

# Ormiston Academies Trust

## Teaching live online lessons Guidance and Information

### Introduction

This guidance aims to inform staff at Ormiston Academies Trust how to deliver live online lessons safely and effectively.

We believe that the option of live online lessons will further supplement the remote learning that pupils are receiving as well as offering some valuable face to face time with both teacher and classmates.

When teaching live online lessons both teacher and pupil must safeguard themselves at all times. There are strict guidelines listed below that must be adhered to when teaching online, this should be read and understood before setting an online lesson.

### Section 1: Safeguarding Guidelines

- Any questions related to guidelines below should be first raised with a member of the safeguarding team within your academy. Questions that cannot be addressed at academy level will then need to be escalated to the OAT safeguarding.
- If you notice pupil behaviour during a live online lesson that you believe indicates a safeguarding concern log then you must log this on CPOMS. If you believe that the situation requires immediate attention you should contact your school immediately on the discovery of the concern, to be connected to the duty safeguarding personnel.
- When a teacher is delivering a live online lesson they must be dressed appropriately ensuring that a professional persona is kept at all times.
- As the camera will always be on the teacher, it is important that the setting that the lesson is recorded in is appropriate. The location should be in a professional space where personal information is not on show. It is recommended that laptop/desktop or tablet cameras are set to focus on the teacher from the shoulders up. Where possible, teachers should enable the blur background function.
- Pupils will be informed that when engaging in a live online lesson they should be in a safe and open family space. They should not be alone in their bedroom. The kitchen table or family room would be an ideal place for the live online lesson to take place.
- At the start of each live online lesson, the teacher should ensure that pupils understand the rules and expectations. This will ensure the safeguarding of both teacher and pupils. The checklist below should be used at the start of each lesson to ensure this.
- The record function should be disabled for pupils before the lesson starts. In Microsoft Teams the meeting organiser can do this. In Google Meet, the Google Administrator (likely to be your IT support) will need to disable the users record function.
- 1 on 1 lessons between pupil and teacher should not take place unless they meet the guidelines below. If a live online lesson has been set and only one pupil is waiting in the lobby you will need to reschedule the session to a later date with more pupils.

## 1:1 lessons

In some circumstances, 1:1 lessons are necessary and appropriate. This may be the case where pupils are undertaking specialist interventions. However, we would recommend the following guidelines be enacted;

- No teacher gives a 1:1 lesson without prior consent from a member of SLT.
- Where lessons links are sent to pupils, the lesson link is also sent to their line manager and a member of SLT who may access the lesson at any time.
- A prior agreement has been made with the parent or carer around the purpose of the lesson. The parent or carer agrees to be in the room with the child as the appropriate adult.
- At the start of the lesson, the parent or carer acknowledges their presence in the room before the lesson begins.
- All lessons are recorded.

## Safeguarding checklist to be used at the start of a live online lesson

- Ensure that pupil settings are appropriate, reinforce this with the pupils. If there is a pupil that is not in the correct setting, they should be asked to log off, amend and then log back in.
- Re-enforce online classroom rules and expectations. See section 5 for online classroom rules and expectations.
- Promote e-safety and the dangers that surround this. Encourage any pupils that have any concerns over their own or peers' safety to share this information with the teacher following the lesson.

## Recorded lessons

- If you are recording lessons, please ensure that you have sent the GDPR compliant letter to pupils, parents and carers found in the Teaching and Training - Remote Learning – Resources for Parents section on OATnet.
- You should only circulate recorded lessons if they are appropriate for use.
- All recorded lessons should be deleted after 30 days unless they are required for safeguarding or another legitimate reason. Your reason for keeping the recording needs to be documented clearly.
- Where the hosting platform provides the functionality for customised retention periods, these should be set to avoid recordings being kept for longer than 30 days.

## Section 2: Live online lesson content and structure

Live online lessons will have different aims and each academy may take a different approach to how they use live online learning. We have found that when academies are first delivering live lessons the aims tend to be focused around the following;

- 1) Support pupils to consolidate prior learning that has taken place
- 2) Prepare pupils for upcoming remote learning
- 3) Give pupils well-needed face to face time with their peers and class teacher, we believe that this will support with improved well-being.
- 4) As teachers and their pupils become more confident with teaching and learning live, then it is envisaged that the aim may be more focused on;
- 5) Delivery of new curriculum content in line with curriculum maps.
- 6) Delivery of interventions where work submitted indicates this is necessary.

### Setting the lesson

- Each academy will set their own timetable for live lessons. We recommend keeping to a set timetable for pupils and giving pupils at least three days to prepare for any tasks relating to their upcoming lessons.
- If using a combination of Google Classroom and Microsoft Teams, you can set a link for the live online lesson in Teams within Google Classroom. This will give pupils one-click access to the live online lesson. Please see the video created by Josh Case at Six Villages academy on OATnet for support with how to invite a class to a live online lesson on Microsoft Teams. In addition to the above, the link for the live online lesson could be sent to the pupils by email and appear in their Microsoft calendar.
- When setting up a meeting on Microsoft Teams the teacher must ensure that the meeting settings are correct. The screenshot below outlines this clearly. Pupils should not be enabled to bypass the lobby and the teacher should be the only person enabled to share screen.

