Online Learning at Cheney School - best practice guide for teachers

Thanks to our Heads of Faculty and many members of staff for their contributions to this guide.

The structure of your online lesson

A basic structure	Take the register live, with cameras and mics on.
	
	A. Teach your lesson online, with this suggested structure, subject to your professional discretion and expertise:
	  ❏ 5 mins live register and DNA.
	  ❏ 10-15 minutes explanation and knowledge sharing
	  ❏ 20-30 minutes students working independently;
	  ❏ 5-10 minutes sharing work completed.
	  ❏ End the lesson 5 minutes 'early' to allow for toilet breaks, leg stretching, eye resting, etc.
	
	B. set work for students to complete entirely independently, including away from the screen, once you have taken the live register. Good idea for the teacher to be 'online' for questions and to use the 'Set an assignment' tool on Googleclassroom (video instructions below!).

In advance of the lesson and your DNA	Save your lesson slides and resources in your Googleclassroom - then if you have an IT failure, students can still access the work. You can also set the DNA this way so that students can work on it while you set up and take the register. Use your DNAs to support clarity and student understanding: ● Short recall tasks or quizzes related to prior learning. ● A 'big' question for students to respond to in the chat box. ● Whole class feedback on the previous lesson. ● Outline of today's approach and time break-downs (i.e. 'We will spend 20 mins on this, 10 mins on that'). ● Introduction of key words and concepts. Encourage students to use the chat function to contribute to the DNA. Bear in mind that students who struggle to understand are going to be harder to reach at a distance so anticipating tricky vocab, ideas, concepts, instructions is even more important and the DNA is therefore a great opportunity to nip confusion in the bud.
Chunking tasks and time	With all students at home, setting chunks of time for the completion of tasks and being comfortable with that (not feeling the need to be 'on' all the time) is a good idea. This gives students a break from constant 'screen time' and allows you to work with individual questions and organising your next steps - just like you would do in school. Using Assignments (see below) or a whole class shared Googledoc lets you 'watch' what students are doing as they work. Your instructions and any support (e.g. a model, a writing frame, sentence starters, success criteria, prompts) can all remain on-screen for students to refer to while the task is being completed.

Types of tasks	In many cases, what students work on at home will mirror what they would have been doing in school but don't forget you can make great use of external resources such as Oak Academy and BBC videos if you think they meet your students' needs. ★ Watching and responding to an internally-made pre-recorded task explanation - some teachers have been using Loom or Chromecast to make these; you can also use resources pre-made and shared by, for example, Oak Academy (there is a video guide to this below). ★ Watching and responding to a demonstration - DT have been doing these live but they can also be pre-recorded. ★ Written tasks - questions, essays, notes, creative writing, experiments. ★ Assessments - exam papers/ questions, assessed creative tasks. ★ Practical and creative tasks - artwork, compositions, display materials, music and sports practice ★ Reading tasks - share texts with students and give time for the texts to be read independently OR read aloud to or with the class group.
Checking understanding during the lesson	Some approaches to try (any more suggestions very welcome!) ❏ Read students' work on a shared document or Assignment as they go - and consider who you need to check first. ❏ Ask students to use the 'raise hand' button to vote against or for statements/ key points/ True and False. ❏ Ask students to use the 'raise hand' button to indicate confidence/ lack of confidence. ❏ Pre-identified students to question (i.e. Question 1- 'I will ask Jack, Ahmed, Maria and Ibby to answer.') ❏ Name students for questions (asking 'Does anyone have any questions?' or throwing out a question to all is rarely effective in an online setting).
Plenaries and ends of lessons	<u>Showcase</u> Try a sharing/ showcase session at the end of the lesson. Students can share their screens or you can share your screen if a student has handed their work in to showcase what they have done. Can the class identify why you have chosen certain pieces of work for your end of lesson showcase? <u>Up next</u> Use the end of the lesson to outline what will happen in the next lesson. Try 'flipping' some of the learning by sharing the next lesson's key text, concept or problem. Alternatively, can students predict what is coming up in the next lesson?

	All comment/ 'exit pass' Take questions and comments - students could use email or the Googleclassroom chat to identify questions they still have, areas which are unclear or they'd like to revisit, 'most' and 'least' confident parts of the lesson's learning.

Quiz: Use a Googleclassroom quiz, a Kahoot, a simple slide or a verbal quiz to check on the day's understanding. |
| **Early finish and tidy up** | Please finish your lesson 5 minutes 'early'. This is to allow you and the students time to breathe, get a cup of tea, go to the loo, stretch your legs, pet the cat, feed the dog.

Tidy up Please bear in mind whether your Googleclassroom chat stream needs tidying up (i.e. if old messages need deleting). Quite a few classrooms contain very old whole class chats including 'where is sir?', 'I can't hear anything', 'merry christmas everyone', etc. You can easily delete these! |
| **Feedback and task setting** | |
| **Assignments and written feedback** | Try using Googleclassroom Assignments. When you set an Assignment, write your description of the task, your set of questions or the text you would usually have on a paper worksheet and then use the "Create" button. Next, select 'document, slide, sheet' (as you wish), then choose 'Make a copy for each student'. When students log on and go to their Assignment, they simply do their work directly into the document you have created for them and 'submit' it. This prevents them having to make their own copies, save elsewhere, copy and paste, etc. You can also 'watch' as each student completes the task - like looking over their shoulder at their book in a classroom lesson!

