic is a good starting point) [Socratic Questioning \(changingminds.org\)](http://changingminds.org)

- Encourage learners to consider their understanding of key conceptual knowledge not just subject specific knowledge or skills
- Remember to check on prior knowledge
- Think about how placing learners in different roles may extend their thinking and understanding of knowledge and concepts [FAQs | Mantle of the Expert](#)
- Consider if and when a flipped learning approach might support challenge for all [FLIP handout FNL Web.pdf \(flippedlearning.org\)](#)
- We know that reading rich texts is important to understanding but can be difficult on-line. Try 'Ghost Reading' as a technique which can support and readers of all abilities into which you can build challenge - it takes a while to build the will of some to do this but done properly it can support self-regulation and confidence [Teaching: Classroom Strategies for Active Reading | Unseen Flirtations \(wordpress.com\)](#)

5 Feedback and self-review

One of the ways to maintain learner engagement is to offer feedback. This can take a number of forms in the remote setting and certainly isn't only about 'marking' work and sharing the findings with learners.

Other forms of feedback:

- A conversation (via chat or over the mic) with learners individually, with small groups or whole classes
- Peer feedback: for example you could share a anonymised submission from a previous assignment during your lesson or get students to email each other their work. Regardless of the method you use, help students give effective feedback by providing success criteria and please remind students of the protocols you would use in the classroom, (e.g. feedback should always 'be kind, be specific, be helpful').
- Dropping in on live/shared documents and leaving questions for students to consider

N.B. Please see the Teams Thread regarding how to adapt in-school feedback strategies to remote learning.

The review of practice activities is vital and it is strongly recommended that this takes place in the same lesson as the practice tasks and not reviewed at a later date. This will enable students to recognise their achievements and for misconceptions to be addressed in a timely manner.

Delaying the checking of work risks misconceptions going unchecked. It is better to address issues while you have a captive audience, rather than needing to draw the students in again at a later date.

Section 5 – Miscellaneous

1 Enabling students to upload work/access resources outside of the assignment

If students are having difficulty with uploading work to assignment please share either of the following links with them:

[Turn in an assignment in Microsoft Teams - Office Support](#)
[Microsoft Teams - Student Guide to Assignments - YouTube](#)

If you are using a learning platform outside of Teams (such as GCSE Pod or Padlet) for the first time, please ensure you demonstrate how to access these resources/platforms. The easiest way to achieve this is by sharing your screen in a lesson meeting.

2 Tracking Engagement

All teachers are required to have an overview of their students' attendance and engagement. This can be done by using the Insights application and/or your own tracking system.

Please reward students for high engagement and 'going above and beyond' and, if you have concerns regarding a student's engagement or attendance, please follow points 6 and 7 of the expectations and guidance for staff in both Remote Learning Guidance documents.

3 Safeguarding

The following statement has been included in the guidance to students: "When taking photos of your work, you MUST NOT photograph yourself or others in the photo, unless specifically directed to do so by your teacher in subjects such as PE or Drama. (You will be asked to resubmit your work if someone appears in your photo)." You must enforce this guidance to safeguard the students and yourself.

If you have any concerns regarding a student's well-being, you must contact safeguarding@thamesmead.surrey.sch.uk immediately.

4 Behaviour for learning

The school's behaviour for learning policy should be followed in all remote learning situations for both rewards and sanctions.

- Rewards: Please email the PCS office with your list of students that need house points
- Sanctions: Please follow the usual warning system and when you reach 'on-call' remove the students from your remote lesson. Please then log this incident with the PCS office and the appropriate HOY.