The screenshot shows the 'Meeting options' for a Microsoft Teams meeting titled 'Live Lesson Trial - GCSE PE (Mr Case's Class)'. The meeting is scheduled for 10 June 2020, 11:00 - 11:30, and is hosted by Joshua Case. The settings are as follows:

Setting	Value
Who can bypass the lobby?	People in my organization
Always let callers bypass the lobby	No
Announce when callers join or leave	Yes
Who can present?	Only me

A 'Save' button is located at the bottom right of the settings panel.

- We *recommend* that live online lessons should be no longer than 30 minutes. This will keep the session short and sharp and we have found that this maintains engagement throughout the session. Pupils will then have the opportunity to continue studying the subject independently following high-quality teacher input.

- When delivering your lessons, look directly at the camera, this is especially important if you are using a webcam and don't have one built in right at the top of a laptop. If you look directly at the camera it will feel to pupils that you are making eye contact.
- Position yourself so you are facing the window, not with the light behind you.
- Limit the text on slides. Too much text on slides is distracting and will reduce engagement

## Before starting a live online lesson

If using Teams, the pupils will be waiting in the Microsoft Teams lobby (please note that Google Meet does not provide this facility). You will need to admit the pupils into the session. At this point, you will be able to see if only one pupil is planning to attend the lesson. If this is the case, you will need to close the meeting and then contact the pupil explaining that the lesson cannot take place.

## Suggested Lesson Structure

1) Safeguarding checklist is completed (see above).

2) An activity is set for pupils as they enter the meeting whilst waiting for others to join, this aims to keep pupils engaged and warming up. This is the same as your usual 'Do Now' tasks. You may decide to use the chat function for this activity to maintain engagement.

3) The teacher asks pupils to switch off their microphones. If there is a question for the teacher, the pupils should use the chat function to raise their hand (in a smaller class setting this may not be necessary). The teacher would then address the question that has been asked by the pupil.

4) Behavioural expectations (see below) are set. This will be important to repeat for at least the first few lessons, just as we would do in a normal classroom setting.

5) The teacher recaps an aspect of prior learning for the pupils, or pupils undertake a short retrieval activity, this may or may not be supported by a PowerPoint presentation. Pupils should raise their hand on the chat if they have a question. The pupil would then switch their microphone on and ask the question. As time progresses and both teacher and pupil become more intuitive working online.

3) The teacher clearly states the lesson objectives/learning intentions. This could be completed either verbally and/or supported by a PowerPoint presentation via the screen share function. Good live lessons always have some sort of hook to pull pupils in, followed by teacher explanation of the material. We recommend you limit the amount of material you give in one go – chunk it. In a classroom you might do around 10 minutes, stick to 5 online. The use of live modelling where you are thinking out your thought process is an effective technique online. During this part of the lesson, there should be direct instructions given to the pupils outlining the expectations of note-taking. This is important.

4) Teachers should plan a short period of questioning following their main delivery. We would suggest using targeted or cold call questioning to maximise engagement. However, as time progresses AFL strategies in a live online lesson will develop becoming more intuitive. During this section, the chat or video functions could be used for question and answer.

5) In a 'normal' lesson this would usually be the time where pupils may practice or apply their learning. However, leaving pupils to do this whilst the lesson is live is not recommended as engagement drops off. We advise the teacher should set the follow up activities and expected work to consolidate that learning. There should be an explanation to the pupils of what they are going to be expected to complete, by when and the style/format of work that will be required. Question and answer may follow to address misconceptions.

6) The live online lesson should finish by reflecting against the lesson aims set at the start of the session.

### Section 3: The behaviour for learning expectations and sanctions

A live online lesson should not be interrupted by disruptive or inappropriate behaviour. Examples of such behaviours are listed below.

- Inappropriate use/language within the chat function
- Persistent interruption of others when speaking/presenting
- Inappropriate behaviour when casting live

The following instructions provide a guide for teachers for addressing pupils on expectations.

- Keep your camera disabled, unless you are in a room (not your bedroom) with an adult present.
- I will record our lessons and put them on our site to access, do not record these yourself and do not share. I will take these down from our site at the end of the course.
- Disable your microphone until I ask you to speak.
- Please raise your hand using this function when you want to speak (if this function is available), I will invite you to speak at the appropriate time in the lesson. Please be patient.
- Use proper English when writing your comments. Avoid slang and absolutely no bad language.
- Do not comment on other people's comments in a negative way.

Behaviour for Learning during a live online lesson should be approached consistently and where possible mirror regular academy policy. Examples of how this can be applied are below.

- Pupils that are disrupting the learning of others should be given a warning. This should clearly be explained to the pupil alongside the reasoning behind it.
- If a pupil does not amend their behaviour following a warning, then they will be removed from the live online lesson. The teacher will have the ability to do this as the meeting organiser.
- Following the removal of a pupil from a live online lesson communication should be made to the parents/carers of that child clearly outlining the behaviour demonstrated.
- A decision should then be made by the teacher and head of the department agreeing upon whether/when it is suitable for that pupil to return to the live online lesson environment.

Academies will need to decide their procedures for collating information about pupils who breach their behaviour policy in online lessons. We recommend collating these centrally it is evident if there is a pupil who is being disruptive across a range of lessons.