Feedback: once students 'hand in', you can then write feedback for each student, just as you would usually mark their books. You could also copy and paste your feedback text from a bank of appropriate comments to support your workload.

Prefer a video? https://drive.google.com/file/d/1pTVZR2uIgAtXno8WtQ2uT2hPtkatmbrL/view?usp=sharing |

Quizzes and automatic marking	You can create quizzes in Google Classroom for assessment/exam questions/KS3 written tasks and then set up the feedback from a statement bank. The video below shows you how to do this. ***Prefer a video?*** This is 15 minutes long but shows you lots of different options and includes some very useful time-saving ideas. https://www.youtube.com/watch?v=oRddkNOTeZI
Other ways of giving feedback *(*and continue to give class time for students to make improvements to their work, just as you would in school!)*	Email You can send students emails using their school email account. You could cut and paste the comments you send using a bank of appropriate statements to save you re-writing similar comments for similar achievements. DNA Whole class feedback as a DNA (you can 'group' this feedback like this to make it both personal and time-saving: ➢ *Group A (Justin, Marco, Leah, Aleeza, Said): You all made excellent use of descriptive vocabulary and complex sentences. To improve your work today, you need to include a wider range of facts and statistics.* ➢ *Group B (Lulu, Francesca, Ibrahim, Prince) You all showed clear understanding of the causes of the rebellion and gave more than two reasons in your answer. To improve your work today, you need to include an eye-witness account to show the human cost.* Other self-marking resources: MyMaths, Seneca, etc, all have functions which provide feedback to students. Make use of these if you know how and ask your HOF or a colleague for guidance if you don't. Peer assessment*:* If you make a shared Googledoc or shared Googleslides to which students can add their work (just make sure you have set the 'sharing' properties so they can), students can then see and comment on each other's work. This has worked well in KS5 classes. (Don't forget that even our older students can benefit from examples of what sorts of comments are most formative!) It has also worked especially well in Art.
Differentiation and access, including	We know that some of our students will find online learning hard and overwhelming at times. Your usual approaches to differentiation and access for all are all still relevant. In an online world, it's also worth bearing in mind the following: ● Students don't have to 'hand in' work every lesson: this can be too much for some students. You can still use the Assignments function and oversee students as they are working but you only need to ask students

supporting SEND students	to click the 'hand in' button at the end if it's a piece of work on which you'll provide feedback. A shared Googledoc can perform a similar function - allowing all students to work 'live' and for you to oversee what they are doing.
	● Differentiated success criteria can be very useful to support students to understand how they can be successful in a lesson/ task in different ways - especially in a mixed ability class. For example:
	○ Some students may complete a quiz
	○ Some students may write a few sentences
	○ Some may complete more extended writing
	● Think about the visual accessibility of resources on-screen. Are key terms or pieces of information clear and large enough?
	● Try creating one Googledoc as the students' 'exercise book' with subtitles (date, title, lesson objective) pre-filled. This helps as students only need to open one document for all of their work whilst looking at the class material which is protected. Don't have multiple worksheets for one class – if using worksheets, put them all together in one document with spaces for writing in (make the spaces proportional to how much you want written).
	● Use consistent headings/ titles in your lessons with SEND students. For example, in 8* all lessons have title, LOs, DNA clearly outlined, an ear emoji to indicated when students need to listen to teacher instructions and TASK to show that they need to do something.
	● Research tasks:
	○ when asking students to do research, find the most useful websites that you can and give share them with rather than making the research completely open.
	○ avoid "free writing" for research: give students a checklist or a table with all that is needed broken down.
	○ some students will need help understanding how to complete a Google search,e.g. in a task researching the different people on a bank note, write on their sheet "Search on Google "why is _____ on the British bank note?" because some students would find it hard to know where to start.
	● Responsibility (in terms of engagement): give a SEND learner the small responsibility of pointing out tech difficulties (not being able to see the teacher's screen, mentioning when a comment/question has been missed) makes them actively engage in what's happening instead of easily 'zoning out'.
	● For students working on their own copy whilst the teacher is checking work, it may be good to tell learners to write in red if they are completely stuck, orange if unsure, green if ok. This highlights to the teacher if they are struggling without the whole class knowing over chat/verbal checkpoints.

	● Captions: did you know that Googlemeet will automatically turn what you say into captions? Simply click on the 'Settings' button (the three vertical dots for most people) and activate 'Captions'. It could be helpful for some students to see and hear what you are saying.
Student engagement	
Questioning and discussion	We know that generating effective discussions is one of the hardest parts of teaching online. Try some of these ideas: ★ Get a student to be the class spokesperson or a group spokesperson. This can be useful for managing discussions and debates online. Just remember to change the spokesperson/people from lesson to lesson. ★ Pose, pause, pounce, bounce works well when using questioning in a Googlemeet. ★ Random name generators can be helpful. ★ Don't rely on verbal questioning - repeat the questions on screen.
Helpers	Get students to troubleshoot uploading work or other more complicated new tasks. There is usually at least one who is tech savvy enough and can talk the rest of the class through it by explaining what students can see on their screens. Students are in the best place to help each other with technology etc. You can even let someone share their screen to explain to the group.
Group work	With older students you can have a main class Googlemeet but also a smaller group Googlemeet (each with two or three students). The teacher can give instructions to use their smaller group Googlemeet to discuss ideas. At a certain time the class goes back to the main Googlemeet for whole class feedback. This has worked with younger years (when the teacher is a member of all the sub-groups and flicks between them) but can work most effectively for 6th form. See above for suggestions about how students can give peer feedback.
Praise	We can still:

	★ Give achievement points ★ Make positive phone calls home ★ Send praise emails home We know from last lockdown that positive contact home made a real difference to some of our families. The positive feedback from parents as a result also gave some of us a real boost when we needed it most!
Helping each other: internally and externally	
Invite guests	Many colleagues have really appreciated having other adults there so please do feel free to invite others to join your lesson if they are available. For example: ★ English staff have invited the Librarian to speak to students; ★ You can ask SLT to come and judge competitions, debates, etc; ★ Maths and PE staff have been dropping in to each others' lessons to develop their understanding of best practice; ★ T and L leaders are available to pop in and support, advise, feed back.
Sharing expertise	We have some real experts in school who have great online teaching practice. Why not ask if you can drop in to one of their lessons to pick up some tips? Ask your HOF or lma@cheney.oxon.sch.uk if this interests you.
Resources	All Faculties share resources and sharing closure-friendly resources is more important than ever. Please continue to work with your teams and your HOFs to share what's worked for you. Do also have a look at existing external resources and remember that students _can_ be directed to watch relevant videos and clips and to complete tasks on external websites or platforms. You do not need to be 'on show' all the time. Try these websites and platforms which could save you time _and_ engage our students: ● Educake

	- MyMaths - BBC - Oak Academy - Seneca - Memrise - [Oxford University's huge bank of recommended links to support online learning](#)
Technical best practice	
Videos	If you are using video during your lessons, you can share your screen but it's even easier to send students a link in Googleclassroom and then all watch the same video on individual devices in silence with mics muted. You can then re-group to discuss content and to have a QA to check understanding of video content.
IT fixes	There have been 'Microphone blocked' messages for some teachers using webcams. Please plug the webcam into a different USB port. Check the Googlemeet setting (the three little dots on your home screen for your meeting and then the little cog) is set to 'general microphone'. Re-start your browser.
Tablets	Using an iPad/tablet also connected to the Google meet and sharing the screen to the website 'canvas.apps.chrome' as a separate tab creates a whiteboard that is easy for students to follow even when just using 3G (e.g. in a room without wifi signal). It seems to have lower requirement for bandwidth and far clearer definition compared to a webcam pointed at a whiteboard, which wasn't always focused/clear and occasionally lagged with the audio signal. You can use a tablet as a second 'member' in the lesson - this allows you to see what the students are seeing but also, behind the scenes, to do the admin like register. If your tablet also has a pen facility you could annotate slides as you go through.
Monitoring attendance: a	There is a Chrome extension that allows teachers to monitor attendance in Googlemeets. The Science team have found this very useful and it creates a beautiful chart!

useful tool	*Find out what and how here*: https://chrome.google.com/webstore/detail/google-meet-attendance/fkdjflnaggakjamjkmimcofefhppfljd?hl=en
Support for students	
Student: 'How To' Booklet and videos	Booklet: https://docs.google.com/document/d/1S0m_uAbh-AtIi71GHl050OwZbbysAxTWnsk4-z1kNkk/edit How to join an online lesson (two versions): https://drive.google.com/file/d/1UKHhL-DeTXX85D4ZGMQ4HxYgQRmjIRkv/view?usp=sharing https://www.loom.com/share/eb874c157afe42958bda912b2848fc42 How to submit work:https://drive.google.com/file/d/1pR-sM_xthNmxLnmZI11Q5MjlVhu3sJ9Y/view?usp=sharing How to use Educake: https://drive.google.com/file/d/1nOftS6SMcBINE1uoRCW6Cc0gHOPrWOI0/view?usp=sharing
Homework	5 hours on a screen is more than enough for any child. We will therefore not set additional, out-of-school hours work (previously known as 'homework'!) unless it is for an exam year or Sixth Form. Therefore: ● Yr7 - 9: no homework (but plenty of opportunity to do independent work, and to show it, during normal scheduled lesson time). ● Yr10: homework / independent assignments for RE GCSE and BTECs only ● Yr11: additional assignments welcome, especially if they lead towards an evidence base for awarding a grade (lots more detail on this to come; it is all unclear at the minute). ● Sixth Form: assign independent work in the normal way and in the normal quantity (they have free periods during the school day anyway).